Strategic Improvement Plan 2021-2025

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 302 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 19% of students identify as Aboriginal and Torres Strait Islander. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 892 and FOEI (Family Occupation Employment Index) of 163.

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.

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

Reading growth
Achieve by year: 2023

Year 3 cohort of students demonstrate reading growth, determined by an increase of 4% of questions answered correctly in Check-in Assessment using their 2022 data as baseline.

Numeracy growth
Achieve by year: 2023

Year 5 cohort of students demonstrate numeracy growth, determined by an increase of 6% of questions answered correctly in Check-in Assessment using their 2022 data as baseline.

Initiatives

Effective classroom practice

Ensure the most effective research based teaching methods are purposefully used to explain, model and guide learning to optimise progress and success for all students:

- Monitor and build teacher capacity through expert educators modelling and providing targeted coaching to continually improve professional knowledge, practice and engagement

- Teaching and learning programs show evidence of deep knowledge of syllabus outcomes and content which informs effective differentiation for all students.

- Explicit teaching practices in literacy and numeracy are sustained and embedded across the school by all teachers

- Develop, implement, and review a culture of visible learning across the school. Ensuring learning intentions and success criteria, student learning goals and timely and purposeful feedback are evident in all classrooms so all students are aware of what they are learning, why they are learning it and what they need to do to improve.

Links to WWB 2020

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

Data informed practice

Embed sustainable whole school processes for collecting and analysing data. Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery:

- Targeted professional learning in data literacy, data analysis and data use in teaching to ensure a sound understanding of student assessment and achievement

- Build teacher capabilities so that whole school processes for collecting and analysing data is sustainably embedded.

Success criteria for this strategic direction

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

Systematic assessment data is used to evaluate student learning over time and promote consistent and comparable judgment of student learning.

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

Teachers implement a full range of formative and summative assessment practices strategies to determine teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness,

Assessment data is collected in literacy and numeracy on a planned basis and is used to drive classroom instruction in all classrooms P-6.

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:

Strategic Direction 1: Student growth and attainment

Initiatives

- Utilise expert educators and valid data to collaboratively analyse student progress, identify wider trends, and to design intentional next steps in learning on a whole group, class and individual level.
- Consistent use of systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement
- Effective integration of quality formative and summative assessment practices in literacy and numeracy to monitor achievement and identify gaps in student learning.
- Embed a learning culture that ensures assessment practices are reviewed and improved and an integral part of daily instruction in every classroom
- Support leaders to lead and implement processes to support teachers consistent evidence-based judgement and moderation of assessment tasks.

Links to WWB 2020

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

Evaluation plan for this strategic direction

PAT Reading/Numeracy/writing

NAPLAN

Check in assessment

Work samples

CTJ Sessions

Lesson Observations/ Feedback

Programs

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

Achieve by year: 2025

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

Teaching Domain - *Effective Classroom Practice.*

Achieve by year: 2025

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

Teaching Domain - D*ata Skills and Use*

Achieve by year: 2025

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

Teaching Domain - *Professional Standards*

Achieve by year: 2025

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

Teaching Domain - *Learning and Development*

Initiatives

High Impact Professional Learning

Staff challenge themselves through a continuous cycle of rigorous professional learning to build adaptive expertise in the area of:

- Build teacher capacity to identify, understand and implement the most effective evidence-based teaching strategies to support every student, in every classroom, every day.

- Build leadership capacity to establish and maintain a professional learning community across the school which is focussed on continuous improvement of teaching and learning

- High impact professional learning to improve and enhance teaching practice.

- Strengthen teacher adaptive expertise and problem-solving skills through mentoring and coaching and co-planning and co-teaching.

- Actively participate in professional networks and professional learning communities that focus on continuous student improvement and the impact of professional learning is shared

Links to WWB 2020

Explicit Teaching, Effective Feedback

Collaborative Practice

Build and sustain a collaborative culture with a focus on embedding high impact professional learning and effective feedback:

- Targeted professional learning models that embed explicit systems to facilitate effective collaboration and feedback processes

- Review and implement enhanced whole school approaches to support the provision of specific and timely feedback between teachers to drive and sustain quality teaching practices

- A strong focus on system and processes that

Success criteria for this strategic direction

Planned opportunities for professional dialogue, collaboration and timely feedback are embedded across the whole school (P-6) to strengthen quality teaching practices

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

A systematic approach in providing feedback informs teaching practices, drives self-reflections and supports student learning

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

Strategic Direction 2: Ongoing Staff Improvement

Initiatives

support high impact professional learning structures of Performance and Development Plans (PDPs) underpinned by ongoing feedback, analysis of evidence and planning.

- Utilise expert educators to facilitate effective partnerships between colleagues to plan, develop and refine teaching and learning programs that positively impact on student outcomes.

- Establish strengthened whole school evaluation processes to develop a culture of continuous improvement.

- High quality practices strengthened and enhanced through collegial collaboration in curriculum planning, implementation and evaluation

- High quality demonstration and observations of, with and between colleagues.

Links to WWB 2020

Use of data to inform practice, Collaboration

Evaluation plan for this strategic direction

Check in assessment

Work samples

CTJ Sessions/Feedback

Lesson Observations

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

Achieve by year: 2025

Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline by 5%.

Attendance >90%
Achieve by year: 2023

2% uplift from the previous year in the proportion of students attending school 90% of the time.

Achieve by year: 2025

1.2% uplift of students experiencing positive wellbeing at school from previous year's 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.

Strategic Direction 3: Quality Engagement

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.

Claymore Public School (4510) -2021-2025