

Strategic Improvement Plan 2021-2024

Clairgate Public School 4527



School vision and context

School vision statement

Clairgate Public School is a vibrant and innovative learning community that is committed to delivering excellence within a caring, rich and diverse learning environment.

Every student at Clairgate has the opportunity to achieve their personal best through engaged, active learning in all curriculum areas, in a safe, kind, respectful and supportive school.

Clairgate - Caring Creative Collaborative Learners

School context

Clairgate Public School has an innovative and caring environment where individuals are given the opportunity to maximise their potential. There are approximately 430 students, of which approximately 29% are from non-English speaking backgrounds. Slightly less than 7% of the students are from Aboriginal or Torres Strait Islander backgrounds. In 2019 a special education unit was established called Wingaru, comprising 2 Autism classes and 1 Multi-Categorical class.

The teaching staff encompasses a range of experience levels. All are dedicated and caring professionals who accept the need for teachers to also be learners.

The school has excellent Technology resources and a strong program to utilise them. We have an outstanding Sports Program at Clairgate enabling many students to compete at District, Regional and State level in different fields.

We excel in Creative and Performing Arts particularly in the area of Dance, and we have a wonderful Music program for all classes. The school buildings and grounds provide a pleasant environment. All areas are air conditioned and have Interactive Whiteboards. We also have two large covered outdoor areas and 2 Outdoor Learning Areas utilised for curriculum activities including environment and art. The school hall is equipped with sophisticated sound and lighting systems.

A comprehensive Situational Analysis was conducted in 2020 in consultation with all stakeholders, which determined the following focus areas for our school over the next 4 years:

- increasing student outcomes in Literacy and Numeracy;
- providing extensive professional development for teachers;
- building resilience and student voice;
- improving student attendance;
- celebrating diversity and supporting our indigenous students.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, engagement, growth and performance in Literacy (Reading) and Numeracy (Mathematics) through high expectations, explicit teaching, effective feedback, using data and effective assessment practices.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 42%.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 28%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 65%

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 60.3%

Target year: 2024

At least 80% of students in Years 3-6 will demonstrate at least 3 points growth when comparing start and end of year raw scores in PAT Reading, and at least 70% of students in Years 3-6 will demonstrate at least 3 points growth when comparing start and end of year raw scores in PAT Maths.

Initiatives

Literacy and Numeracy Intensive Professional Development

Building community expectations and aspirations for learning through:

- Professional learning to strengthen expertise in explicit teaching of literacy and numeracy consistently across the school;
- Lesson planning and whole school monitoring, embedding explicit teaching, focused assessment, and learning progressions;
- Systematic use and analysis by teachers of a range of data;
- Intensive support for students in Reading and Maths will occur both within class and in small groups according to need.

Intensive Support for Literacy and Numeracy for identified students

Building an embedded program of Literacy and Numeracy support for remediation and extension for identified students.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. SEF Learning Culture - High Expectations - Excelling.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, using strategies, feedback and assessment gleaned from the DOE Online Reading and Maths Professional Development Courses. Success will be measured by improved student progress and achievement data.. SEF - Professional standards - Literacy and Numeracy Focus- Excelling
- A whole school approach in Reading and Maths ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. SEF Effective Classroom Practice - Explicit Teaching - Excelling
- Systems and processes established to track and monitor growth for all students, and in particular for Aboriginal students in order to inform: High impact teaching practices/ strategies at a classroom level : Identification of students for targeted intervention : Whole-site planning to implement additional literacy & numeracy support.

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: * NAPLAN data * Scout - Value added data * Student work samples * Literacy

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

and numeracy PLAN2/Progressions data * PAT-R and PAT - M analysis

- Student progress checked and monitored against progressions, internal assessment data and syllabus standards
- Teaching programs show evidence of data informing classroom practice with differentiation
- Explicit and systematic reading and maths strategies used by every teacher and SLSO to support all students, especially students of need - evidence in classrooms and programs.
- Best Start and Phonics assessment
- Student focus groups. The evaluation plan will involve:
 - Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
 - Regular professional discussion around the School Excellence Framework elements and themes.
 - Executive team and whole staff reflective sessions.
 - Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
 - After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Well-being and Attendance.

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support high levels of social, emotional and behavioural engagement and improved attendance. Students will continue developing the ability to be resilient, successful, kind and ready to learn.

Improvement measures

Target year: 2022

Tell Them From Me Well-being data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system negotiated target in well-being of 89.5%.

Target year: 2022

Increase the percentage of students attending less than 90% of the time to be at or above the lower bound system-negotiated target of 82.1%.

Target year: 2024

The school has implemented evidence-based programs to support whole school practices, resulting in measurable improvements in well-being and engagement to meet the excelling descriptor for the School Excellence Framework element of Well-being.

Target year: 2024

The school well-being is organised so that students of need have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential to meet the excelling descriptor for the School Excellence Framework element of Well-being.

Target year: 2022

Decrease the percentage of students attending less than 80% of the time to achieve a minimum of the system-negotiated lower bound target. of 82.1%

Initiatives

Whole School Approaches

Embed a whole-school approach to student well-being and attendance where the school is focused on building individual and collective well-being through a climate of care and positivity: This will be achieved through:

- Developing a school-wide culture that is strongly focused on well-being and self-regulation to support learning.
- Enhance the current embedded well-being programs - Kindness on Purpose, Bounce Back and practice to ensure Zones of Regulation complements the programs and is implemented across the school.
- Embedding the Well-being Framework and the Well-being for School Excellence Framework: Evaluation Support Tool into school culture through ongoing staff professional learning in effective well-being strategies.
- Promoting student well-being by providing tools and strategies that support student voice in our classrooms, our school and our community.

