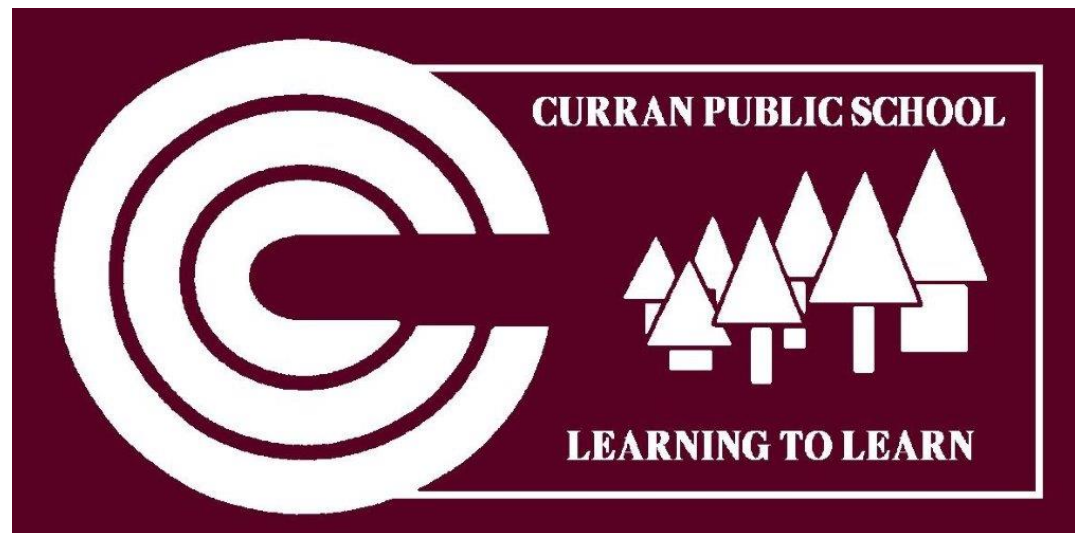


Strategic Improvement Plan 2021-2025

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 the suburb of Macquarie Fields and is part of the Connected Communities Strategy. Our school is committed to delivering quality teaching in a vibrant learning environment that ensures every student is known, valued and cared for. We engage in strong evidence-based literacy and numeracy educational practices. Curran Public School has an enrolment of 292 students and celebrates our multicultural diversity. We nurture our emerging Elders, as our Aboriginal students represent our largest cultural group at 23%. 48.6% of students come from a Language Background Other Than English. Curran Public School's commitment to inclusivity is reflected in our dedication to provide a student-centred environment for our 7 Support Unit classes, providing personalised support for students with specific needs. We proudly host a School as Community Centre (SaCC) that provides a strong transition to school program and community engagement initiatives that support families with young children. The 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 the teachers that focus on our First Nation People, their history, culture and reconciliation.

The school is set on spacious grounds with access to outdoor playing fields and courts, purposeful outdoor learning environments as well as a school hall. It is resourced with the availability of 1:1 devices, Community Cafe and Kitchen Garden. Curran Public School has a strong focus on Literacy and Numeracy, Aboriginal Education, High Potential Gifted Education and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning in reading and numeracy, we will develop and sustain a culture of high expectations that challenge and engage students to achieve their fullest potential. We will prioritise effective feedback to emphasise opportunities for students to learn and improve.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

- An increase in the Check-In assessment mean scaled score for Reading in Year 3 and 5 for 2023 when compared with Year 3 and Year 5 in 2022.
- An increased proportion of students in Year 1 demonstrate reading growth compared to 2022 as measured by the Year 1 Phonics Screener.
- An increased proportion of students in Year 3 and 5 demonstrate improved reading scores compared to 2021 and 2022 cohorts as measured by PAT.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

- An increase in the Check-In assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 when compared with Year 3 and Year 5 in 2022.
- An increased proportion of students in Year 3 and 5 demonstrate improved numeracy scores compared to 2021 and 2022 cohorts as measured by PAT.

Achieve by year: 2025

Excelling in the themes of 'Feedback' and 'Explicit Teaching' within the 'Effective Classroom Practice' element in the School Excellence Framework (SEF).

Initiatives

Consistent Challenge for Every Student

- Use planned and continuous formative assessment to monitor the strengths and gaps in student learning to provide targeted learning opportunities to achieve mastery.
- There is a whole school approach to improve literacy and numeracy practices, strengthened by high impact professional learning and evidence based practices.
- Provide increasingly complex tasks that challenge students and require deeper thinking and problem solving across the curriculum.
- Staff will use formative assessment and cultural understanding to personalise the learning needs of all Aboriginal students in reading and numeracy.

