

# Strategic Improvement Plan 2021-2024

## Culburra Public School 4485



# School vision and context

## School vision statement

**The following statements have been chosen as key focus areas of the Alice Springs Declaration by our school community. We strive to walk together in developing strong learners, confident and creative individuals and active and informed members of the community.**

### **OUR STUDENTS WILL BE SUCCESSFUL LIFELONG LEARNERS WHO:**

1. Have essential skills in literacy and numeracy as the foundation for learning.
2. Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge.
3. Are confident and motivated to reach their full potential

### **OUR STUDENTS WILL BE CONFIDENT AND CREATIVE INDIVIDUALS WHO:**

1. Develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others.
2. Have imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.
3. Have a sense of self-worth, self-awareness and personal identity that enables him/her to manage his/her mental, emotional, spiritual and physical wellbeing.

### **OUR STUDENTS WILL BE ACTIVE AND INFORMED MEMBERS OF THE COMMUNITY WHO:**

1. Have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments.
2. Understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and culture.
3. Appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences.

## School context

Culburra Public School was founded in 1976, and is built on the foundation of educational equity and parity for both Indigenous and non-indigenous students. Our school was, and continues to be, a beacon of societal change and inclusivity, based on shaping the hearts and minds of young learners. The school has approximately 190 students and is proud to have genuinely strong ties with the local community.

Culburra PS is situated on the New South Wales South Coast in the seaside town of Culburra Beach. The school has 12.449 teaching staff and 4.022 non-teaching staff to support a current enrolment of 188 students. The school's FOEI (Family Occupation and Education Index) rating is currently 115 and the school receives funding to assist meeting the needs of students from a range of backgrounds and learning needs.. The school has a current enrolment of 187 and has held steady at around 190 for the past three years. Housing affordability and availability make future enrolment predictions unstable due to these factors.

Our school has eight classes with a new Multi-Categorical support class to begin in 2021. A small yet committed P&C and Jerrinja AECG contribute to key initiatives and programs. Our school has a proud history of involvement in sporting, cultural and performing arts activities as well as being an integral part of the Shoalhaven Community of Schools, contributing to strong Year 6 to Year 7 transition programs with our local feeder high school, as well as strong relationships with our local feeder pre-schools to support pre-school to Kindergarten transition.

### **Recent initiatives include:**

Quality Teaching Instructional Rounds

Peer Support and Tree Families (Wellbeing Initiatives)

Seven Steps to Writing

Words Their Way

Peer Support

Our Mia Mia (specialist support).

A rigorous situational analysis has been conducted in 2020 that has identified three areas of focus for this school plan. These focus areas build on the work of two previous planning cycles to develop a genuine professional learning community to answer complex issues surrounding the growth and attainment for all students at our school. This has been achieved through rigorous syllabus implementation, the development of key literacy and numeracy pedagogy, and regular use of student assessment information to develop targeted teaching and learning programs based on an accurate understanding of student need at a point in time.

## School vision statement

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## School context

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### 1. Student growth and attainment.

#### *Learning and growing is the work*

Moral leadership with purpose to deliver constant improvement and growth for every student, every year.

### 2. High expectations and improvement culture.

#### *Everybody plays their part*

School improvement is at the heart of the work we do as teachers and school leaders, and needs to 'touch every classroom', be the work of every teacher, and impact every student. A culture of high expectations is the foundation of excellence.

### 3. Wellbeing.

#### *Succeed, Thrive and Learn*

A strategic and planned approach to develop whole school well being processes that support the well being of all students so they can connect, succeed, thrive and learn.

# Strategic Direction 1: Student growth and attainment

## Purpose

### *Learning and growing is the work*

Moral leadership with purpose to deliver constant improvement and growth for every student, every year.

## Improvement measures

### Target year: 2022

Top two bands NAPLAN reading increase the number of students from a baseline of 27.59% to meet the lower bounds target of 37.09%. students .

### Target year: 2022

Top two bands NAPLAN numeracy increase the number of students from a baseline of 22.4% to meet the lower bounds target of 26.4% students.

### Target year: 2024

Increase the percentage (uplift) of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy increasing from 2023 totals by a further 2%

## Initiatives

### Curriculum

#### Reading

In reading we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will be used to inform:

1. The allocation of learning and support resources.
2. The selection of teaching strategies in relation to student learning needs.
3. Appropriate, high impact professional learning and resourcing.
4. Class and individual student goal setting and ten-week programming to address identified area/s of need.
5. Provision of teacher support through team-teaching practice led by an internally identified skilled practitioner.
6. Quality Teaching Instructional Rounds.

#### Numeracy

In numeracy we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will be used to inform:

1. The allocation of learning and support resources.
2. The selection of teaching strategies in relation to student learning needs.
3. Appropriate, high impact professional learning and resourcing.
4. Class and individual student goal setting and ten-week programming to address identified area/s of need.
5. Provision of teacher support through team-teaching practice led by an internally identified skilled practitioner. 2021 and 2022 participation in the Primary Mathematics Specialist program (0.5 FTE).
6. Quality Teaching Instructional Rounds.

## Success criteria for this strategic direction

Improved theme of student performance measures from Delivering to Sustaining and Growing (at least 35% of students performing in the top 2 NAPLAN bands for reading and writing).

