

# Strategic Improvement Plan 2021-2024

## Chittaway Bay Public School 4542



# School vision and context

## School vision statement

---

Chittaway Bay Public School learning community is committed to a safe, positive and inclusive learning environment, where all students are known valued and cared for. All students will strive to reach their full potential in all aspects of their education.

## School context

---

Chittaway Bay Public School is situated on the NSW Central Coast and is set in pleasant, rural surrounds. We are part of a very committed school community and have an executive, teaching and administrative staff who are dedicated to providing quality education to all students.

The school has an enrolment of approximately 407 students. Student enrolment includes 10% Aboriginal and Torres Strait Islander students and 9% English as an Additional Language (EALD). We provide a rich and inclusive curriculum, catering for a variety of learning styles and abilities. Our students are accommodated in 15 mainstream classes and 4 support unit classes.

The school has a very active and supportive P&C who work closely with the school to enhance the school environment and learning opportunities for the students. We have a valued, consultative partnership with Kuriwa AECG.

Our school bases its policy and procedures on strong values and beliefs and has Positive Behaviour for Learning (PBL) strategies based on the core values: Responsible, Respectful, Safe and Engaged.

We are a proud member of the Tuggerah Lakes Learning Community, a group of outstanding schools focused on providing a strong, rich K-12 experience. This affiliation gives both staff and students many opportunities to take part in activities and networks organised through the community and delivers excellent transition programs ensuring our students are settled, confident and ready to learn when they move on to high school.

A situation analysis revealed that student achievement is relatively sound but expected growth in both reading and numeracy is an area of explicit focus. Our whole school focus is underpinned by the evidence based provided by What Works Best. This focus will help to develop and sustain processes for collecting and analysing data to inform teaching programs and to embed evidence-informed teaching strategies for all our students in all our classrooms. The focus on student achievement, growth and teaching practices has led to our strategic directions, Student Growth and Attainment, and Quality Teaching. Analysis also revealed student sense of belonging is an area of ongoing focus which warrants the inclusion of well-being in our school plan, which will include a focus on attendance and our partners in learning to create our third strategic direction, High Expectations for All.

# Strategic Direction 1: Student growth and attainment

## Purpose

To achieve and improve our student learning targets in literacy and numeracy and to build strong foundations for academic success we will develop and sustain whole school processes that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2023

A minimum of 62.7% of students in Year 5 achieve at or above expected growth in Reading (SNT).

### Target year: 2023

A minimum of 57.2% of students in Year 5 achieve at or above expected growth in Numeracy (SNT).

### Target year: 2022

39.4% of students in Year 3 and 5 achieve in the top two bands (or above) in Reading (SNT).

### Target year: 2022

28.2% of students in Year 3 and 5 achieve in the top two bands (or above) in Numeracy (SNT).

### Target year: 2022

Achievement in the top three bands for Reading in Year 3 and 5 for ATSI students meets or exceeds the baseline for non-Aboriginal students of 59.5% (2018/2019 non-Aboriginal student NAPLAN band data).

### Target year: 2022

Achievement in the top three bands for Numeracy in Year 3 and 5 for ATSI students meets or exceeds the baseline for non-Aboriginal students of 56% (2018/2019 non-Aboriginal student NAPLAN band data).

### Target year: 2024

100% of students achieve an effect size of 0.4 growth in

## Initiatives

### Data informed practice - Literacy and Numeracy

In literacy and numeracy, we will embed whole-school processes for collecting and analysing data. We will ensure effective strategies and processes are used for responsive curriculum delivery, which will result in:

- professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data and will drive teaching strategies based on student learning needs. This will also include the use and effective implementation of the Learning Progressions as a means for data monitoring and tracking;
- use of a Mentor/Coach to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level; and
- review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

### Personalised Learning

Embed a learning culture that supports students to set goals, receive feedback and achieve academically. This will include:

- targeted support through specific interventions including COVID Intensive Learning Support Program (2021 only);
- targeted Learning and Support will provide intervention for students who are at risk or performing in the lower quartile of their cohort;
- Bump It Up strategy will provide targeted support for students performing in the top middle band for NAPLAN and will be cross referenced to internal school data; and
- High Potential and Gifted Students will be supported through implementing effective learning and teaching practices to develop the talent of identified High

## Success criteria for this strategic direction

The school leadership model instructional leadership and support a culture of high expectations resulting in measurable whole school improvement (SEF Leading Domain statement)

Assessment data is collected in reading and numeracy on a regular and planned basis and is used responsively as an integral part of classroom instruction. (SEF Assessment-Formative Assessment excelling statement)

Teaching and learning programs across the school show evidence that they are adjusted to individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachings involve students and parents in planning support learning, and shared expected outcomes (SEF Curriculum Differentiation excelling statement)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF Assessment-Whole School Monitoring of Student Learning excelling statement)

The school achieves excelling value-added results, significantly above the value added by the average school (SEF Student Performance Measures - Value Add excelling statement)

## Evaluation plan for this strategic direction

### Question

How effective are teachers at analysing and using the data to inform their teaching and learning?

