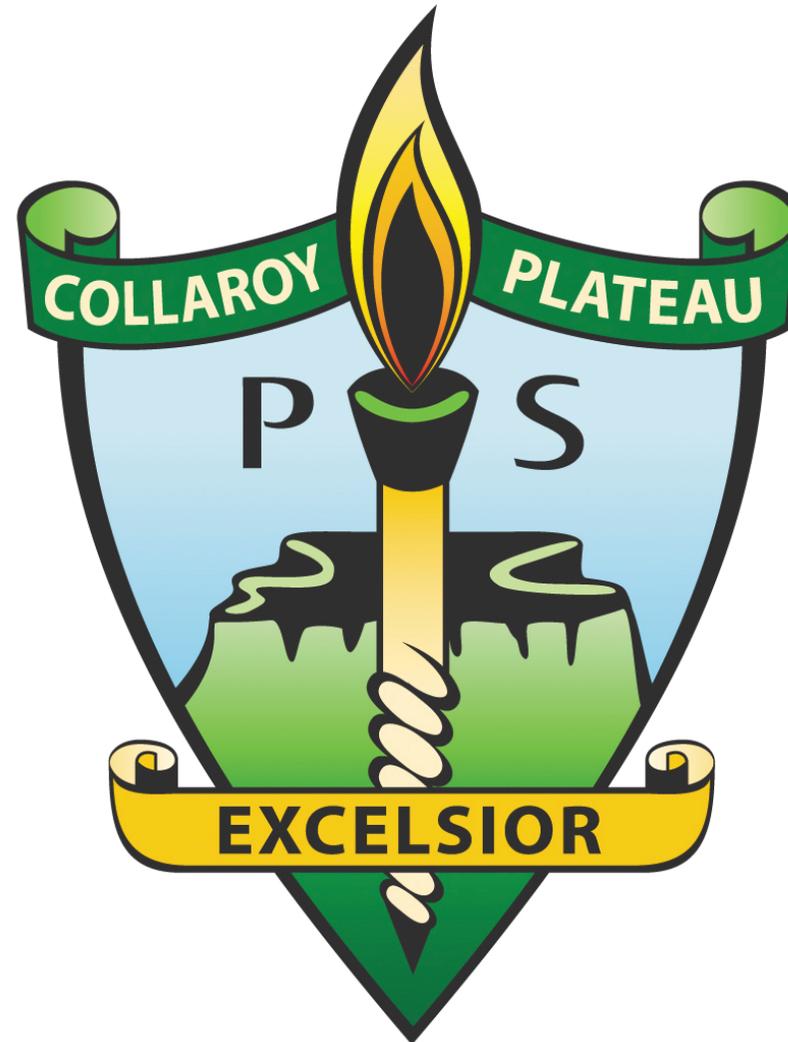


# Strategic Improvement Plan 2021-2024

## Collaroy Plateau Public School 3970



# School vision and context

## School vision statement

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At Collaroy Plateau Public School, we are committed to academic growth for each and every student. We believe in an inclusive environment focused on high expectations and quality teaching practices in every classroom. Collaboration with our parents is fundamental in empowering our students to become self-directed learners who are known, valued and cared for. Students will develop into positive, independent and resilient individuals who contribute to the wider community.

## School context

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Collaroy Plateau Public School is located on the Northern Beaches of Sydney. The physical environment of our school is inviting; reflecting the spirit of those who work, play and grow together, whilst embracing the school ethos of 'Striving for Excellence'.

The student enrolment at Collaroy Plateau Public School is approximately 600 students consisting of Kindergarten to Year 6 . Our school enjoys a reputation of excellence in academic achievement, sport, music and the creative arts. We value participation and inclusion for all.

Through our situational analysis, we have identified a need to build and embed data skills to drive effective classroom practice. Our Visible Learning journey will continue to impact everyday teaching practice by focusing on learning intentions, success criteria, quality feedback and teacher collaboration.

Evidence gathered through the School Excellence Framework self-assessment themes; Curriculum, Assessment and Student Performance Measures have been highlighted of future areas for priority.

As a school, we will continue to prioritise Wellbeing to improve student outcomes across a broad range of domains including, academic achievement, mental health and responsible life choices.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will continue to focus on developing and refining data driven evidence based teaching practices, that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Achievements of 2022 system negotiated targets:

A minimum of 71% of Year 3 and Year 5 students to achieve in the top 2 bands of NAPLAN reading.

### Target year: 2022

A minimum of 56.6% of Year 3 and Year 5 students to achieve in the top 2 bands of NAPLAN numeracy.

### Target year: 2023

A minimum of 72.2% of Year 5 students will make expected growth in NAPLAN reading from Year 3 to Year 5.

### Target year: 2023

A minimum of 68.4% of Year 5 students will make expected growth in NAPLAN numeracy from Year 3 to Year 5.

### Target year: 2024

All students in Years 2-6 will demonstrate a minimum 0.4 growth (calculated through effect size formula) when comparing start of the year to end of year scale scores in the ACER PAT in numeracy, reading and vocabulary.

