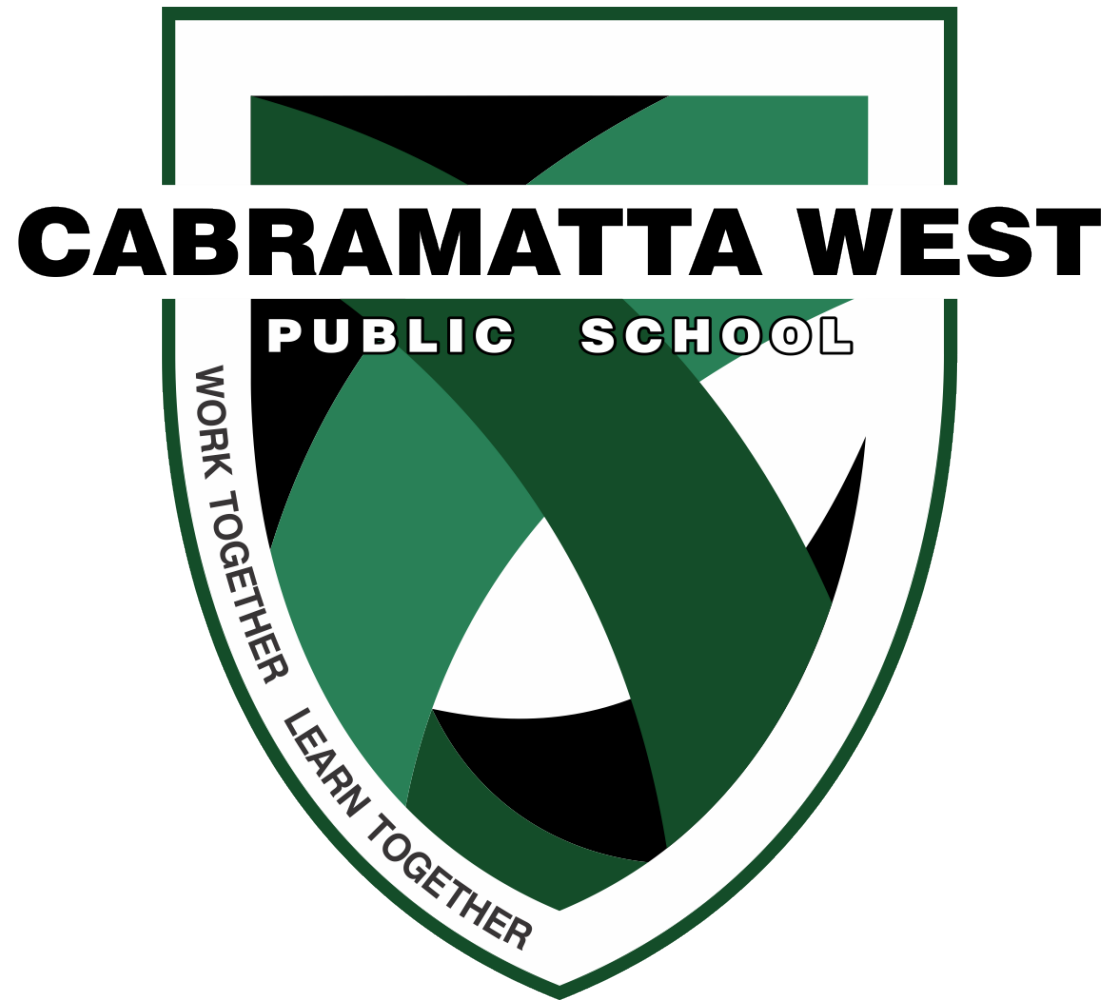


Strategic Improvement Plan 2021-2024

Cabramatta West Public School 3980



School vision and context

School vision statement

At Cabramatta West Public School we strive towards a culture of excellence where growth and success is evident for every student, every teacher, every leader, every year.

We aim to develop:

- a school wide culture of high expectations
- a shared sense of responsibility for student engagement, learning, development and success
- school wide processes so that all children can connect, succeed and thrive
- a safe and respectful learning environment where individual potential is recognised and developed.

School context

Cabramatta West Public School is situated in South Western Sydney and is part of the Metropolitan South directorate. The school pays respect and acknowledges that it is on Aboriginal land. Currently there are 510 students enrolled, of which approximately 96% of our students have a language background other than English.

Our school community has a valuable and diverse cultural heritage which is celebrated. Our community shares a commitment to excellence, strengthening inclusivity and fostering positive relationships in and beyond our school.

