

# Strategic Improvement Plan 2021-2024

## Coal Point Public School 4022



# School vision and context

## School vision statement

Coal Point Public School community strives to enrich the lives of students and to inspire and nurture their development as confident, persistent, resilient and self-directed learners, individuals and citizens. We work together and build partnerships to realise student growth and attainment, strengthen social emotional capabilities and provide our students with a quality learning environment to connect, succeed and thrive.

## School context

Coal Point Public School caters for the educational needs of the children in our lakeside community. Our school facilities have wide open spaces and learning focused classroom environments, incorporating interactive panels, iPads, robotics, a full computer lab, as well as a fantastic school hall and outdoor learning areas. Our students come from many varied backgrounds, where education is highly valued by all. The school enjoys strong family and community support. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

We have fifteen exceptional classroom practitioners, who nurture and care for all students in a genuinely supportive way. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricular opportunities we provide. Our school band, choir, dance, sport and debating programs provide outstanding teaching, while supporting fun and a love of learning.

Coal Point Public School has an enrolment of approximately 284 pupils across the Years K to 6, with 3% of students identifying as Aboriginal and 7% identifying as being students with English as an additional language or dialect (EAL/D). Our school's Family Occupation and Education Index (FOEI) value is 58, compared with the NSW average of 100. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

Throughout 2020, Coal Point Public School consulted with our P&C and our school Community Consultation Team and utilised a variety of measures to complete the writing of our Strategic Improvement Plan for the next four years. All staff have participated in the writing of our plan through collegial discussion, workshops, stage team meetings and through discussion at professional learning meetings and workshops. Staff have also worked through a number of professional learning sessions working with the What Works Best - 2020 update document. Teachers, students and parents and carers completed the online survey, Tell Them From Me, to assist us to identify areas of focus for school improvement.

Our school has a strong connection with the local Aboriginal Education Consultative Group and collaborates with the Aboriginal Education Consultative Group community of schools. Learning, wellbeing and cultural programs are shared through school reports and attendance at Mankillikan Aboriginal Education Consultative Group meetings. Aboriginal perspectives are embedded into all Key Learning Areas and supported by cultural celebration and significant events through the year. Multiculturalism is further celebrated and integrated into teaching and learning programs.

Through whole school data analysis and reflection our high level areas for improvement include student growth and attainment, outstanding practices and programs to support and improve student wellbeing and learning and high impact leadership to improve teacher efficacy and build staff capacity. Wellbeing practices foster a sense of belonging and

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engagement, as research shows high levels of wellbeing are linked to higher levels of academic achievements (What Works Best in Practice, 2020). Our strategic directions are aimed at ensuring all students attain at or above expected growth in literacy and numeracy. The school community strongly believe these three areas are interconnected and are essential to the development of the whole child.

Our school will participate in External Validation in 2021 and this will allow an extensive review of our School Improvement Plan against the School Excellence Framework to determine future directions and adjustments to initiatives if needed.

# Strategic Direction 1: Student growth and attainment

## Purpose

There is a strong focus to develop excellent skills in literacy and numeracy and to build foundations for academic success in all Key Learning Areas. Teachers collaboratively develop, analyse and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 5%.

### Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 5%.

### Target year: 2023

Increase the percentage of Year 5 students achieving at or above expected growth in NAPLAN numeracy by 6%.

### Target year: 2023

Increase the percentage of students achieving at or above expected growth in NAPLAN reading by 4%.

### Target year: 2024

The school's self-assessment of the School Excellent Framework element of 'Data Skills and Use' is trending towards Excelling.

## Initiatives

### Evidence based teaching practices.

The following evidence based practices will be implemented:

- High impact professional learning in reading and numeracy, effective resourcing to support lesson implementation.
- Whole school approach to the effective teaching of reading. This includes data analysis to drive lesson content and delivery, use of the literacy progressions and time allocation.
- Whole school approach to the effective teaching of numeracy. This includes data analysis to drive lesson content and delivery, use of the numeracy progressions, manipulatives, problem solving and time allocation.

### Data Skills and Use

- Regularly dedicate time to using data effectively by making, collecting and using data a routine and regular part of teaching practice, engaging in collaborative analysis of data with colleagues, ensuring systems and structures in place to record data that has been collected and prioritising professional learning in effective and efficient use of data.
- Collecting meaningful reading and numeracy data, utilising a variety of formal and informal methods over time so that comparisons of student progress are accurate and information about each student's learning informs "where to next?".

## Success criteria for this strategic direction

- Teaching and learning programs in literacy and numeracy are dynamic, showing evidence of revisions based on professional learning and feedback of teaching practices of evidence based pedagogies.
- Learning and support team work closely with teachers to develop reading and numeracy programs that are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.
- All teachers have a sound understanding of analysing, interpreting and extrapolating data to collaboratively determine plans and strategies for improvement.

