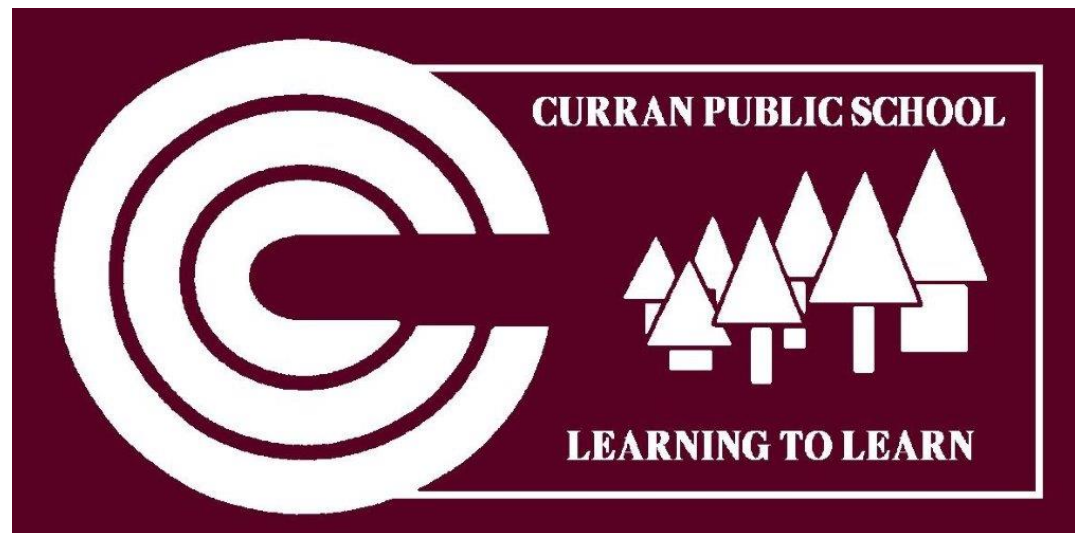


Strategic Improvement Plan 2021-2024

Curran Public School 4460



School vision and context

School vision statement

At Curran Public School, we value continuous improvement in a caring and collaborative environment where a shared culture of high expectations enables the achievement of aspirational goals.

School context

Curran Public School is located on Dharawal Country in Macquarie Fields within the Campbelltown Council boundaries. Our school is within walking distance to Simmos Beach Reserve, that lies on the Georges River Corridor. The Reserve is home to a range of habitat types, ranging from Shale-Sandstone Transition Forest and Coastal Sandstone Ridgetop Forest on the ridge to Hinterland Sandstone Gully Forest in the valley. Curran Public School services a diverse multicultural community of 258 students with 22% of our students identifying as Aboriginal and 34% of students from a language background other than English. The location of our school takes in students from both private and public housing. Our Index of Community Socio-Education Advantage (ICSEA) is 860 and our Family and Education Index (FOEI) is 173.

We have a Support Unit of 7 classes that cater for students with Autism or Moderate Intellectual Delay, as well as a School as Community Centre (SaCC) that provides strong transition programs for prior to school as well as quality experiences and workshops for children 0-8 and their families. Our school has a Community Language Teacher as a part of our teaching allocation who teaches Samoan language and culture. An Aboriginal Education Officer supports and drives programs alongside our teachers that focus on our First Nation People, their history, culture and reconciliation.

Our school is set on spacious grounds with access to outdoor playing fields and courts, purposeful outdoor learning environments as well as a school hall. We are well resourced with the availability of 1:1 devices; engineering and high tech film equipment; Community Cafe and Kitchen Garden. Curran Public School has a strong focus on Instructional Leadership; STEM; Aboriginal Education; Student Agency; High Potential Gifted Education and Wellbeing.

Our students benefit from quality teachers who are supported in targeted growth and development through focused Instructional Leadership from our executive team who work shoulder to shoulder with our teachers to lead data driven practices and reflections against core syllabus documents; the Literacy and Numeracy Progressions and High Impact Teaching Strategies that are evidenced based and result in student growth. Curran Public School is a part of the Early Action for Success Initiative with a full time Deputy Principal leading quality practices in English and Mathematics using both Instructional and Distributive leadership models, that positively impact student application and understanding of both disciplines in real world contexts through inquiry and design thinking. Reflective practice and continuous improvement with a robust focus on student achievement make up the ethos of our learning culture at Curran Public School.