How effective is the Coach/Mentor in supporting data analysis?

How effective are the targeted support strategies in student growth and attainment of learning outcomes?

### Data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Progressive Achievement Testing data.

## Initiatives

---

Potential and Gifted Students.

## Evaluation plan for this strategic direction

---

The school will use the following data sources to analyse effectiveness of initiatives in achieving the purpose and improvement measures, which will guide the future activities:

- NAPLAN data
- Scout - value add data
- Student work samples
- PAT data
- Literacy and Numeracy PLAN2 data
- Sample PLSPs

### **The evaluation will involve:**

Regular review and analysis of these data sources will provide clarity on all student progress.

Executive team reflective sessions, including regular professional discussion around the SEF.

All targeted interventions and support will be tracked and monitored through the Learning and Support Team processes and systems.

This evaluation will drive where we go from here, future directions and next steps.

# Strategic Direction 2: Quality teaching

## Purpose

To ensure students grow in their learning, our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning, explicit and data driven teaching practices.

## Improvement measures

### Target year: 2024

In TTFM teacher survey, staff indicate in the Collaboration measure a score of 8.8 and in the Data Informs Practice a score of 8.5 in the drivers of student learning measures.

### Target year: 2024

In the TTFM survey, students indicate a minimum of 9.0 in the drivers of student outcomes expectations for success measures (school staff emphasise academic skills and hold high expectations for all students to succeed).

### Target year: 2022

In the What Works Best LEED survey, staff data will indicate a 0.2 uplift on baseline data by 2022. The school average score in 2020 indicated where staff believe they are in relation to each theme. This target scores for 2022 increase to - High Expectations (4.53), Explicit Teaching (4.42), Effective Feedback (3.90), Use of Data to Inform Practice (4.35), Assessment (4.14), Classroom Management (4.61), Wellbeing (4.71), Collaboration (4.20).

### Target year: 2024

By the end of 2024, 100% of staff will have engaged in one or more Quality Teaching Round. Survey data will indicate 90% of teachers believe the quality of lessons and teaching has improved as a direct result of their engagement in QTR.

### Target year: 2024

Literacy Progression improvement measures for the sub element Creating Texts will indicate:

## Initiatives

### Culture of excellence

To build the capacity of teacher quality, we will provide whole school professional learning sessions through;

- targeting each of the What Works Best themes including; High Expectations, Explicit Teaching, Effective Feedback, Using Data to Inform Practice, Assessment, Classroom Management, Wellbeing and Collaboration. The eight themes identify what strategies are likely to make the biggest difference to our students outcomes; and
- individual coaching conversation with Coach/Mentor, with a focus on goal setting, reflection and where to next in relation to each the What Works Best focus theme. These will take place every 5 weeks for all staff. support approaches will include peer observation, structured feedback on lesson observation, one on one mentoring and coaching, specifically around the WWB themes.

### High Impact Professional Development

Staff will continue to improve effective classroom practice through a focus on explicit teaching practice, formative assessment, differentiation and progressions. Staff will engage in professional learning in the following targeted areas;

- Quality Teaching Rounds;
- Literacy and Numeracy Learning Progression;
- Lesson structure to include explicit teaching differentiation and formative assessment;
- Multi-sensory Structured Language Teaching;
- Mathematics Strategy (Starting Strong K-2 and Big Ideas 3-6); and
- Connecting to Country.

## Success criteria for this strategic direction

A whole-school approach 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 statement)

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF: Data Skills and Use - Data Literacy excelling statement)

The school provides mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers and executive (SEF: Learning and Development - Coaching and Mentoring excelling statement)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback (SEF: Learning and Development - Collaborative Practice and Feedback excelling statement).

## Evaluation plan for this strategic direction

### Question

What impact do the themes from the What Works Best Update have on teacher capacity and student performance?

How effective are coaching conversations in building teacher quality?

How effective is professional learning within the targeted areas on the development of teacher quality?