## Initiatives

### Effective Classroom Practice

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals in reading and numeracy. Staff will engage in high impact, collaborative sustained Teacher Professional Learning (TPL). They will embed effective feedback strategies, linked to success criteria, and collect evidence to review teaching impact in these 2 curriculum areas.

### Reading

In reading, we will embed evidence based teaching practices to support effective teaching and learning, focusing on individual student goals to promote student growth. We will achieve this through:

- Staff reviewing the 'understanding texts' aspect of the progressions and identifying learning goals for their students.
- A whole school initiative supporting comprehension and vocabulary development, through a focus on explicit teaching, super six and word construction strategies.
- Develop whole school understanding of literacy development using explicit reading instruction to promote effective comprehension skills K-6.

### Numeracy

In numeracy, we will embed sustainable whole school processes to support student understanding of where they are now and where to next. We will achieve this through:

- Continuing the Instructional Leadership focus K-6, working with teachers to monitor and assess student progress against the 'quantifying numbers' aspect of the progressions. Teachers and students will work collaboratively to set learning goals and implement classroom feedback.

### Data Driven Practice in Literacy

### Reading

## Success criteria for this strategic direction

Students will be able to articulate their understanding of success criteria to provide feedback and learning goals. (Student Engagement)

Student assessment data is regularly monitored school wide to identify student progress and target teaching methods to enhance student growth. (Summative Assessment; Whole School Monitoring and Student Learning)

Differentiated professional learning will provide teachers with opportunities to enhance the delivery of numeracy and literacy strategies within classrooms. (Professional Learning, Literacy and Numeracy Focus, High Expectation Culture)

Evidence based teaching practices will be utilised to support the development of inferential comprehension skills and a greater understanding of vocabulary to express precision of meaning. (Instructional Leadership, Coaching and Mentoring)

Students will be mapped K-6 against an aspect of the numeracy and literacy progressions. Grades will program and implement this data to inform their teaching practice. (Data Analysis; Data Use In Teaching)

## Evaluation plan for this strategic direction

### Effective Classroom Practice

Question: To what extent has a focus on evidence based practices improved student learning?

Data:

- Observations
- Student voice / Teacher voice
- Grade assessments

### Data Driven Practice in Literacy

# Strategic Direction 1: Student growth and attainment

## Initiatives

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In reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform teaching. We will achieve this through:

- Establishing Instructional Leader positions to work with teachers K-6, using data to monitor and assess student progress and designing future learning on a whole class, group and individual level.
- Continuing to map students K-6. Results will then be tracked to the 'understanding texts' aspect of the progressions to identify learning goals for individual students.

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## Data Driven Practices in Numeracy

### Numeracy

In numeracy, whole school processes for collecting and analysing data will continue to be embedded. The evaluation of this data will regularly be used to inform teaching. We will achieve this through:

- Continuing the work of the Instructional Leader K-6 to collaborate with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level using the 'quantifying numbers' aspect of the progressions.
- The Instructional Leader assists teachers to ensure that students are challenged through the differentiation of curriculum.
- Continuing to map students' against the progressions, focusing on mathematical vocabulary and monitoring growth.
- Promoting and implementing effective numeracy strategies to improve teaching through professional learning communities.

## Evaluation plan for this strategic direction

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Question: To what extent has the collection of literacy data assisted teachers to drive student growth?

Data:

- External assessment eg NAPLAN, PAT and Check In.
- Internal assessments eg Pyramids of Progress and progression tracking.

### Data Driven Practice in Numeracy

Question: To what extent has the collection of numeracy data assisted teachers to drive student growth?

Data:

- External assessment eg NAPLAN, PAT and Check In.
- Internal assessments eg progression mapping.

# Strategic Direction 2: Wellbeing through connection

## Purpose

To maintain and support a strong sustained approach to wellbeing through a holistic and team based strategy, ensuring every child is known, valued and cared for.

## Improvement measures

### Target year: 2022

Wellbeing is to be measured at a minimum of 94.1% for students Years 4-6.

### Target year: 2022

Attendance is to be measured at a minimum of 91.5% for students K-6.

### Target year: 2024

A continued increase in the positive growth orientation in the Tell Them From Me survey:

- < 87% will evidence that students are 'trying their best'

- < 71% will evidence students embracing 'challenging goals'.

Teachers are teaching within students' zone of proximal development (using high challenge, high support).

## Initiatives

### A planned approach to wellbeing

In our efforts to ensure every student is known, valued and cared for, we will be utilising a variety of wellbeing programs that assist students to learn the skills of self regulation, attention and focus. This will be achieved through:

- Conducting a situational analysis on the school's wellbeing practices aligned to the Wellbeing Framework Evaluation Support Tool.
- Updating our whole school approach to wellbeing by ensuring that all domains are catered for.
- Implementing effective evidence based social/emotional learning programs to support wellbeing and engagement in student learning.

### Explicit Teaching

There is a collective responsibility for student wellbeing, learning and success at CPPS. Teachers use a range of explicit strategies to explain and break down knowledge. To further optimise the learning progress for our students we will create learning environments where students can achieve their educational potential.

