

Strategic Improvement Plan 2021-2025

Charlestown East Public School 4194



School vision and context

School vision statement

A vibrant school community where inclusion, successful learning and personal growth are valued.

School context

Charlestown East Public School has an enrolment of 336 students enrolled in 13 mainstream classes and 21 students enrolled in the three multicategorical classes. The student population consists of 21 Aboriginal students and 17 students with a language background other than English. The school was established in 1959 and is located on the east side of Charlestown bordered by James, Bula and Wales Streets. There are expansive grounds that include a mini netball court, basketball court, soccer field, fixed equipment, a vegetable garden and outdoor learning area. There is plenty of natural and man made shade areas and facilities to accommodate students with special needs. The school is in close proximity to local sporting fields, the Fernleigh Track and Charlestown Pool. There are five permanent classroom blocks that include a library, three demountables, a hall and an administration block.

The school is proud of its welcoming, positive and inclusive school culture. The vision for the school is shared by the staff, students and parents. The Tree of Values program underpins the culture of the school and is taught explicitly across the whole school year. It is communicated broadly across the school ensuring that all members of the school community understand the expectations. The teaching staff are professional and caring and are focused on catering for the needs of all students and strive towards continual improvement. The P&C is an active parent body who works closely with the school to maintain a sense of community and raise funds to improve the school environment and ensure that classrooms are well-resourced.

Strategic Direction 1: Student growth and attainment

Purpose

All students are supported to be brave, resilient, imaginative, self-motivated and creative learners who are inspired to work towards achieving their individual learning goals.

Improvement measures

Reading growth

Achieve by year: 2023

Check-in assessment

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

PAT-R

There is an increase in the proportion of students demonstrating reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts.

Numeracy growth

Achieve by year: 2023

Check-in assessment

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

99% perceive high expectations for success as reflected in the TTFM survey.

Achieve by year: 2025

More than 90% of students achieve their expected reading benchmark targets assessing fluency, decoding and comprehension determined through a collation of

Initiatives

Quality Differentiated Literacy Teaching

A focus on embedding quality evidence based practices in the teaching of all strands of English.

Quality Differentiated Maths Teaching

A focus on embedding quality evidence based practices in the teaching of all strands of Maths.

Data Informed Practice (Know Thy Impact)

A continued focus on data informed practice achieved through the implementation of systems for gathering and analysing class, cohort and whole school based data to monitor growth and achievement.

Success criteria for this strategic direction

- A comprehensive K-6 assessment schedule incorporates formative and summative tasks that measure both progress and achievement and inform teaching and school planning.
- Teachers regularly analyse data to inform their teaching ensuring that students are taught at their point of need.
- Quality teaching in Maths and English provides meaningful and engaging learning for students that is aligned with the curriculum, based on research and underpinned by individual learning goals.

Evaluation plan for this strategic direction

To determine the extent to which evidence based and data informed practice is being implemented and the impact on student learning, the following data sources will be used :

- Teaching program reviews
- Internal and external data sources such as NAPLAN, running records, class based assessments, standardised testing
- Staff, student and community surveys
- Classroom walkthroughs
- PDP and Impact Coach conversations

Strategic Direction 1: Student growth and attainment

Improvement measures

data sources e.g. Year 1 phonics screener, phonemic awareness assessment, observations, fluency reads, Waddington Reading and benchmarking for Years 3-4.

- Y3 students achieve RL 27
 - Y4 students achieve RL 30
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Achieve by year: 2025

90% of students K-6 have a spelling age beyond their chronological age

Achieve by year: 2025

55% of students demonstrate a years growth in learning in spelling assessed by Waddington Spelling.

Strategic Direction 2: Wellbeing and Inclusion

Purpose

For all students to feel happy, safe and supported in an inclusive learning environment.

Improvement measures

Wellbeing

Achieve by year: 2023

TTFM survey data will show that 90.2% of students report positive wellbeing at school.

Attendance (>90%)

Achieve by year: 2023

84.3% of students will attend school at least 90% of the time.

Achieve by year: 2025

School survey data reflects that 98% of parents and students find the school environment safe, welcoming and supportive.

Initiatives

Inclusive practice

Care and consideration is given at all times to ensure that individual needs are considered, planned for and addressed.

Attendance Monitoring

The whole school community is aware of the impact of regular attendance on success at school and is working towards improvement in attendance rates.

Whole school community wellbeing

Informal and formal strategies promote and support positive wellbeing of staff, students and parents.

Student Voice

All students have the opportunity to have input in school decision making and in their learning.

Success criteria for this strategic direction

- Embedded systems identify, support and monitor attendance
- The importance of regular attendance at school is regularly communicated and celebrated
- Inclusion is considered in the planning of all school events and classroom activities
- Embedded systems support the management of behaviour and health care needs
- A welcoming, caring, supportive and inclusive school culture exists

Evaluation plan for this strategic direction

Evidence of an inclusive school culture that supports all areas of wellbeing includes:

- TTFM student survey snapshot 1 and 2
- Fortnightly attendance monitoring through LST
- Evidence of the implementation of attendance improvement strategies documented in Sentral
- Term HSLO attendance checks
- Regular monitoring and analysis of incidents recorded in Sentral, reported through LST
- Parent and staff surveys

Strategic Direction 3: High Impact Teaching

Purpose

To ensure that all staff know the impact of their teaching and continually reflect and evaluate their practice for ongoing improvement.

Improvement measures

Achieve by year: 2025

100% of students will be able to communicate the learning intention and success criteria of a lesson.

Achieve by year: 2025

An average of 85% of students in Years 4-6 are in the high advocacy, high expectations quadrant of the TTFM student survey.

Achieve by year: 2025

TTFM survey data is consistently above the state mean in the areas of :

- effective learning time
- relevance
- rigour
- positive learning climate; and
- interest and motivation.

Achieve by year: 2025

100% of students K-2 enjoy learning and view their learning ability and progress in a positive way.

Initiatives

The Visible Learner

All staff, students and parents understand the CEPS learning dispositions and know that these are the behaviours of a successful learner at CEPS.

Visible Teaching and Leading

Teachers deepen their understanding of Visible Learning and develop their practice to embed the elements of Visible Learning and create a collaborative and dynamic learning culture.

Feedback

Effective feedback gives students information about where they are going, how they are doing and where to next and teachers receive information to improve their teaching.

Mindframes for Success

Staff, students and parents understand that how we think about learning has a powerful impact. Mindframes for success underpin teaching, leading and learning.

Success criteria for this strategic direction

- Learning intentions and success criteria are embedded across the school in all key learning areas
- All students will be able to communicate the learning intention and success criteria of a lesson.
- All staff and students can communicate the learning dispositions that are required for successful learning.
- Students display the qualities of an assessment capable learner
- Quality feedback motivates, inspires and guides teaching and learning.
- Students develop learning goals and communicate where they are going next and what they need to do to get there.
- A positive, active and collaborative learning culture exists in all learning spaces and high expectations for student progress.

Evaluation plan for this strategic direction

The impact of Visible Learning on teaching and learning will be evidenced in :

- Classroom walkthroughs by all teachers multiple times throughout the year
- Teaching program reviews
- Staff, student and community surveys
- Internal and external assessment data