Effective Feedback for Mastery

- Provide students with specific feedback and opportunities to practise and refine their skills to achieve growth as a reader and mathematician.
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- Staff will collaboratively develop responsive learning intentions and success criteria that drive timely and specific feedback that is applied in daily practice.
- Aboriginal students will have aspirational reading and numeracy learning goals supported by effective feedback for growth.

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.

Success criteria for this strategic direction

Consistent Challenge for Every Student

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Formative assessment is practised expertly by teachers to plan, deliver and evaluate challenging reading and numeracy learning experiences.
- All students know that their learning goals can be realised when they persevere with tough challenges and during times of confusion.
- Staff expertly design and deliver increasingly complex tasks that promote deep thinking and problem solving.
- Students apply appropriate learning dispositions when faced with a challenge.
- Teaching and learning programs and assessment opportunities are reflective of cultural understanding and include Aboriginal pedagogies.

Effective Feedback for Mastery

- Teachers provide targeted feedback aligned to the learning intention and success criteria to help students review and refine their learning.
- Capable learners understand what they are supposed to learn, monitor their own progress, set goals and reflect on their learning.
- Students can confidently articulate their learning goals by knowing: What am I learning? How am I going? Where to next?
- Aboriginal students and community report that the school values their goals, aspirations, identity and culture.

Evaluation plan for this strategic direction

Consistent Challenge for Every Student

- PLAN2 and PAT Assessment Data
- NAPLAN data

Strategic Direction 1: Student growth and attainment

Initiatives

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

Evaluation plan for this strategic direction

- Check-in assessment
- School Excellence Framework SaS
- Teaching and learning programs
- Student work samples and teacher reflections
- Aboriginal student and parent surveys and focus groups

Effective Feedback for Mastery

- Learning Walk data
- Tell Them From Me (TTFM) student and teacher data
- What Works Best Effective Feedback self assessment tool kit
- Aboriginal student and parent surveys and focus groups
- Teaching and learning programs

Strategic Direction 2: Education for a Changing World

Purpose

To prepare all students to solve complex problems across all curriculum areas with the skills and capabilities to thrive in a rapidly challenging and interconnected world. Contemporary learning will draw on students' interests and expertise to ignite a sense of curiosity.

Improvement measures

Learning Dispositions

Achieve by year: 2025

- An increase in the percentage of students confidently applying targeted learning dispositions.
- An increase in the percentage of staff confidence and expertise to develop the targeted learning dispositions in students.

Applied Learning Approach

Achieve by year: 2025

- An increase in the percentage of staff trailing an applied learning approach across the curriculum.
- An increase in the percentage of teachers planning, implementing and evaluating an applied learning approach.

Applied Learning Approach

Achieve by year: 2025

TTFM student data is at or above the state norm in the area of relevance.

Initiatives

Learning Dispositions

- Grow a strong culture through practices that support learning dispositions, both individually and across the school community.
- Capable learners understand what they are supposed to learn, monitor their own progress, set goals and reflect on their learning.
- Staff will develop a deep understanding and see the value in research underpinning the learning dispositions to further students skills, engagement and deep understanding.
- Students will develop a complex combination of learning dispositions, skills, values and attitudes to respond intelligently and empathetically when confronted with a problem.
- Staff will acknowledge and align Aboriginal pedagogies and ways of knowing with the learning dispositions.

Applied Learning Approach

- Staff engage with research to develop a deep knowledge of the applied learning approach.
- Teachers will provide students with learning opportunities to solve authentic real world problems across the curriculum.
- Students engage in creative problem solving, using the applied learning approach to solve real world problems through meaningful and authentic experiences across the curriculum.
- Staff and students will value Aboriginal histories, culture and identities by embedding authentic Aboriginal perspectives within an applied learning approach.

Success criteria for this strategic direction

Learning Dispositions

- The learning community identifies, articulate and values dispositions that are beneficial to successful learning.
- The language of learning dispositions is embedded across classroom, school and home environments.
- Students will use transferable skills to solve complex problems. They reflect on the effectiveness of these dispositions to evaluate and assess their own learning.
- Teachers highlight, value and model commonly identified learning dispositions that are important for ensuring students are prepared to thrive in their futures.

Applied Learning Approach

- Students apply their knowledge and skills to solve problems by translating their learning from the classroom into real life contexts.
- Students will demonstrate mastery of skills in new ways and gain practical application of new skills and knowledge across the curriculum.
- Teaching and learning programs include opportunities for the applied learning approach.
- Students are confident to take action as future problem solvers and facilitate cultural and global change, including Aboriginal perspectives.

Evaluation plan for this strategic direction

Learning Dispositions

- Student surveys and focus groups
- TTFM student data
- Teaching and learning programs
- Staff surveys and focus groups

Applied Learning Approach

Strategic Direction 2: Education for a Changing World

Evaluation plan for this strategic direction

- TTFM student and staff data
- Teaching and learning programs
- Teacher surveys and focus groups
- Student project portfolios

Strategic Direction 3: Excellence in Wellbeing for Student Learning

Purpose

We value the importance of a positive and welcoming school culture where the learning community are happy, healthy, engaged and successful. We will prioritise early intervention and whole school prevention underpinned by inclusivity.

Improvement measures

Whole School Universal Strategies

Achieve by year: 2025

- TTFM student data is above the state norm in the areas of positive relationships and positive student relations.
- TTFM Aboriginal student data is above the state norm for culture at school.
- SEF assessment indicates an improvement in the SEF domain of wellbeing from delivering to excelling.
- Parent/carers, student and external service provider voice is valued and drives Personalised Learning and Support Plans and Aboriginal students' Personalised Learning Pathways.
- Increased scores in all sub scales within Tier 1: universal Positive Behaviour for Learning (PBL) features.

Service Delivery to Support Learning

Achieve by year: 2025

- SEF assessment indicates an improvement in the SEF domain of wellbeing from delivering to excelling.
- TTFM student data is above the state norm in the areas of belonging, high expectations and advocacy at school.
- TTFM parent data is at the state norm in the areas of safety and inclusive school.

Attendance (>90%)

Achieve by year: 2023

- An uplift from the baseline of 5.7% is required to follow a trajectory towards the projected lower bound target of students attending > 90%

Initiatives

Whole School Universal Strategies

- All students' learning, health and wellbeing will be supported through a comprehensive and coordinated approach, including through the curriculum.
- An evidence-based approach is embedded school wide to strengthen whole school prevention and early intervention that is inclusive of all students to support positive learning.
- The school will create culturally safe spaces where families are welcomed as partners; students' rich cultural identity, languages and histories are celebrated and respected.
- Build a positive, safe and supportive learning culture that focuses on relationships and classroom instruction.
- Strong attendance procedures, strategies and promotion.

Service Delivery to Support Learning

- The school works closely with parents, carers and the local community to support student learning and wellbeing.
- The delivery of a coordinated interagency approach to provide additional supports to address known or emerging complex learning, health care and/or wellbeing needs in the community.
- Build the school capacity to improve student learning through partnerships with Allied Health services and other professionals.

Connect, Succeed and Thrive

- Evaluation and consolidation of Positive Behaviour for Learning Framework.
- 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

Success criteria for this strategic direction

Whole School Universal Strategies

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Strengthened staff capacity to recognise and respond early to students' health and wellbeing needs to improve learning.
- Culturally safe spaces and practices are evident across the school and staff, students and the community feel a sense of belonging and connectedness.

Service Delivery to Support Learning

- The school has engaged professional specialisations such as psychology, speech therapy and occupational therapy to meet the health, wellbeing and/or learning needs of individual students or a cohort of students.
- Students' learning, wellbeing and health care needs are triaged with students receiving greater access to the services they need, leading to improved learning outcomes.
- School funding is used creatively to employ additional staff and/or services to meet the school's unique contextual needs to support the development of the whole child.
- Teachers, parents and the community, work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Whole School Universal Strategies

Strategic Direction 3: Excellence in Wellbeing for Student Learning

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to meet or exceed the lower bound target of 91.8%.

Initiatives

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

- TTFM student data
- SEF SaS
- PBL data
- PLaSPs and PLP data
- Zones of Regulation data
- Staff, student and parent survey data
- Attendance data

Service Delivery to Support Learning

- WWB Wellbeing self assessment tool kit
- SEF SaS
- TTFM parent and student data
- Attendance data
- Suspension data
- Sentral behaviour data
- Wellbeing self assessment tool for schools
- Achieving school excellence in wellbeing inclusion tool