Cabramatta West Public School receives School Based Allocation Resource funds for socio-economic backgrounds, Aboriginal background, English language proficiency, low level adjustment for disability and support for beginning teachers. Equity funds are used to support student wellbeing, growth and attainment.

Cabramatta West Public School has multiple instructional leaders that support our commitment to ongoing improvement in literacy and numeracy. Their focus is on supporting the core business of teaching and learning to improve student outcomes.

Our school features a Support Unit, a school readiness program, a Vietnamese community languages program and school wide wellbeing initiatives. Positive Behaviour for Learning supports our whole school approach to wellbeing.

The school provides a range of academic, sporting, cultural and extra-curricular experiences including Dancesport, Primary School Sports Association activities (PSSA), Debating, Public Speaking and Creative and Performing Arts groups.

Our staff work collaboratively to develop high impact learning experiences for our students guided by current research. We are committed to continuous improvement for all.

As we strive for continual improvement, our situational analysis has identified three areas of focus:

1. **Strategic Direction 1 - Student Growth and attainment** (*building of educational aspiration and ongoing improvement and attainment in literacy and numeracy*)
2. **Strategic Direction 2 - Wellbeing** (*strategic and planned approaches that support the wellbeing of all students*)
3. **Strategic Direction 3 - Expertise and innovation** (*expert contemporary content knowledge and effective teaching strategies to sustain school wide quality practice*).

Strategic Direction 1: Student growth and attainment

Purpose

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with priority given to providing continuous improvement for all students in reading and numeracy.

Improvement measures

Target year: 2022

The proportion of students achieving in the top two bands in reading increases by 7% from baseline data by 2022.

Target year: 2022

The proportion of students achieving in the top two bands in numeracy increases by 8% from baseline data by 2022.

Target year: 2023

The proportion of students achieving expected growth in NAPLAN reading increases by a minimum of 5% to exceed the system- negotiated target.

Target year: 2023

The proportion of students achieving expected growth in NAPLAN numeracy increases by 18% to exceed the system- negotiated target.

Target year: 2024

Whole school data of student achievement at stage appropriate level (reading and numeracy) shows a minimum upward trend of 20%.

Initiatives

High Quality Professional Learning

Teachers engage in professional learning which provides opportunities for collaboration to inform the development of evidence-based programs and quality learning experiences which meet the needs of all students.

- provide high quality professional learning that is informed by student progress and achievement, builds the knowledge of staff and is aligned to school targets
- actively participate in professional networks and professional learning communities that focus on continuous student improvement and the impact of professional learning is shared
- strengthen teaching practice through routines including coaching, mentoring, co-planning and co-teaching

Data Skills and Use

Student assessment data is regularly used to identify student achievements and progress to reflect on teaching effectiveness and inform future directions.

- provide regular time for teachers to analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice
- utilise data to determine tiered interventions that support all students inclusive of practices that develop the talent of high potential and gifted students
- use assessment as an ongoing opportunity to provide feedback to support each student at their point of challenge, where feedback is specific and forward-focused, with an emphasis on how students can improve their learning

Success criteria for this strategic direction

Teaching programs and lessons incorporate evidence based practices where data and feedback direct learning. (SEF-Curriculum)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement and success is measured by student growth. (SEF-Professional Standards)

Effective teaching methods are identified, promoted and modelled and student learning demonstrates growth in reading and numeracy. (SEF-Effective Classroom Practice)

Professional learning activities identify, promote and support the implementation of effective strategies to improve teaching and learning. (SEF-Learning and Development)

Whole school and interschool relationships support the ongoing development of teachers. (SEF-Learning and Development)

Assessment data is regularly used school-wide to identify student progress in order to determine teaching interventions, plan classroom instruction, drive professional learning, reflect on teaching effectiveness and determine future directions. (SEF-Data skills and use)

Evaluation plan for this strategic direction

Question

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

Data

- Internal assessments
- External data (eg; NAPLAN, Check-In Assessment)
- Observations of teaching practice

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Teaching and learning programs, Assessment documentation
- Surveys (eg; staff)
- Community engagement and/or partnerships
- LST data
- High Impact Professional Learning self assessment tool

Analysis

Analysis will be embedded within the initiatives through progress implementation and monitoring.

Implications

Analysis of the data will guide the school's future directions to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Wellbeing

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

The percentage of students attending school greater than 90% of the time increases by a minimum of 7% by 2022.

Target year: 2024

Enrichment, extension and extra-curricular programs that are challenging and purposeful are embedded across the school.

Target year: 2024

The percentage of students feeling a positive sense of belonging as indicated in the Tell Them From Me survey will increase by 8% or more from baseline data.