Curran Public School has strong local and national partnerships with other educational institutions that allow our students to develop and expand their learning across diverse contexts.

We have an active P&C who value cultural diversity, aspirational pathways for our students and high expectations.

Strategic Direction 1: Student growth and attainment

Purpose

Sustained focus on improving student outcomes through evidence-based practices.

Improvement measures

Target year: 2022

NAPLAN Reading Top 2 Bands

- 21% of students achieving in the top 2 bands in Reading

Target year: 2022

NAPLAN Numeracy Top 2 Bands

- 15% of students achieving in the Top 2 bands in Numeracy

Target year: 2023

NAPLAN Reading Growth

- 67 - 72% of students achieving expected growth in NAPLAN Reading

Target year: 2023

NAPLAN Numeracy Growth

- 68-73% of students achieving expected growth in NAPLAN Numeracy

Target year: 2024

SEF Targets

- Excelling in 'Data Skills and Use' element in the School Excellence Framework - Teaching Domain.
- Excelling in 'Educational Leadership' element in the School Excellence Framework - Leading Domain.

Target year: 2024

Initiatives

Instructional Collaborative Practice and Collective Teacher Efficacy

- Engage in Collaborative Practice professional learning that is ongoing and embedded in school culture enabling the collective expert use of formative assessment to distinguish point of need for individual student cohorts.
- Instructional coaching conversations continue to be refined to meet student needs using High Impact Plans.

Quality Teaching and Data Informed Practices

- Professional learning using the syllabus and progressions to design purposeful numeracy and literacy lessons with a focus on differentiation and explicit teaching.
- Professional learning in summative and formative assessment practices for numeracy and literacy with a focus on effective feedback.
- Focused professional learning on data concepts so that teachers can analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practices.
- COVIDILST Learning and Support Strategy enable focused intervention processes.

Amplified Leadership

Building and sustaining system leaders focused on achievement of student outcomes.

- Tiered leadership support through targeted learning pathways aligned to Highly Accomplished and Lead Standards as well as Executive Role Statements.
- Professional learning in leading collaborative and data informed practices.
- Early Action for Success Instructional Leader leads and facilitates professional learning targeted at assessment, feedback, mentoring and coaching using syllabus and progressions documents with the School Leadership Team.

Success criteria for this strategic direction

Instructional Leadership Practice and Collective Teacher Efficacy Initiative

- Collaborative practice reflects engagement in ongoing formal and informal conversations about pedagogy and teaching practice where teachers use assessment as feedback on their teaching, working together to research, plan and design effective teaching strategies and programs.
- Leadership teams initiate and lead professional discussions with colleagues to evaluate practice using High Impact Plans and the WWB documents.
- Teachers engage in regular classroom observation and feedback and can articulate how changes in their practice impact on student outcomes where there is collective ownership of learning goals and outcomes, for both the individual and whole school.

Quality Teaching and Data Informed Practices Initiative

- Clear systematic and reliable assessment information established to evaluate student learning over time leading to teachers demonstrating adaptive expertise.
- Embedded processes that enable teachers' consistent, evidence based judgement and moderation of assessments.
- 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.
- COVIDILST interventions reflect individual student growth in formative and summative assessments.

Amplified Leadership Initiative

- The leadership team lead and implement principles of evaluative thinking, monitors the impact of programs and approaches used by all teachers and improves practice as required.

Strategic Direction 1: Student growth and attainment

Improvement measures

SEF Targets

- Excelling in the 'Assessment' element in the School Excellence Framework - Learning Domain.
- Excelling in the 'Effective Classroom Practice' element in the School Excellence Framework - Teaching Domain.

Initiatives

- Human Resources and Financial Management operations are reflective of best practice.

Success criteria for this strategic direction

- Professional learning is delivered using a differentiated approach to accommodate for various professional learning needs across a diverse staff.
- Distributed leadership is evident as a result of building teacher capacity.
- Administration and management processes reflect efficient and sustained workflows.

