

# Strategic Improvement Plan 2021-2024

## Claremont Meadows Public School 4622



# School vision and context

## School vision statement

At Claremont Meadows Public School we believe that every student should be challenged to learn and continually improve in a respectful and inclusive environment, where high expectations are at the forefront of all practices. Our vision is for all students to become confident, resilient and self-directed successful learners. Our priorities are inclusive of meeting the Premiers targets in Literacy and Numeracy embedding a whole school approach to effective evidence based teaching programs optimizing student progress.

We believe Professional learning is crucial in developing the quality of teaching and student learning outcomes, where our practices have explicit systems for collaboration and effective feedback. Our long term goal is for our school to demonstrate a high performance culture with a clear focus on student progress and achieving high quality service delivery.

## School context

Claremont Meadows Public School opened in 1997 and is in the St Marys / Penrith area. Our school has recently had 12 additional classrooms built, allowing for additional student growth. In 2021 the anticipated student enrolment is 610 inclusive of four Multi-categorical classes. The school has a strong focus on professional development, leadership, teacher mentoring and high expectations for all staff and students.

The school is well equipped with air conditioning in all learning spaces through P&C funding. We have an extensive Cola space and three outdoor learning areas for student use during lesson and playtime. Technology is embedded in all classrooms and learning spaces. An Out of School Care (OOSH) service operates on the school site and is facilitated by the YMCA.

Our student population represents a wide range of cultures and backgrounds. We are experiencing an increased need to support students where English is their second language (EAL/D) this is now 32% of the student population. Our Aboriginal student enrolment is 6.4%. Our four Multi- categorical classes meets the needs of 30 students with significant learning needs in well-positioned and tailored classrooms.

The demographics of the area are changing significantly with a strong multicultural influence. Our School FOEI has decreased from 104 in 2016 to currently 100 in 2020. This slight change is a representative of the increase in parent qualifications and educational levels.

In 2021 our allocated funding is \$6,009,757 inclusive of all staffing and school operation costs. Our budget will be utilized to meet the needs of all students through program provision, resourcing, purchasing additional staff time (EALD / Aboriginal Education and an additional class) and staff professional learning.

Through our situational analysis we have identified the need to enhance our data driven practices to embed positive student growth and tailored differentiation to meet the needs of all students. Continual monitoring and analysis of student performance data will determine areas of need and success at a class and school level resulting in improved student growth. Through collaboratively developing quality summative and formative assessment tasks we will enhance consistency of teacher judgement, expertise in classroom practice and curriculum delivery. Through the NAPLAN gap analysis we have identified the need for improved student growth in the areas of Literacy and Numeracy. Professional learning and collaboration for all staff will be crucial components of achieving our school targets and inclusive of: Visible Learning, Backward Mapping; and targeted strategies in the areas of Reading, Vocabulary, Numeracy and Measurement.

We promote an inclusive school environment, which is underpinned by Positive Behaviour for Learning (PBL) expectations where students are Safe, Respectful, Responsible Learners.

Our school offers a range of programs including: Dance groups, Choir, Public Speaking, and Debating; whilst also participating in district sporting events and carnivals.

# School vision and context

## School vision statement

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## School context

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After careful analysis of school data and the completion of our Situational Analysis, our strategic targets for 2021-2024 are inclusive of:

- Student Growth and Attainment
- Wellbeing initiatives
- Learning and Development.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning in Literacy and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

#### Achieve System negotiated targets: NAPLAN Targets

Upward trajectory: Percentage of students in Top 2 bands Numeracy achieving the lower bound target of 26.2%

Upward trajectory: Percentage of students in Top 2 bands Reading achieving the lower bound target 37.5%

Due to our small number of ATSI students in each grade, they are included in these targets.

### Target year: 2023

#### Achieve System negotiated targets: NAPLAN Targets

Upward trajectory: Students achieving expected growth in Numeracy achieving the lower bound target of 61.9 %

Upward trajectory: Students achieving expected growth in Reading: achieving the lower bound target of 72.3%

Due to our small number of ATSI students in each grade, they are included in these targets.

## Initiatives

### Data driven practices

Ensure effective strategies and processes for five weekly data analysis are implemented to ensure targeted and explicit point of need curriculum delivery:

- PL in data literacy, data analysis and data use in teaching for all staff. This will be linked to careful gap analysis data.
- Review and adapt Executive participation in LEED practices to ensure reliable formative and summative tasks are used to analyse student progress and evaluate growth over time.
- Embed data-informed formative assessment practices into every classroom as part of daily instruction.
- Establish Instructional Leader position and further develop Assistant Principals as Curriculum Leaders to work collaboratively with teachers to monitor and assess student data and progress and implement quality classroom practices.
- Expertly use student data to reflect on teaching effectiveness and provide individualised explicit differentiation and responsive learning opportunities.
- Targeted whole school approach to track and monitor student progress every five weeks including collaborative data talks and analysis.

