

Strategic Improvement Plan 2021-2024

Caddies Creek Public School 4615



School vision and context

School vision statement

Caddies Creek Public School is committed to preparing students for the future through caring and dynamic learning programs. We strive to develop each child to their full potential through quality learning environments, high expectations, self-worth, acknowledging and valuing diversity, collaboration, and upholding core values. As a community we are committed to continual improvement ensuring every student is known, valued and cared for as they develop into independent and responsible citizens.

School context

Caddies Creek Public School is situated within the Blacktown Local Government area and the Quakers Hill school education group. The school had a population of 1050 students at the commencement of 2020. It is expected that numbers may begin to decline slightly over the next 4 years. The school has an NESB proportion of 78%. The school operates with 39 mainstream classes and three support classes. The school has a strong relationship with an energetic P&C. The school enjoys a positive reputation within the community, providing an environment where every student is known, valued and cared for.

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. This plan builds upon work undertaken in the previous school planning cycle.

1. Student Growth and Attainment

When analysis was conducted against student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for growth. Our focus moving forward will be to increase the percentage of students in the top two NAPLAN bands for reading and numeracy along with an increase in the percentage of students achieving at or above the expected growth.

2. Quality Teaching Practices

The popularity of Quality Teaching Rounds undertaken in the previous planning cycle, where teachers clearly expressed their desire to continue to learn from each other in formalised collegial settings has led to the inclusion of Professional Learning Communities in this new Strategic Improvement Plan. This professional learning will transfer to classroom practice and improved student learning. As a result of our self assessment against the 'What Works Best' (WWB) strategies we will have a whole school focus on the planned collection of data where teachers analyse, interpret and extrapolate this data, collaboratively using this to inform planning, identify interventions, high potential strategies and modify teaching practice.

3 Wellbeing and Engagement

When analysing data from the Tell Them From Me (TTFM) survey it was evident that student sense of belonging is an area of focus. The school will implement strategies and activities that have been proven to support a stronger sense of belonging. In creating personalised learning for students, teachers will use assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated learning experiences enhancing engagement and student achievement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve the student learning outcomes in reading and numeracy we will build teacher capacity to use formative assessment to monitor and differentiate learning, ensuring the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and evaluative practice.

Improvement measures

Target year: 2022

- A minimum of 66.2% of Year 3 and 5 students achieve in the top two bands in National Assessment Plan - Literacy and Numeracy (NAPLAN) reading.

Target year: 2022

- A minimum of 62.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.

Target year: 2023

- A minimum of 69.3% of Year 5 students achieve expected growth in NAPLAN reading.

Target year: 2023

- A minimum of 70.8% of Year 5 students achieve expected growth in NAPLAN numeracy.

Target year: 2023

- School based Comprehensive Assessment of Reading Strategies (CARS) data effect size shows that the majority of students are 0.4 or above (minimum of one year's progress for one year of learning)
- Check in assessments show an upward trend from the 2020 baseline.

Initiatives

Explicit and Effective Teaching of Reading

Build teacher capacity to use evidenced based effective reading strategies (What Works Best) to improve outcomes for all students.

- Embed teaching strategies in relation to student learning needs, including differentiation, explicit teaching and effective feedback
- Monitor and evaluate the impact of the implemented strategies on student learning
- Build teacher capacity and embed explicit and effective reading teaching through the implementation of an Instructional leader.

Explicit and Effective Teaching of Numeracy

Embed whole school processes for collecting and analysing data to inform teaching and learning programs.

- Embed teaching strategies in relation to student learning needs, including differentiation, explicit teaching and effective feedback
- Monitor and evaluate impact of the implemented strategies on student learning
- Deliver high impact, effective and evidenced informed professional learning and school resourcing through participation in Starting Strong (K-2) and Working with the Big Ideas (3-6) NSW Mathematics strategy professional learning.

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction
- 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
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments
- Data and feedback inform teaching practice and direct learners and learning.

Evaluation plan for this strategic direction

In order to determine if we have achieved our purpose and can demonstrate impact and improvement of student outcome in reading and numeracy, we will conduct the following.

Data:

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

- Internal assessment, eg. Planning Literacy and Numeracy2 (PLAN2)
- External assessment, eg. NAPLAN Check-in assessments
- Survey
- Observation
- Student Voice
- Student work samples
- Interview
- Data walks/talks

Analysis:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: Quality Teaching Practice

Purpose

In order to maximise student learning outcomes we will further develop and refine the collection and use of data to drive learning. Improvement in teacher performance and practice will be based on the implementation and reflection of research and evidence-based best practice pedagogies.