Target year: 2024

School self assessment of the element of Wellbeing indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Positive Partnerships

Positive partnerships create a culture of high expectations and effectively builds opportunities for student success.

- identify meaningful opportunities for student participation and leadership, including voice and decision making as key to both student wellbeing and school excellence
- provide opportunities for families and community organisations to engage in school related activities to embed a culture of high expectations

Whole School Approach To Wellbeing

Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school.

- review current wellbeing practices to identify areas for whole school wellbeing reform
- provide professional learning for staff in areas identified as focus/future growth areas to support consistency across the school
- refine and tailor school attendance practices and procedures by completing an analysis, designing an action plan and implementing initiatives to best meet the needs of the community
- promote engagement and challenge for students by embedding the High Potential Gifted Education policy across the social-emotional, intellectual, creative and physical domains

Success criteria for this strategic direction

Student feedback is elicited by teachers and opportunities for students to share their perspectives and opinions are evident across the school. (SEF-Effective Classroom Practice)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning. (SEF-Learning Culture)

Strategic and planned approach to wellbeing processes that support connect, succeed and thrive to be an integral part of our school setting. (SEF-Wellbeing)

Teachers, parents and the community work together to develop consistent and systematic processes that support positive student attendance. (SEF-Learning Culture)

Teaching and learning programs across the school show evidence that they are adjusted across the intellectual, creative, social-emotional and physical domains to address individual student need ensuring all students are challenged. (SEF-Curriculum)

Evaluation plan for this strategic direction

Question

How can the school determine if its systems and processes for wellbeing and positive partnerships have been successful?

Data

- Learning and support data
- Attendance tracking and monitoring information
- Wellbeing Framework self assessment tool
- Professional learning records
- TTFM
- School satisfaction surveys
- Focus groups (staff, students, parents)

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

Analysis

Analysis will be embedded within the initiatives through progress implementation and monitoring.

Implications

Analysis of the data will inform future directions and next steps.

Strategic Direction 3: Expertise and Innovation

Purpose

In schools that excel, staff demonstrate and share expertise, have expert contemporary content knowledge and deploy effective teaching strategies to sustain school wide quality practice.

Improvement measures

Target year: 2024

Deeply embed and sustain the implementation of systems and structures for staff to share their expertise around contemporary content knowledge and effective teaching strategies.

Target year: 2024

Processes to familiarise staff with new syllabi documents and to consolidate knowledge of existing syllabi are planned and implemented. There is strengthened teacher confidence and capacity to use syllabus documents to drive their teaching and learning programs.

Target year: 2024

School self-assessment of the themes of Learning and Development indicate improvement from Sustaining and Growing to Excelling.

Target year: 2024

Embed concepts, principles and teaching practices that underpin successful innovative learning environments (ILEs) into regular routines.

Initiatives

Contemporary Practices

Contemporary teaching and learning prepares students to engage in a rapidly changing world.

- embed regular opportunities into school routines for teachers to engage in a systematic process for investigating and improving student outcomes which will include collaboration, engagement in targeted professional learning, sharing evidence-informed practice and analysing student work
- establish a culture of sharing expertise through the implementation of lighthouse classes

Curriculum Implementation

Develop expert teachers who support students to build strong foundations for future learning through quality teaching of the curriculum.

- develop professional capacity by supporting staff with resources and differentiated professional learning for continual improvement in providing high quality teaching practices, assessing and reporting
- establish professional learning communities (PLC) within the school and beyond for collaboration in curriculum development

Success criteria for this strategic direction

The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF-Learning and Development)

The five elements of the High Impact Professional Learning (HIPL) model supports explicit systems to drive ongoing, school-wide improvement in teaching practices. (SEF-Learning and Development)

Whole school and inter-school relationships support ongoing development and improvement for all teachers. (SEF-Learning and Development)

The school builds a professional learning community which is focussed on continuous improvement in literacy and numeracy. (SEF-Educational Leadership)

Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals. (SEF-Learning and Development)

The school's curriculum provision supports high expectations for student learning. (SEF-Curriculum)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate expert contemporary knowledge to sustain school wide quality practice?

Data

- Staff engagement in professional groups and networks
- Professional learning logs
- PDPs
- Feedback data
- Observations - teaching and learning
- Teaching and learning programs

Strategic Direction 3: Expertise and Innovation

Evaluation plan for this strategic direction

- Student data/work samples (5 weekly cycle data)
- Surveys
- SEF SaS
- High Impact Professional Learning self assessment tool

Analysis

Analysis will be embedded within the initiatives through progress implementation and monitoring.

Implications

Analysis of the data will inform future directions and next steps.