

Strategic Improvement Plan 2021-2024

Caringbah North Public School 3972



School vision and context

School vision statement

To be recognised as a centre for academic excellence and a leader in student wellbeing.

School context

Caringbah North Public School, with an enrolment of 580 students, is situated in the southern suburbs of Sydney. The school has two Opportunity Classes for gifted and talented students, providing an enriched and extended curriculum. 26% of the students are from an English as an Additional Language/Dialect (EAL/D) background.

The school delivers 21st century learning focused on developing effective communicators who are collaborative, creative and critical thinkers. Developing high level skills in literacy and numeracy, with a commitment to focus on the individual needs of students, is a school priority. The school is committed to whole school practices that foster student wellbeing and promote inclusive community partnerships. Student leadership is encouraged, along with a pro-active approach to student wellbeing and 'positive behaviour for learning' (PBL).

The school provides many opportunities for additional educational experiences to cater for all aspects of child development including band, dance, choir, chess, public speaking, and representative sport.

The school has committed and enthusiastic staff and fosters strong parent and community partnerships.

The school community was consulted in the situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices to ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks, improving data collection practices and developing greater consistency of judgement within and across the school. This will be supported by the appointment of an Instructional Leader to support the school executive to strengthen evidence-based practices. There will be a focus on effective classroom practice to ensure that teaching and learning is informed by data. We will continue to build on our strengths-based approach to support student wellbeing. We will develop a case management approach to ensure that the individual needs of students are monitored and supported.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine effective classroom practices through the use of explicit teaching, dynamic programming and evidence-based teaching.

Improvement measures

Target year: 2022

Uplift of at least 5% of students in the top 2 bands in NAPLAN reading to reach the lower bound system-negotiated target.

Target year: 2022

Uplift of at least 5% of students in the top 2 bands in NAPLAN numeracy to reach the lower bound system-negotiated target.

Target year: 2023

Uplift of at least 3% of students achieving expected growth in NAPLAN reading to reach the school's lower bound system-negotiated target.

Target year: 2023

Uplift of at least 2.5% of students achieving expected growth in NAPLAN numeracy to reach the school's lower bound system-negotiated target.

Initiatives

Reading

In reading, we will ensure there is clarity around what is to be taught and how. We will do this through:

- deep knowledge of the syllabus;
- clear scope and sequence;
- improved programming and explicit lessons;
- the selection of teaching strategies based on student learning needs;
- the impact of the implemented strategies on student learning; and
- teacher professional learning and school resourcing.

Numeracy

In numeracy, we will ensure there is a clarity around what is to be taught and how. We will do this through:

- deep knowledge of the syllabus;
- clear scope and sequence;
- improved programming and explicit lessons;
- the selection of teaching strategies based on student learning needs;
- the impact of the implemented strategies on student learning; and
- teacher professional learning and school resourcing.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum, teaching and learning programs)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, student feedback, and provides continuous improvement for all students across the full range of abilities. (SEF - Effective classroom practice, Lesson planning)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective classroom practice, Explicit teaching)

A whole-school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and development)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Evaluation plan Questions:

What has been the impact of using consistent, explicit teaching on student performance?

Do teachers collaborate to evaluate, reflect on and adapt practice?

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources to regularly analyse the impact of the initiatives in achieving the purpose and improvement measures of the strategic direction.

These will include:

- Internal assessment, eg. PLAN2, work samples
- External assessment, eg. NAPLAN
- Survey
- Classroom Observation
- Focus group
- Student voice
- Interview
- Document analysis including teaching programs

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring. Term by term review and triangulation of data sources to validate conclusions.

We will report back to our community on school progress measures in the Annual Report each year and regularly in the newsletters.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning.

- Where do we go from here?
- What are our future directions and next steps?

Strategic Direction 2: Data Informed practice

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and sustain whole school processes for collecting and analysing data and refine teaching practices so that they are responsive to the learning needs of students. We will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2024

An improvement in the SEF element Assessment, to the level of excelling as measured by the School Excellence Framework.

Target year: 2024

An improvement in the SEF element Data skills, to the level of excelling as measured by the School Excellence Framework.

Target year: 2024

An improvement in the SEF element Curriculum, to the level of excelling as measured by the School Excellence Framework.