### Quality Literacy Practices

Teachers will implement evidenced based literacy practices, using ongoing student data analysis, formative assessment and a culture of high expectations to embed curriculum initiatives into classroom practice resulting in improved student growth and teacher expertise.

- Teachers will adopt the approach of "I do, we do, you do" to support explicit instruction and teacher clarity of literacy practices.
- Implementation of a synthetic phonics and phonemic awareness program for Kindergarten and Stage 1 students.

## Success criteria for this strategic direction

### Achievement of the School Excellence Framework goals:

- 1. In the element of Student Performance Measures an upward trajectory from Delivering to Sustaining and Growing, reducing the equity gap and measurable on internal and external data.**
- 2. In the element of Data Skills and Use an upward trajectory from Sustaining and Growing to Excelling where data drives whole school teaching and learning practices.**
- 3. In the element of Effective Classroom Practice an upward trajectory from Sustaining and Growing to Excelling where effective evidence-based teaching strategies optimise learning progress for all students.**

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

- Student assessment data is collected for literacy and numeracy on a five weekly cycle and used to drive curriculum delivery and classroom instruction.
- Data shows progress for all students in literacy and numeracy against agreed grade targets.
- Formative assessment is effectively implemented in all classrooms every day.
- IL and AP's work in collaboration with classroom teachers to monitor and respond to student data in a timely and explicit manner.

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 .

# Strategic Direction 1: Student growth and attainment

## Initiatives

- Flexible and targeted intervention reading groups for Stage 2 and 3 students.
- Seven Steps in Writing implemented in all classes 3-6 and used strategically K-2 according to student needs.
- Evidenced based spelling programs implemented (K-2 Letters and Sounds, 3-6 Smart Spelling)
- Whole school focus on developing meaningful vocabulary instruction will be implemented.
- Targeted whole school approach to track and monitor student progress every five weeks including collaborative data talks and analysis.
- Embed a learning culture that enables students to create, give and receive feedback and achieve their learning goals.

## Quality Numeracy Practices

Teachers will engage in ongoing professional learning and collaboration to further develop their skills and knowledge in the effective teaching of Mathematics across all grades and strands. This will be supported through the use of summative and formative assessment and explicit teaching of core content with a focus on unpacking the language of Mathematics.

- Teachers will adopt the approach of 'I do, we do, you do' to ensure explicit instruction and teacher clarity of mathematical practices.
- Backward mapping for all strands of Mathematics implemented every five weeks including pre and post assessment with a focus on differentiated and extension tasks.
- Teachers use professional learning to implement a balanced numeracy session.
- Explicit instruction using gap analysis data to identify and explicitly teach measurement and geometry content areas.
- Number Talks implemented in all classrooms.
- Orchestrating productive mathematical discussions

## Success criteria for this strategic direction

- Data reflects student growth

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyze the impact of the initiatives in achieving the improvement measures of the strategic directions. This analysis will guide the school's future directions:

Data sources include:

- NAPLAN data / Check-in Assessment
- Scout - Value-added data
- PAT (Numeracy, Reading and Vocabulary)
- Internal school data including pre and post-assessment tasks and reading levels
- Learning Sprint data
- Student work samples
- Literacy and Numeracy PLAN2 data
- Student PLPs
- EALD Learning Progressions
- TTFM survey data
- Kindergarten - Phonological diagnostic tool
- Phonological Awareness sub-element (Year 1)- Phonics Screening Test

The evaluation plan will involve:

- Regular 5 week review of data sources to ensure we are on track to achieve the intended improvement measures by staff and collated by the IL & DP.
- Ongoing professional dialogue linked to the School Excellence Framework
- Executive team and whole staff reflective sessions occur fortnightly as part of their team meetings.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- to be implemented with a focus on unpacking and using mathematical language and extending student's vocabulary understanding..
- Embed a learning culture that enables students to create , receive feedback and achieve their learning goals.

## Evaluation plan for this strategic direction

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- Term by term triangulation of data sources including formative and summative using a range of internal and external data to ratify progress measures. IL /DP to lead this.

# Strategic Direction 2: Wellbeing initiatives

## Purpose

To provide a supportive environment across the whole school, where every child is known, valued and cared for. This will be achieved through quality teaching, curriculum planning and delivery of evidence based programs and practices inclusive of well being and attendance initiatives.