# Strategic Direction 2: Quality teaching

## Improvement measures

---

- At least 90% of students completing Kindergarten will have achieved within Level 4
- At least 90% of Year 2 students will have achieved within Level 6
- At least 90% of Year 4 students will have achieved within Level 8
- At least 90% of Year 6 students will have achieved within Level 10

### Target year: 2024

Numeracy Progression improvement measures for the sub element Quantifying Numbers will indicate:

- At least 90% of students completing Kindergarten will have achieved within Level 4
  - At least 90% of Year 2 students will have achieved within Level 6
  - At least 90% of Year 4 students will have achieved within Level 8
  - At least 90% of Year 6 students will have achieved within Level 10
- 

## Evaluation plan for this strategic direction

---

### Data

The school will use the following data sources to determine the impact the initiatives have on teacher quality and student performance. Analysis will show to what extent we have achieved our purpose and demonstrate the effectiveness of the initiatives:

- What Works Best (LEED) Survey (annual collection);
- NAPLAN data;
- TTFM teacher survey data;
- Student performance measure (Literacy and Numeracy Progressions); and
- Internal teaching records - Teaching programs, classroom observations, student work samples, coaching records

### The evaluation will involve:

The school executive team will embed regular reviewing of these data sources to determine progress towards the improvement measures. This will be communicated to staff for transparency with open dialogue on how we can continue to improve classroom practice and teacher quality.

This evaluation will drive where we go from here, future directions and next steps.

# Strategic Direction 3: High expectations for all

## Purpose

To ensure all of our students, families, teachers and wider community hold high expectations that support high levels of wellbeing and engagement, through working collaboratively in a positive partnership.

## Improvement measures

### Target year: 2022

A minimum 82.3% of students report expectations for success, advocacy and sense of belonging at school for TTFM (SNT).

### Target year: 2022

A minimum 90% of students in the TTFM survey indicate that 'I feel good about my culture when I am at school' and a minimum 85% indicate that their teachers 'have a good understanding of my culture'.

### Target year: 2024

A minimum of 85% of parents indicate that they 'would recommend my child's school to other parents' and that 80%+ indicate that they are satisfied with the school communication.

### Target year: 2022

A minimum of 78.9% of students attend 90% of the time or greater (SNT).

## Initiatives

### Wellbeing and engagement

To improve and develop the engagement and wellbeing practices in the school we will:

- embed a school-wide culture that is strongly focused on wellbeing and self-regulation supporting learning. To do this staff will be informed in: the deeper use of Sentral as a data source for learning; The Zones of Regulation;
- review all wellbeing programs including Positive Behaviour for Learning with findings/enhancements implemented;
- implement a whole-school attendance initiative that promotes 100% attendance for all students, through specific incentives and student supported attendance improvement;
- provide professional learning delivered on the Berry Street Education Model to promote staff well being and trauma-aware practice; and
- design and implement an engagement initiative, with student choice a component, to support the full and motivated engagement of students.

### Partners in learning

To ensure our school builds and maintains a positive relationship with all stakeholders, we will:

- build the capacity of all staff to embed an Aboriginal cultural focus and perspectives into the curriculum. This will help to engage and build academic achievement of Aboriginal students and consequently, all students;
- employ Aboriginal Support Workers to develop teachers' knowledge on the quality practices that support the learning of Aboriginal students. The school will continue to build effective partnerships with the AECG to support the development of learning programs that are relevant, challenging and reflect high expectations; and

## 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 (SEF: Learning Culture - High Expectations excelling statement).

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes (SEF: Learning Culture - Attendance excelling statement)

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. (SEF: Wellbeing - Behaviour excelling statement)

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties (SEF: Effective Classroom- Behaviour excelling statement)

## Evaluation plan for this strategic direction

### Question

Does data reflect a positive impact on student engagement and wellbeing?

How effective has the communication strategy been on parent and community engagement?

What impact has the Aboriginal Support Workers had on how ATSI students feel about culture when they are at school?

### Data

The school will evaluate to determine that its systems and processes are enhancing wellbeing and engagement. Evaluation will determine that these processes are effective.

- The use of wellbeing framework assessment

## Strategic Direction 3: High expectations for all

### Initiatives

---

- implement ongoing communication enhancements and monitoring of the whole-school communication strategy to continually promote high expectations, with a focus on school excellence as referenced within the SEF.
- 

### Evaluation plan for this strategic direction

---

- Professional Development Plans
- Attendance records
- Incident reports on Sentral
- TTFM student and family responses

Analysis of these data sources will help to determine the extent to which the purpose has been achieved.

Evaluation will ask the question, what are the implications for future directions and next steps.