Improvement measures

Target year: 2024

- Teacher Professional Learning (PL) evaluations and survey data show an improvement in their ability and confidence to use data to monitor and assess student progress, and design future learning on a whole class, group and individual level
- Tell Them From Me (TTFM) teacher survey scores 'Data informs Practice ' above the baseline of 7.8
- All teacher programs demonstrate responsive curriculum delivery based on data reflection and analysis.

Target year: 2024

- All teachers achieve their Performance and Development (PDP) goals aligned with their selected Professional Learning Community (PLC) topic
- Teacher observations and learning walks demonstrate improved practice based upon PLCs and HIPL
- Tell Them From Me teacher survey scores 'Collaboration' above the baseline of 7.5.

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery

- Establish a Data Team with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level
- Deliver PL in data literacy, data analysis and data use in teaching for all staff
- Embed regular data talk processes across the school to reflect on effectiveness of teaching practice and determine future directions
- 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.

Building teacher and leader capability

Ensure teacher practice and performance is continually improved through participation in Professional Learning Communities.

- Strengthen PDP practices to build teacher capability
- Embed processes for collaborative models of inquiry focussed on continual improvement and refinement of teaching practice
- Immersion in PLCs where a PL method is chosen, based on research, that is best suited to improve teacher performance aligned with the school plan and the What Works Best practices.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice
- The leadership team regularly engages in professional dialogue around collected data, trends and future directions
- Teachers respond to trends in student achievement, at individual, group and whole school levels
- All teachers reflect on the analysis of data to design effective, explicit, research based teaching programs
- 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 between teachers. this drives ongoing, school wide improvement in teaching practice and student results
- Professional Learning Communities are used throughout the school to improve student outcomes through improved teacher performance based on research driven best practice models.

Evaluation plan for this strategic direction

We will use;

Data Sources and Analysis

- NAPLAN
- Scout
- student work samples
- PLAN2
- student focus groups
- audit of teaching and learning programs
- grade meeting minutes
- feedback from data talks/walks

Strategic Direction 2: Quality Teaching Practice

Evaluation plan for this strategic direction

- feedback from leadership dialogue
- PDPs

Analysis:

Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 3: Engagement and Wellbeing

Purpose

In order to maximise student learning outcomes the school will further develop and refine a planned approach for the implementation of evidence based strategies that are strength based, preventative, protective and focus on early intervention. This includes the strengthening of cognitive, physical, social, emotional and spiritual development.

Improvement measures

Target year: 2024

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning
- Teacher survey data shows growth in teacher capability to provide individualised, explicit differentiated and responsive learning opportunities.

Target year: 2021

- TTFM shows an upward trend for students with a positive wellbeing from the baseline school mean of 87%

Target year: 2022

- TTFM shows students with a positive wellbeing >90.6%.

Target year: 2024

- TTFM shows students with a positive wellbeing >95.6%.

Target year: 2024

- Survey data demonstrates >95% of students can identify a staff member to whom they can confidently turn to for advice and assistance at school
- Parent surveys demonstrate >85% of parents believe teachers are catering for student individual need.

Initiatives

Personalised Learning & Differentiation

Embed a culture of curriculum provision that supports high expectations for student learning where programs reflect differentiation and individualised instruction.

- Provide professional learning on use of literacy and numeracy progressions to personalise learning and understanding
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities
- Share expertise of specialist teachers to further develop and build teacher capabilities and collective pedagogical practice in differentiation and personalised learning.

Every Student Known, Valued and Cared For

School planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers

- Embed evidenced, whole school programs to enhance positive student wellbeing
- Embed positive, respectful partnerships with students, parents and carers to ensure the wellbeing needs of individual student are met
- Create and sustain stimulating classroom environments, ensuring a high level of connectedness, where every child feels known, valued and cared for.

Success criteria for this strategic direction

- Formative and summative assessment practices are used flexibly and responsively as an integral part of daily classroom instruction
- EAL/D and LST teams are collaborative, building the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs
- There are numerous opportunities for students to have a voice within the school community
- Classrooms offer a caring and supportive environment, ensuring a high level of connectedness where students feel known, valued and cared for
- Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

We will use;

Data Sources and Analysis

- NAPLAN
- Scout
- Student work samples
- Literacy/numeracy PLAN 2 data
- Student IEPs and PLPs
- student focus groups
- TTFM data
- Student Interview

The evaluation plan will involve;

- Regular review of these data sources to determine achievement of improvement measures
- Executive team and whole school reflection sessions
- Term by term review and triangulation of data

Strategic Direction 3: Engagement and Wellbeing

Improvement measures

Target year: 2022

- Student attendance is >88.6 (System negotiated target)

Target year: 2024

- Student attendance is at 93.6%.

Evaluation plan for this strategic direction

sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis:

Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures