

# Strategic Improvement Plan 2021-2024

## Crown Street Public School 3935



# School vision and context

## School vision statement

At Crown Street Public School we are committed to providing high quality, inclusive educational experiences and a diverse range of learning opportunities for growing self and strengthening wellbeing.

## School context

Crown Street Public School is located in the inner city suburb of Surry Hills in Sydney and has a student enrolment of 318. The school culture is that of connectedness, diversity, inclusion and strong sense of belonging with students, staff, school families and the wider community working together to promote school achievement and excellence.

Our school is supported by a strong and vibrant multi-cultural community with 35 different languages other than English spoken on the school site, and our Mandarin Chinese Community Language Program supports students in maintaining and developing further communicative competence in their community language. 81% of our students have a language background other than English, and 85 students require some level of EAL/D (English as a Additional Language or Dialect) support. A small group of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

We offer many extra-curricular opportunities in STEM, focusing on coding and robotics, Information and Digital Technologies, Performing and Creative Arts, Sports and Physical Education, Debating and Public Speaking.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated targets areas in Reading and Numeracy.

The close alignment between the School Excellence Framework and the themes of "What works best" is intended to support our school to consider how to change our practice. School leaders and teachers will focus on the eight central themes of high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing and collaboration to improve student outcomes.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across the school. School services within the Department will be utilised to build understanding on how to do this successfully and school leaders will lead much of this work in the school.

Our work with individual and small targeted groups of students will be responsive and closely monitored by the school's Learning Support Team. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to Learning Support Team for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. All students across the school will be challenged and engaged in order to develop their potential fully. A culture of high expectations will be supported by

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strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice. In order to maximise student learning outcomes and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the needs of individual students.

## Improvement measures

### Target year: 2022

The percentage of the students in the top two bands in NAPLAN Reading to meet the system negotiated target of 62.5%.

### Target year: 2022

The percentage of the students in the top two bands in NAPLAN Numeracy to meet the system negotiated target of 55.6%.

### Target year: 2023

The percentage of students achieving expected growth in Reading to meet the system negotiated target of 69.8%.

### Target year: 2023

The percentage of students achieving expected growth in Numeracy to meet the system negotiated target of 62.5%.

## Initiatives

### Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

Students are taught in their zone of proximal development, with scaffolding, goal setting and meaningful feedback.

Use the literacy and numeracy progressions to personalise learning and understanding.

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

### Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Professional Learning in data Numeracy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Use data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Embed data informed formative assessment practices as an integral part of weekly instruction in every classroom.

## Success criteria for this strategic direction

- Assessment data is collected in Reading and Numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Valid teacher judgment is evident across the school.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- EAL/D and Learning Support Team teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- PAT Assessment data
- Check in assessment data
- Phonics screening check data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student and staff focus groups and surveys
- SENA Tests K-6
- Best Start

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Analysis will be embedded within the initiatives and will inform future directions.

# Strategic Direction 2: Building a Culture of High Expectations

## Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

## Improvement measures

### Target year: 2024

At least 95% of students K-6 know what they are learning in Literacy and Numeracy, why they are learning it and when they have been successful.

### Target year: 2024

Embedded practice of Learning Intentions is exhibited in all classrooms K-6 with students engaging in self-assessment and peer-assessment using Success Criteria for their Literacy and Numeracy goals.

### Target year: 2024

95% of staff identify collaboration practices as being positive and effective as depicted in the What Works Best teacher survey.

## Initiatives

### Explicit Teaching

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teacher's feedback supports improved student learning.

- Professional Learning on the *What Works Best in Practice document* provided for teachers to increase their skills in the delivery of meaningful, timely and explicit feedback of and for student learning (Visible Learning Pedagogy).
- Learning intentions and success criteria are evident in Numeracy and Literacy Teaching and Learning programs K-6
- Staff plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge
- Students set individualised learning goals in Literacy and Numeracy

### High Expectations

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

- The school will implement effective identification procedures for High Potential and Gifted learners in line with departmental policy
- The school will provide a wide range of extra-curricular activities for students to explore their interests and talents outside the classroom
- School structures will be reviewed to ensure all students are supported to achieve their Individual Learning Plans and Personalised Learning Pathways goals
- Teachers will be supported to provide increasingly more complex tasks that consider the prior-knowledge and ability of each student, ask

## Success criteria for this strategic direction

- All students articulate, understand and achieve their literacy and numeracy goals
- All staff use the Performance and Development Plan (PDP) process to evaluate their progress and receive and act on feedback for their ongoing development.
- All staff participate actively in Quality Teaching Rounds and provide feedback
- Learning intentions and success criteria are evident in all Literacy and Numeracy teaching programs K-6
- All staff use the department's Quality Teaching model as the framework for deep conversations about classroom practice
- The school has revised the Gifted and Talented guidelines document

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future plans.

The evaluation plan will involve:

- Staff Performance and Development Plans
- Teaching and Learning Programs
- What Works Best Teacher survey
- Scope and Sequence documents
- Quality Teaching Round observations
- Individual student learning plans
- School timetables

Analysis will be embedded within the initiatives and will inform future directions.

## Strategic Direction 2: Building a Culture of High Expectations

### Initiatives

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- challenging questions that require deep thinking and problem solving
- All staff will create a positive classroom environment characterised by supportive, collaborative relationships and frequent, positive student-teacher classroom interactions.
- All staff engage with parents and carers to encourage high expectations of all students

### Collaboration

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There is a collective understanding that everyone is responsible for every learner within and across the school

- All teachers will regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning - Quality Teaching Rounds
  - Professional Learning will build each teacher's capacity, aligned to the *Australian Professional Standards for Teachers*, to improve teaching and learning through the development of annual Performance and Development Plans.
  - Staff will work in partnership with colleagues to achieve shared collaboration goals
  - Staff will teach in partnership with colleagues to plan, develop and refine teaching and learning programs
  - All staff will embed and use professional learning models to build teacher capabilities and collective pedagogical practice
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## Strategic Direction 3: Wellbeing

### Purpose

To establish a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement so that all students are able to connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

The percentage of students attending, on average, more than nine days per fortnight is increased to meet the system negotiated target of 86.0%.

#### Target year: 2024

There is an increase in positive responses to the Tell Them From Me survey in the elements of *Students with a positive sense of belonging* and *Students who are interested and motivated*.

### Initiatives

#### Student Wellbeing

Continue to develop strategies that build a positive learning environment characterised by supportive relationships and regular contact with each student.

Investigate and implement *The Wellbeing Framework for Schools* to create teaching and learning environments that enable students to be healthy, happy, engaged and successful.

Differentiated social and emotional learning (SEL) programs are mapped across the school and taught by classroom teachers with Learning and Support teachers delivering targeted SEL to groups of students.

Targeted spiritual wellbeing programs for individual/student cohorts to support their feeling of connection and belonging to the school.

Establish opportunities for a more active student voice.

#### Staff Wellbeing

Foster a staff culture that promotes and values collaboration and the sharing of ideas in encouraging ways to promote staff wellbeing and teacher quality.

Staff initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.

#### Attendance

Attendance data is regularly analysed and is used to inform planning.

Staff regularly and accurately monitor attendance and take action to improve attendance rates for all students, including those at risk.

### Success criteria for this strategic direction

- Positive relationships support students' connectedness to school
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Tell Them From Me survey data
- Positive Behaviour for Learning data analysis (including Behaviour incidents data measured over time)
- Student and staff focus groups
- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students
- Annotated teaching and learning programs
- Attendance data
- Whole school anti-bullying programs and incident



### Evaluation plan for this strategic direction

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data

- Student/staff/parent wellbeing surveys
- Learning and Support team referrals and results
- Scout data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Executive team and whole staff reflective sessions.