Evaluation plan for this strategic direction

Instructional Leadership Practice and Collective Teacher Efficacy & Quality Teaching and Data Informed Practices Initiative

- High Impact Plans and Instructional Conversations data
- Student work samples and teacher reflections.
- PLAN2 and PAT Assessment Data
- SCOUT NAPLAN trend data
- Teaching and Learning programs
- High Impact Professional Learning School Self Assessment Tool

Amplified Leadership Initiative

- Professional Growth process data / achievement of PDP goals process.
- Student work samples and teacher reflections.
- PL Module reflections and impact of leadership surveys.
- SCOUT Dashboard reports in HR and Finance.

Strategic Direction 2: High Potential Innovative Pedagogies

Purpose

Adapting to the changing landscape of learning design is essential for our students in developing agile approaches to creativity and problem solving to meet the needs of our current and future society.

Improvement measures

Target year: 2024

Enhanced STEM Learning through the lens of the General Capabilities and Design Thinking Initiative

- Excelling in the 'Learning and Development' element in the School Excellence Framework - Teaching Domain.
- Students value and understand the importance of Science, Mathematics and Engineering and how they work together to form various professional roles.

Target year: 2024

Strengthening Student Agency Initiative

- Tell Them From Me Survey indicates above state norm in the areas of Sense of belonging, Advocacy and Expectations for Success.
- Excelling in the 'Curriculum' element in the School Excellence Framework - Learning Domain.

Initiatives

Enhanced STEM Learning through the lens of the General Capabilities and Design Thinking

- Professional learning for teachers when planning for inquiry processes linked to the explicit teachings in Mathematics and English.
- Professional learning for teachers in order to develop STEM units of work responsive to community or global needs.
- Explicit learning and development for students in understanding the general capabilities and what the capabilities look like in practice to assist with self assessment and feedback.
- Establishment of sustainable networks and partnerships with outside agencies and educational facilities that support aspirations of our students.
- Open, flexible indoor and outdoor learning spaces are designed using evidence based practice with a purposeful student centred focus. Staff use the flexible learning spaces to drive innovative teaching and learning pedagogies.

Strengthening Student Agency

- Redesign the Student Leadership Framework and the purpose of the Student Representative Council in consultation with the student body and the school community to reflect student choice, responsibility, voice and leadership development.
- Teacher professional learning to increase understanding of learner agency, efficacy, aspirations and success using co design and co planning methods with students so they have ownership in their learning experiences.

Success criteria for this strategic direction

Enhanced STEM Learning through the lens of the General Capabilities and Design Thinking Initiative

- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.
- Students demonstrate critical, creative and design thinking processes through STEM engagement.
- Students lead STEM learning through a student community of practice.
- Teaching and learning programs reflect how flexible learning spaces are used to cultivate team work and inquiry.

Strengthening Student Agency Initiative

- Students co-design and co-develop authentic learning experiences and aspirational opportunities.
- Students contribute to the Strategic Improvement Plan and to the achievements of its goals and priorities.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Evaluation plan for this strategic direction

Enhanced STEM Initiative

- Student and Teacher surveys
- Teaching and Learning program evaluations
- High Impact Professional Learning School Self-Assessment Tool
- High Potential and Gifted Education Policy Evaluation and Planning Tool

Strengthening Student Agency Initiative

- Focus group feedback sessions with all stakeholders

Strategic Direction 2: High Potential Innovative Pedagogies

Evaluation plan for this strategic direction

- Curran PS Student-Voice impact surveys.
- Student work samples and growth reflections

Strategic Direction 3: Connect

Purpose

Valuing the importance of connections in strengthening cognitive, emotional, social, physical and spiritual wellbeing.

Improvement measures

Target year: 2024

Connection to the Land Initiative

- Students demonstrate an increased awareness of Acknowledgement of Country and its significance.
- Dharawal Language and Culture Programs are accessed and valued by all students K-6.
- 100% of students and families value their PLP where students lead and drive their aspirational pathway.

