

Strategic Improvement Plan 2021-2024

Claymore Public School 4510



School vision and context

School vision statement

VISION

Claymore Public School strives for excellence in education:

- through collaboration and continuous improvement
- by practicing inclusiveness through a culture of mutual respect and shared partnerships
- by creating a positive, safe and supportive school environment
- by equipping students with the skills to become life long learners who contribute positively to society

VALUES

- **Respect** - Staff and students at Claymore PS have regard for themselves and others. We allow diversity and accept the right of others to hold different or opposing views and that those views can be openly discussed.
- **Care** - Staff and students at Claymore PS demonstrate concern for the welfare of themselves and others. Our staff demonstrate empathy and act with compassion.
- **Equity** - Staff and students at Claymore PS understand that being fair is not always about being equal. That people need differing treatment to make their opportunities the same as another's
- **Love of Learning** - Staff and students at Claymore PS understand that this value helps people persist through challenges, setback and encourages them to act on feedback.
- **High Expectations** - Claymore staff set high educational standards for themselves and all our students. We understand that growth and achievement is strongly affected by what others expect of you and what you expect of yourself.

School context

Claymore Public School is situated in South Western Sydney, and is part of the Campbelltown Network of schools for the Department of Education. The school has an enrolment of 290 students P-6, including 58 students in the support unit (consisting of IM, IO, Autism and Early Intervention classes). There are 57% of students from a Language Background other than English and 14% of students identify as Aboriginal and Torres Strait Islander. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 888 and FOEI (Family Occupation Employment Index) of 162.

The school successfully caters for students from diverse language, cultural and socio-economic backgrounds, and aims to develop the whole child and cater for individual differences, providing many programs to support specific needs.

Claymore Public School is currently participating in the Early Action For Success strategy (commenced Term 4, 2012).

The school continues to build on quality teaching, learning and leadership practices, with a focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes in reading and numeracy.

The staff will develop assessment, data analysis and effective classroom practice to enhance the learning outcomes of students.

Improvement measures

Target year: 2022

8.1% uplift of students achieving the Top 2 bands for reading in NAPLAN from our baseline data.

7.8% uplift of students achieving the Top 2 bands for reading in NAPLAN from our baseline data.

Target year: 2023

13.1% uplift of students achieving expected growth in NAPLAN Reading from our baseline data.

10.8% uplift of students achieving expected growth in NAPLAN Numeracy from our baseline data.

Initiatives

Effective Teaching in Reading

Implement high impact professional learning to ensure teachers develop the skills and experience to implement quality classroom practice focusing on:

- Authentic use of data
- Assessment for, of and as learning
- Explicit reading instruction
- Differentiation
- Deepen curriculum knowledge
- Teaching and learning cycle

Links to WWB 2020

Assessment Explicit Instruction, Use of data to inform practice, Effective Feedback

Effective teaching in Numeracy

Implement high impact professional learning to ensure teachers develop the skills and experience to implement quality classroom practice focussing on:

- Authentic use of data
- Assessment for, of and as learning
- Explicit numeracy instruction
- Differentiation
- Deepen curriculum knowledge
- Teaching and learning cycle

Links to WWB 2020

Assessment Explicit Instruction, Use of data to inform practice, Effective Feedback

Success criteria for this strategic direction

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Teachers use assessment to determine teaching directions, monitor and assess student progress and achievement.

Teachers collaborate to inform the development of evidence-based programs and lessons, which meet the needs of all students.

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

Evaluation plan for this strategic direction

Question

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

Data

We will use a combination of data sources. These will include:

PAT Reading/Numeracy/writing

NAPLAN

Check in assessment

Work samples

CTJ Sessions

Lesson Observations/ Feedback

Programs

Evaluation plan for this strategic direction

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring at least once per term. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting

Strategic Direction 2: Ongoing Staff Improvement

Purpose

For all staff to improve their practice.

The staff will further develop structures and processes to help each other become more responsive to the needs of students by having teachers deliberately practice and enhance their repertoire of evidence-based teaching strategies.

Improvement measures

Target year: 2024

School growth from Delivering to Excelling in the theme of Explicit Instruction.

Teaching Domain - *Effective Classroom Practice.*

Target year: 2024

School growth from Delivering to Excelling in the theme of Data Literacy.

Teaching Domain - *Data Skills and Use*

Target year: 2024

School growth from Delivering to Excelling in the theme of Improvement of Practice.

Teaching Domain - *Professional Standards*

Target year: 2024

School growth from Delivering to Excelling in the theme of Collaborative Practice and Feedback.

Teaching Domain - *Learning and Development*

Initiatives

Evidence Informed Practice

Implement high impact evidence-based professional learning to ensure ongoing teacher improvement in the areas of:

- Pedagogical Knowledge and implementation
- Reflective Practice

Links to WWB 2020

Explicit Teaching, Effective Feedback

Collaborative Practice

The leadership team and staff take shared responsibility to support each other and help build the capacity of each other through Improving whole school systems, practices and processes that foster collaboration.

Links to WWB 2020

Use of data to inform practice, Collaboration

Success criteria for this strategic direction

All teachers analyse data and collaboratively use data to inform planning, identify interventions and modify teaching practice.

Teachers utilise adaptive expertise in their practice as a result of quality professional learning.

Lesson observations and feedback meetings embedded into school wide practice.

Executive and expert teachers provide mentoring and coaching support to ensure the ongoing development and improvement of teachers.

Teachers collaborate across teams and with staff from other schools to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement in teacher's pedagogical knowledge and adaptive expertise?

Data

PAT Reading/Numeracy/writing

NAPALAN

COST Spelling

Check in assessment

Work samples

CTJ Sessions/Feedback

Lesson Observations

Evaluation plan for this strategic direction

Programs

PDPs

Videos of practice

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring at least once per term. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting

Strategic Direction 3: Quality Engagement

Purpose

To create a challenging and engaging school environment to create strong conditions for student success.

All staff model and develop engaged learners who are able to display the necessary dispositions that promote authentic and rich learning based on high expectations and relational trust.

Improvement measures

Target year: 2022

3.6% uplift in the proportion of students attending school 90% of the time.

1.8% uplift of students experiencing positive wellbeing at school from our baseline data (Tell them from Me Survey - advocacy, belonging and expectations)

Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.

Target year: 2024

5% uplift in the proportion of students attending school 90% of the time.

5% uplift of students experiencing positive wellbeing at school from our baseline data (Tell them from Me Survey - advocacy, belonging and expectations)

Initiatives

Professional Practice

Teachers support and engage students by refining their practice in:

- Learning Dispositions
- Trauma informed practice
- Growth Mindset
- Curriculum Engagement
- High Expectations culture
- Behaviour Management

Links to WWB 2020

High Expectations, Classroom Management, Wellbeing

Attendance Partnerships, Systems and Processes

A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.

Success criteria for this strategic direction

Teaching and learning programs ensure that teacher's practices meet the learning and wellbeing needs of all students.

Students actively connect to their learning and demonstrate the desired dispositions.

Teachers engage in collaborative planning to provide students with the opportunities to investigate current technologies and apply them in authentic ways.

Attendance data is regularly analysed and is used to inform planning.

Whole of school and personalised attendance approaches are embedded school systems.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement in teacher's professional practice and Partnerships?

Data

- Daily Attendance rates
- Personal attendance plans
- HSLO/ASLO and SCOUT data
- 5 weekly attendance data letters
- Data re students attending 80-89%
- Student feedback

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring at least once per term. Annually, the school will review progress towards the improvement measures.

Evaluation plan for this strategic direction

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.