This will be achieved through:

- Providing theoretical and empirical support for explicit models of instruction.
- The introduction of instructional techniques to support working memory.
- Structuring teaching and resources to maximise learning, achievement and success.

### Individual Learning Needs

At CPPS, planning for learning is informed by evidence based practices to meet the individual learning and wellbeing needs of our students. To actively connect with learning we will implement strategies for our students to meaningfully focus and engage.

## Success criteria for this strategic direction

To ensure the PDHPE scope and sequence has social emotional learning programs embedded K-6. (A planned approach to wellbeing, Teaching and learning programs)

Teachers are integrating their evidence based knowledge of teaching practice with new knowledge to support explicit modes of instruction. (Individual learning needs, Behaviour, Explicit teaching)

Student voice will indicate growth in student interest and engagement in their classwork. (High expectations)

Teachers are aware of the necessity to provide students with skills to increase their competence as learners. (A planned approach to wellbeing, Explicit teaching)

Students will be involved in their learning by building new understandings with a greater sense of autonomy. (Student engagement, Differentiation)

Students will demonstrate increased positive classroom behaviour, enhanced focus and attitude towards learning. (Attendance, Behaviour, Classroom management)

## Evaluation plan for this strategic direction

### A planned approach to wellbeing

Question

Did our planned approach to wellbeing support every student to connect, thrive, succeed and learn?

Data

- Student forum
- Tell Them From Me results
- Sentral Data

### Explicit Teaching

Question

# Strategic Direction 2: Wellbeing through connection

## Initiatives

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This will be achieved through:

- Enhancing students' cognitive functioning and ability to sustain focus for academic work.
  - Targeting teaching using high challenge and high support as required through differentiation for all students.
  - Through the Learning Support Team we will meet the needs of students both high potential and those requiring scaffolded learning.
  - Providing students with opportunities to negotiate their learning goals and develop greater autonomy.
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## Evaluation plan for this strategic direction

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To what extent do we know we have positively impacted the cognitive wellbeing of our students K-6?

Data

- Tell Them From Me results
- Observations
- Teacher survey
- Assessment data

### Individual Learning Needs

Question

To what extent do we know we have positively impacted the emotional regulation of our students K-6?

Data

- Student forum
- Tell Them From Me results
- Teacher survey
- Learning Support Team referral analysis

# Strategic Direction 3: Quality teaching practices

## Purpose

To inspire and build quality teaching practice in all classrooms through a focus on a sustained and continuous approach to teacher professional learning embedding evidence informed approaches.

## Improvement measures

### Target year: 2024

A High Impact Professional Learning (HIPL) model will be embedded as a natural and sustainable teacher professional learning practice.

### Target year: 2024

All students can articulate, understand Learning Intentions and Success Criteria and how they can direct and support their learning growth by receiving and sharing feedback.

## Initiatives

### High Impact Professional Learning (HIPL)

We will continue to implement evidenced based change to whole school practices through teacher professional learning at CPPS. We will achieve this through:

- Ongoing collaborative practices to continue exploring 'What Works Best 2020'.
- Introducing and implementing a high impact and collaborative whole school approach to improving evidenced based teaching methods.
- Supporting teachers to reflect on their own practice and professional learning needs through the Performance and Development Plans. (PDP)
- Teachers will be supported to trial innovative or evidence based, future focused practices within their classroom and across their grade.

### Culture of High Expectations

Embed a learning culture of high expectation that enables students to achieve their learning goals and become autonomous, successful learners. We will achieve this through:

- Embedding evidence based teaching practices across all classes K-6
- Utilising action research, data collection and analysis to drive a culture of high expectations and student growth.
- Focusing on building the evaluative capacity of the teaching staff to understand the connection, and impact of professional learning on teaching practice.
- Instructional Leaders will work side by side teachers to mentor and support student growth.

## Success criteria for this strategic direction

Positive teacher professional learning evaluations reflect an increase in teacher knowledge and skills and the sharing of evidence to demonstrate impact on student outcomes. (Professional learning)

Acknowledging and sharing existing expertise across grades and stages within school based TPL on 'What Works Best 2020'. (Expertise and innovation)

Increased collective efficacy is evident across grades and school wide K-6. (Collective practice and Feedback)

New learning is being transferred into classroom teaching practice. (Explicit Teaching ; Improvement of practice; Literacy and numeracy focus)

The CPPS differentiated TPL model supports the needs of all teachers. (Professional learning)

## Evaluation plan for this strategic direction

### High Impact Professional Learning (HIPL)

Question

To what extent have we supported our teaching staff in building capacity and refining their teaching practice through targeted professional learning?

Data

- Teacher surveys/focus groups
- Observation through PDP process
- TPL sharing board.

### Culture of High Expectations

Question

What evidence will demonstrate that high quality teaching practice has impacted on student growth?

## Evaluation plan for this strategic direction

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### Data

- Student forum/ student assessment
- Teacher collaborative discussions
- Collaborative teacher observation
- TPL sharing board.