Target year: 2024

An improvement in the SEF element Effective classroom practice, to the level of excelling as measured by the School Excellence Framework.

Initiatives

Data Skills

Increase the capacity of staff to analyse student performance, improve teacher effectiveness, implement targeted intervention and improve student outcomes.

We will do this through:

- Reviewing data and assessment requirements learning intentions and the use of data to inform teaching and learning;
- Embedding sustainable whole school processes for collecting and analysing data;
- Challenging teaching practice to ensure teachers respond to data in programming, planning and lesson delivery; and
- High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Effective Classroom Practice

Improve effective classroom practice through a focus on explicit teaching, dynamic programming and evidence based teaching.

We will do this through:

- Establishing support for teacher performance development, collaborative practice and evidence-based programs and lessons;
- Foundation building so that all teachers understand what is explicit teaching and how it is delivered in the classroom;
- Building on research into Cognitive Load Theory to maximise learning;
- Effective feedback is built into a cycle of learning to inform teachers; and
- Establish and use Instructional Leader position to

Success criteria for this strategic direction

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF- Effective classroom practice, Feedback)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF- Assessment - Formative assessment)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment, Summative assessment)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments, informs further teaching. (SEF - Assessment, Student engagement)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (SEF - Whole school monitoring of student learning)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data skills and use, Data literacy)

Strategic Direction 2: Data Informed practice

Initiatives

work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data skills and use, Data analysis)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - Data skills and Use, Data use in teaching)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Data skills and use, Data use in planning)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational leadership)

Evaluation plan for this strategic direction

Evaluation plan Questions:

To what extent have we achieved our purpose and can demonstrate impact and improvement in effective classroom practice and data skills and use?

Data:

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Strategic Direction 2: Data Informed practice

Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction. These will include:

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- Focus group
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- Interview
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Analysis:

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Implications: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning.

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Strategic Direction 3: Inclusion, Well-being and Engagement

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing, inclusion and engagement.

Improvement measures

Target year: 2022

Uplift of 5% of students attending school more than 90% of the time to be at or above the lower bound target

Target year: 2022

Uplift of 5% of students with a sense of belonging to be at the lower bound target.

Target year: 2024

An improvement in the SEF element student performance measures to the level of excelling as measured by the School Excellence Framework.

Initiatives

High Potential and Gifted Education

There will be a coordinated approach to supporting High Potential and Gifted students promoting engagement and challenge for every student, across intellectual, creative, social-emotional and physical domains. It supports students to achieve their educational potential through talent development and differentiated teaching to ensure that their specific learning and wellbeing needs are met.

Individualised Support

Equity groups will be supported through a case management approach. This will be achieved through:

- establishing clear processes of tracking students through the Learning and Support Team
- implementing targeted programs for equity groups
- high-quality differentiation of learning

Wellbeing

Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

This will be achieved through:

- A strength-based approach to developing learner dispositions through integration with the 4Cs- collaboration, critical reflection, communication and creativity;
- A focus on developing student voice;
- Refining whole-school approaches to student behaviour, attendance, wellbeing, learning and engagement data is evidenced in individual student learning plans; and
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in

Success criteria for this strategic direction

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. (SEF - Wellbeing, Individual learning needs)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational leadership - Performance management and development)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF - Curriculum, Differentiation)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - Learning culture, Transitions and continuity of learning)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning culture, Attendance)

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF -Student performance measures - Internal and external measures against syllabus standards)

Evaluation plan for this strategic direction

Strategic Direction 3: Inclusion, Well-being and Engagement

Initiatives

effective wellbeing strategies whilst undertaking a lesson study approach to adjust and improve practice.

Evaluation plan for this strategic direction

Evaluation plan Questions:

How can the school determine that its systems and processes for enhancing student wellbeing, inclusion and engagement have been successful?

Data:

We will use a combination of data sources to regularly analyse the impact of the initiatives in achieving the purpose and improvement measures of the strategic direction. These will include:

- Classroom observation
- Focus group
- Student voice
- Interview
- Document analysis including teaching programs
- Wellbeing framework self-assessment pre and post data
- Professional development plans
- Student learning plans
- LST referrals
- Incident reports
- Suspension data
- Extra-curricular group data
- TTFM - Student wellbeing, family satisfaction

Analysis:

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Strategic Direction 3: Inclusion, Well-being and Engagement

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