Target year: 2022

Connect, Succeed and Thrive Initiative - Attendance

- 65.7% of students are in attendance 90% or more.

Target year: 2024

Transitions for Success Initiative & Connect, Succeed and Thrive Initiative

- Excelling in the 'Learning Culture' element of the School Excellence Framework - Learning Domain.
- Excelling in the 'School Resources' element of the School Excellence Framework - Leading Domain.
- Maintain excelling in the 'Wellbeing' element of the School Excellence Framework - Learning Domain.

Initiatives

Connection to the Land

- Staff and Students embed Aboriginal History and Culture across core learning subjects and engage in Acknowledgement of Country processes through professional learning and partnership with the Aboriginal Education Team.
- Aboriginal perspectives in education are reflected in all key learning areas through programming and learning experiences where staff engage in Connecting to Country tours of Dharawal Country to understand its history and areas of significance to our First Nation people.
- Establishment of Dharawal Language and Culture programs by working with the school community, our Aboriginal Education Officer and the local AECG to navigate implementation of authentic language and cultural programs.
- PLP processes are evaluated and reflect both aspirational pathways and the learning and wellbeing needs of individual students who identify as Aboriginal and/or Torres Strait Islander.

Transitions for Success

- Strengthening our partnership with our local High School to develop regular and ongoing purposeful transition pathways that begin in Stage 2 through to Stage 3 with a focus on aspiration and developing future focused skill sets.
- Enhancing prior to school transitions through the amplification of the programs delivered as a part of the School as Community Centre. Programs to be evaluated and strengthened include our STARTWELL, Pre-Kinder and 0-3 programs.
- Students with special needs have access to transition and integration processes that are responsive and proactive.

Connect, Succeed and Thrive

- Evaluation and consolidation of Positive Behaviour for Learning Framework.

Success criteria for this strategic direction

Connection to Land Initiative

- Students and staff share individualised Acknowledgement of Country as a part of special events and programs.
- Programs and learning experiences reflect authentic Aboriginal perspectives and History and Culture.
- Dharawal Language and Culture programs are embedded as a part of student learning contexts.
- Students who are Aboriginal or Torres Strait Islander are achieving goals set in annual PLP's and have ownership of their aspirational pathways.

Transitions for Success Initiative

- Students in Stage 2 and 3 access a learning pathway program with the local High School.
- Continuity of learning for our students 0-5 reflects purposeful engagement with our external community links and partnerships with prior to school centres.
- Refined transition and integration processes focused on student needs reflect best practice for all students at transition points, including highly mobile students and students with atypical enrolment.

Connect, Succeed and Thrive Initiative

- Wellbeing Frameworks are purposeful and reflect the needs of our students
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals and support succession planning.
- Learning and Support processes are refined and transparent.
- Staff adopt consistent behaviours and habits that improve overall health and mind wellness.

Initiatives

- Attendance to school programs are strengthened.
 - Succession planning processes are strengthened to support high staff turnover.
 - Strengthening learning and support procedures through purposeful integration of wrap around wellbeing and learning services for students and families.
 - Workplace wellness programs enable a strong sense of belonging, engagement and organisational performance.
-

Evaluation plan for this strategic direction

Connection to the Land Initiative

- Student feedback and teacher reflections based on teaching and learning programs that embed Aboriginal Histories and Culture.
- Collaborative Teaching and Learning program evaluations and feedback with and from Aboriginal Elders and lighthouse schools leading Aboriginal Education.
- Family and student surveys on the impact of the PLP Aspirational Pathway process and plan.

Transitions for Success Initiative

- Pre and post survey from students before undertaking the High School transition pathway program.
- Student pre assessment at the beginning of Pre-Kinder and Best Start on entry into Kindergarten as post assessment.
- Focused student and family interviews for those involved in PLaSP integration and transition planning processes.

Connect, Succeed and Thrive Initiative

- Build capacity of staff to create positive learning environments that enhance wellbeing and academic achievement through Positive Behaviour for Learning.
- Attendance data using SCOUT and Sentral.
- Ongoing feedback through surveys, exit slips to evaluate the impact of differentiated professional learning to support succession planning and staff wellbeing initiatives.