Increased performance in School Excellence Themes of:

### SEF - Curriculum Provision

**From:** The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet the changing requirements of the students. (Sustaining and growing)

**To:** The school's curriculum provision supports high expectations of learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (Excelling)

Students' learning and courses of study are monitored longitudinally (for example K-2; 3-6, 7-12) to ensure continued challenge and maximum learning. (Excelling)

### SEF - Teaching and Learning Programs

**From:** Teaching and learning programs describe expected student progression in knowledge, skill and the assessments to measure them. (Sustaining and growing)

**To:** Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Excelling)

### SEF - Formative Assessment

**From:** Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. (Sustaining and growing)

# Strategic Direction 1: Student growth and attainment

## Initiatives

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### Assessment

In the area of assessment we will work to embed processes to enable work with colleagues to develop and deliver assessment tasks that assess the intended learning outcomes from the syllabus, ensuring that tasks are accessible to all students so that formative assessment supports learning. Accessible tasks are designed to enable all students to demonstrate their learning, regardless of gender, physical ability, cultural background or geographical location.

## Success criteria for this strategic direction

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**To:** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (Excelling)

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse 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:

**Question** - Did we achieve the purpose of the strategic direction

### Data

- NAPLAN data
- SCOUT - Value added data
- Short assessment tools (literacy and numeracy)
- Check in assessment term 2 and term 4.
- Student work samples, PLP's, IEP's and differentiated program planning.
- Logic Model to evaluate the issues being addressed, the inputs and resources deployed to initiatives and the impact and evaluation of program effectiveness.
- A compelling scoreboard - annual tracking annual cohort group attainment versus previous cohort attainment.

**Analysis** - To what extent did we achieve our purpose.

**Implications** - What are our future directions? What will we keep,? what will we change? what will we discard?

# Strategic Direction 2: High Expectations and Improvement Culture

## Purpose

### *Everybody plays their part*

School improvement is at the heart of the work we do as teachers and school leaders, and needs to 'touch every classroom', be the work of every teacher, and impact every student. A culture of high expectations is the foundation of excellence.

## Improvement measures

### Target year: 2023

Increase the percentage of students achieving at or above expected growth in reading above the current baseline of 43.2% to reach the lower bound.

### Target year: 2023

Increase the percentage of students achieving at or above expected growth in numeracy above the current baseline of 53.4% to the lower bound

### Target year: 2024

.Increase the percentage of students achieving their goals in reading, writing and numeracy by a further 5% from 2023 data related to PAT testing and other internal data - reading levels and work samples.

## Initiatives

### Learning Intentions, Success Criteria and feedback

Support student learning growth and improvement through clarity of clear expectation of learning and what success looks like.

Teachers will deliver quality planned feedback to students so that students understand how to improve.

### Student Assessment

Annotate student assessment tasks to use as a template for success (what a good one looks like), linked to the Quality Teaching Framework core questions to provide clarity for student improvement:

- \* What do I want my students to learn?
- \* What do I want them to do or produce?
- \* How well do I expect them to do it?
- \* How will I know when they get there?

## Success criteria for this strategic direction

Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Annotated work samples and use of student work in classroom as exemplars of quality work product for students to use as a visual guide for their academic endeavour of consistent improvement.

All students articulate and understand their literacy and numeracy learning goals.

Improvement in the School Excellence Framework Learning domain - Assessment element - Student engagement theme **from:**

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. (sustaining and Growing) **to:**

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning derived from assessments informs further teaching. (Excelling)

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse 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:

**Question** - Did we achieve the purpose of the strategic direction

### Data

- Student performance data - internal and external.
- Student and staff surveys.

### Evaluation plan for this strategic direction

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- Evidence of classroom practices to evaluate improved School Excellence domain of Assessment from Sustaining and Growing to Excellence.
- Attendance and TTFM data.

**Analysis** - To what extent did we achieve our purpose.

**Implications** - What are our future directions? What will we keep,? what will we change? what will we discard?

# Strategic Direction 3: Wellbeing

## Purpose

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### **Succeed, Thrive and Learn**

A strategic and planned approach to develop whole school well being processes that support the well being of all students so they can connect, succeed, thrive and learn.

## Improvement measures

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### **Target year: 2022**

Increase the percentage of students attending 90%+ from a baseline of 66.1% to meet a lower bound target of 73.9%

### **Target year: 2022**

Increase the overall status of positive wellbeing for students from a baseline of 71.9% (TTFM) to a lower bound target of 84.5% of students achieving positive wellbeing.

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## Initiatives

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### **Whole School Programs**

Implementation of whole school programs are implemented to ensure a holistic approach to meeting the needs of every student. These include but are not limited to:

Term 1 - Peer Support Program

Term 2 - Friendly Schools Plus

Term 3- Friendly Schools Plus

Term 4 - Friendly Schools Plus

Whole-school engagement with the 'Smiling Minds' program. Daily time set aside three days per week for K-6 meditation.

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### **Excellence in attendance strategies**

Off -class Assistant Principal and Aboriginal Education Officer work together in partnership with class teachers to support the attendance needs of students whose attendance is below 90%. Daily monitoring of attendance, clear consistent messaging to the whole school community and processes in place to address student engagement and achievement.

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## Success criteria for this strategic direction

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Meeting system-negotiated targets.

All students identifying two teachers who they can go to for help and who believe they will be a success.

Increased performance in School Excellence Themes of:

### **Wellbeing - Caring for Students:**

**From:** Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. (Sustaining and growing)

**To:** The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Excelling)

### **Wellbeing - A Planned Approach to Wellbeing:**

**From:** The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. (Sustaining and growing)

**To:** The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Excelling)

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse 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:

**Question** - Did we achieve the purpose of the strategic direction

**Data** -



### Evaluation plan for this strategic direction

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- TTFM survey
- Student survey
- Attendance Data
- PAT - social wellbeing survey
- Incident referrals

**Analysis** - To what extent did we achieve our purpose.

**Implications** - What are our future directions? What will we keep,? what will we change? what will we discard?

The data obtained from the sources below will be used to analyse school performance and the future wellbeing requirements of students on an ongoing basis through the Learning and Support Team.