Attendance

- Creating a welcoming environment for all students to attend school and participate in learning, forming positive relationships with students, staff and the school community to support a sense of belonging and engagement with learning and school activities.
- Student attendance is promoted and supported by all staff. Attendance records are monitored, common barriers to attendance are addressed, improvements in attendance are recognised and early interventions are actioned.

Inclusive Aboriginal Education and Wellbeing

- Inclusive well-being practices to ensure Aboriginal and Torres Strait Islander students have maximised opportunities to improve learning outcomes, whilst at the same time developing deeper understandings of

Success criteria for this strategic direction

- Respectful and positive relationships are explicit throughout the school through explicit teaching and reflection of schools values and expectations. The school is focused on building individual and collective well-being through a climate of care and positivity:

SEF - Well-being - Caring for Students - Excelling

- The implementation of whole school practices strongly focused on well-being and self-regulation that facilitate measurable improvements in well-being and attendance. Regular and ongoing planning, monitoring and evaluation of whole-school approaches to enhance student well-being and attendance.

SEF - Well-being - A Planned Approach to Well-being - Excelling

- The Well-being Framework used as an overarching resource that assists schools in their work as they support all students to connect, succeed and thrive.
- Planning, monitoring and setting goals for individual students, when appropriate, around well-being and attendance is informed by sound holistic information about each student involving consultation with parents/carers:

SEF - Well-being - Individual Learning Needs - Excelling

- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes:

SEF - Learning Culture - Attendance - Excelling

Evaluation plan for this strategic direction

- The school will determine if its systems and

Strategic Direction 2: Well-being and Attendance.

Improvement measures

Target year: 2024

Increased student voice and leadership opportunities in classrooms and across the school, with special reference to high potential and gifted students' participation and achievement to meet the excelling descriptor for the SEF element of Wellbeing.

Initiatives

their cultural heritage and identity.

Evaluation plan for this strategic direction

processes for enhancing student wellbeing and attendance have been successful using:

- Tell Them From Me (TTFM) data, school surveys, Forge Well-being.
 - Data analysed:
- Wellbeing Framework Self assessment pre and post data Alignment with SEF targets
- Monitoring of focus group data on well-being and regulation
- Tracking of attendance data and improvements
- TTFM - Advocacy, Expectations and Belonging
- Forge Wellbeing, including parent and teacher survey results
- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- School and community planning for agreed recognition of improved attendance
 - Analyse the data to determine the extent to which the purpose has been achieved
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
 - Future directions and next steps.
- After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Excellence in Teaching

Purpose

To build a culture of excellence in teaching whereby teachers "hone their craft" and continually strive to improve their teaching in all areas, particularly Writing. This will be achieved over the 4 year school plan period through participating in professional development and sharing knowledge/expertise with their peers in order to teach students the skills and capabilities to thrive in a rapidly changing world, where they collaborate and use critical thinking to solve problems and grow as informed global citizens.

Improvement measures

Target year: 2024

90% of students in K-6 will demonstrate improvement in Writing using the NAPLAN Writing Criteria Assessment rubric linked to the Literacy Progressions.

Target year: 2024

Explicit teaching methods to optimise learning progress for all students across the full range of abilities is evident in all teacher's programs and classrooms to meet the excelling area of the School Excellence Framework - Effective Classroom Practice.

Initiatives

Professional Learning drives improvement in learning through Quality Teaching Practices

- Online Training - High Expectations, Explicit Teaching, Collaboration, Classroom Management, Use of Data to Inform Teaching, Effective Feedback, Well-Being, Assessment;
- Professional Development on the implementation of new syllabuses;
- Critical stage dialogue following all professional development - followed up with classroom examples, peer/supervisor observations and collaborative programming..

Building a culture of improvement through In-school Professional Learning using teacher strengths

- Mentoring of staff and provision of quality Professional Development using teacher's expertise to improve teaching practices in every classroom.
- Development of an in-depth writing assessment and tracking tool using NAPLAN marking criteria and literacy progressions.

Success criteria for this strategic direction

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

SEF Effective Classroom Practice - Lesson Planning - Excelling

- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

SEF - Data Skills and Use - Data Use in Teaching - Excelling

SEF - Assessment - all themes - Excelling

- Teachers employ evidence-based effective teaching strategies based on the DET "What Works Best" booklets and online learning sessions. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

SEF Effective Classroom Practice - Explicit Teaching - Excelling

- Teachers/staff build their leadership capacity by sharing their strengths and areas of expertise through quality in-school Professional Development sessions for all staff. Staff engage in these sessions and build their knowledge and successful classroom practices - leading to improved student outcomes.

SEF - all areas of the Learning and Teaching Domains - Excelling

Strategic Direction 3: Excellence in Teaching

Success criteria for this strategic direction

- Effective methods that optimise learning progress for all students, across the full range of abilities, are identified, promoted and modelled, and are apparent in both programs and classroom practice.

SEF - all areas of the Learning and Teaching Domains - Excelling

Evaluation plan for this strategic direction

Question: Have teachers improved their teaching as evidenced through improved outcomes in Writing? All students will have shown growth in Writing by end of 2024.

- Effective methods that optimise learning progress for all students, across the full range of abilities are identified, promoted and modelled, and are apparent in both programs and classroom practice.

Data:

- The suite of What Works Best courses to be completed
- Reflection tasks for each course to be completed and reviewed by Principal.
- Writing Criteria Assessment Data/Literacy Progressions

Analysis

- Writing Criteria Assessment data will be collected and analysed with student progress mapped to the Literacy Progressions.
- Critical dialogue in each stage team - analysis of: What Works Best" suite of Professional Development with uptake of best practice evident in classrooms and programs.

Implications - Findings will be used to gauge student achievement, identify instructional need and areas for future professional development.