## Evaluation plan for this strategic direction

### Question:

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

### Data:

The school will utilise the following data sources to monitor 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 data
- Check in assessments (Years 3- 6)
- Student work samples and Individualised Student Support Plans where required
- Literacy and numeracy PLAN 2 data
- School internal data (Progressive Achievement Test,

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Waddington, Single Word Spelling Test, South Australia Spelling Test)

- Learning and support team data

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications:

- Executive team, whole staff and stage review of data sources, analysis and reflection to ensure consistent teacher judgement and attainment of intended improvement measures.

- Regular Professional Learning sessions to review the School Excellence Framework elements and themes to determine progress.

## Strategic Direction 2: Outstanding practices and programs to support and improve staff and student wellbeing and learning

### Purpose

There is a strategic and planned approach to whole school wellbeing processes that support the social and emotional learning of our students, where every child is known, valued and cared for.

### Improvement measures

#### Target year: 2022

To increase current attendance of students attending at or above 90% of the time by 6%.

#### Target year: 2024

Trending towards all students reporting an increase in Expectations for Success, Advocacy, and Sense of Belonging at School to our upper bound target of 98.7%.

### Initiatives

#### Attendance

- High expectations of the whole school community that individual attendance will be at or above the system negotiated target.
- School-wide systems refined and strengthened to ensure all stakeholders understand attendance processes.
- Our school, with support from attendance officers (home school liaison officers and Aboriginal student liaison officers), monitor the regular attendance of students and develop and implement strategies to support students with identified attendance issues.

#### Wellbeing

- Select and develop strategies to proactively teach and model healthy coping skills, resilience and self-regulation.
- Establish mentoring programs that identify strengths and success, as well as building resilience.
- Initiate whole school strategies to build a positive learning environment in the classroom, characterised by supportive relationships and regular contact with each student.
- Target support for different phases of student development and for students who may be at risk.
- Use collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support the wellbeing of students at home and school.

### Success criteria for this strategic direction

#### Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

#### Wellbeing

- Teacher mentors work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student attendance and wellbeing?

#### Data:

The school will utilise the following data sources to monitor 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 surveys- Teacher, Parents and Students
- You Can Do It! Social and Emotional Learning survey.
- Attendance statistics on Scout.
- Monitor the use of the wellbeing space.
- Student Leadership Survey and Peer Support participation.
- Kindergarten - Year 3 Wellbeing survey

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### Evaluation plan for this strategic direction

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#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

#### Implications:

The findings of the analysis will inform:

- future wellbeing curriculum and programs.
- identify future policies and processes needed to support student attendance.

## Strategic Direction 3: High impact leadership to improve teacher efficacy and build staff capacity

### Purpose

The leadership team establishes explicit systems for collaboration and feedback to ensure quality teaching practices are embedded in a school culture of high expectations. A student-centred approach to professional learning and improving teacher quality is planned for, articulated and aligned to evidence-based practices, and the impact on student progress and achievements are evaluated. This informs future directions for continued refinement in classroom practice.

### Improvement measures

#### Target year: 2024

Tell Them From Me 'Focus on Learning' teacher survey displays that the Educational Leadership domain increases above the government norm of 7.1.

#### Target year: 2024

Increase the Tell Them From Me 'Focus on Learning' teacher survey area of 'school leaders in the school lead improvement and change' from the positive response of 10%.

### Initiatives

#### Instructional Leadership drives school improvement

We will embed sustainable whole school processes to drive school improvement by:

- Evidence based teaching practices being at the core of professional learning opportunities to share and gain expertise.
- Regularly participating in structured lesson observations and collegial sharing of expertise that focuses on how different teaching approaches impact on student learning.
- Regularly dedicating time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

### Success criteria for this strategic direction

- 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.
- The leadership team establishes a professional learning community with a high performance culture focused on continuous improvement of teaching and learning and high quality service delivery.
- Instructional leadership supports the development of high performing teachers and this is recognised through the teacher accreditation process.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of instructional leadership on staff efficacy and capacity?

#### Data:

The school will utilise the following data sources to monitor 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:

- Quality Teaching Successful Students time allocation and schedule
- Internal data displays increase in collegial sharing of practice from Tell Them From Me 'Focus on Learning' teacher survey and the school's Professional Development Plan reflection survey.

#### Analysis:

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



## Strategic Direction 3: High impact leadership to improve teacher efficacy and build staff capacity

### Evaluation plan for this strategic direction

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school will review progress towards the improvement measures.

#### **Implications:**

The findings of the analysis will inform:

- if the school leadership team has a high impact on professional learning.
- if student needs drive evidence based quality teaching practices
- if continuous and coherent routines have been achieved through innovative allocation of time and resources.
- if strengthening collaborative practice has a greater influence on student outcomes.
- if teachers and school leaders have an impact on student progress and achievement.