## Improvement measures

### Target year: 2022

#### System negotiated targets:

Wellbeing: Current baseline is TTFM 87.1% Lower target 92.2% and upper target 97.2%

### Target year: 2022

Attendance: Current Baseline 68.8 set target is 85.5%.  
Established outcome: Lift attendance of students to a minimum of 90% for all students.

## Initiatives

### Whole school Wellbeing

The school aims to provide a supportive environment across the whole school, where every child is known, valued and cared for.

### Personalised Learning

- All identified students have a tailored personalised learning plan that is monitored and reviewed as part of the five weekly review process.
- SLSO support provided to identified students through integration funding support.
- Funding allocated for SLSO support to implement the MultiLit Program.
- Funding allocated for at-risk students to ensure positive engagement in the class learning environment ( including COVID support).

### Whole school initiatives:

Following a review of current PBL practices - reach a school agreed set of directives and embed understanding and practices across the four-year cycle.

- Personal welcomes each morning to continue by the Executive team - focus on open communication and a sense of belonging.

Employment of a Chaplain 1 day per week through school funds with a second day covered by local Baptist Church group to implement wellbeing for students, run leadership initiatives with Stage 3 students and work with the community at the time of need.

### Attendance

Implementation of the following strategies as part of a whole school initiative:

- Utilise SENTRAL on a weekly basis to track and monitor attendance rates.

## Success criteria for this strategic direction

**In the Element of Wellbeing: moving in an upward trajectory from Sustaining and Growing to Excelling where whole school wellbeing processes support all students so that they can connect, succeed, thrive and learn.**

**Within the element of Learning Culture, we seek an upward trajectory from Sustaining and Growing to Excelling in the theme attendance where the school community works together to support consistent and systematic processes to ensure students attend school regularly to maximise their learning outcomes.**

- Wellbeing data is reflective of positive growth on a yearly basis reaching our upper target of 97.2% by 2022.
- The upward trajectory of student attendance where student attendance is above 90% for 90% of the student population.

## Evaluation plan for this strategic direction

New PBL strategies accepted and implemented effectively by all staff.

Utilizing Sentral and TTFM data on behavior concerns to address well being needs and implement corrective strategies.

- Data is reflective of improved student attendance across all grades.
- Achievement of attendance baseline by 2022
- Documented evidence of actions to support identified attendance concerns.

### Initiatives

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- Teaching staff contact with parents on a needs basis to identify any concerns to assist students attendance at school ( reinstate parent contact when student absent for three consecutive days with unknown reason or when attendance/absence patterns emerge).
  - Students with identified attendance concerns: Refer to the Learning Support Team - determine the best course of action - ie. LaST referral, IPE/ PLP further assessment of learning needs. where appropriate: Principal / Deputy utilise outside agencies (HSLO/ DCJ/ Police etc. according to need/ concerns).
  - Professional learning on latest attendance policy practice and procedures - re instating roles and responsibilities of class teachers.
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# Strategic Direction 3: Learning and Development

## Purpose

Staff will engage in quality professional learning and collaboration that supports curriculum initiatives resulting in improved students outcomes in literacy and numeracy with a core focus on the strategies of What Works Best in classrooms with a clear Visible Learning focus.

## Improvement measures

### Target year: 2024

All staff effectively trained in and implementing the Visible Learning strategies with a whole school shift in student performance levels aligned to Strategic Direction 1 target.

Guided professional development implemented to support the key areas of Literacy and Numeracy with support in the areas of Vocabulary, writing strategies and measurement skills.

### Target year: 2022

100% of all new staff supported through mentoring and coaching.

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

## Initiatives

### Teacher professional learning.

1. Professional learning on the use of Literacy and Numeracy progressions to personalise learning and understandings.
  - embed and used professional learning models to build teacher capacity and collaborative pedagogical practice.
2. Professional learning and implementation of the practices of Visible Learning- 3-year program being implemented.
  - all staff to participate in two full workshops run by Corwin on Visible learning strategies building upon understanding skills and implementation of best practice.
  - All members of the Executive to participate in leadership training and supporting in their staff implementation of best practice in Visible learning.
3. Guided professional development to support the school plan. Inclusive of:
  - Vocab
  - Open-ended math's problems
  - Seven steps of writing
  - Chin Lead Math and Backward mapping.
  - Learning Sprint methodology.
  - Agile leadership for the senior Executive team
  - Phonics and phonemic awareness
4. QTSS release will be used to allow teachers to participate in collaborative planning, lesson observations, team teaching and coaching to enhance their skills to support Strategic direction 1 Literacy and Numeracy initiatives.

### Coaching and Mentoring

## Success criteria for this strategic direction

**In the element of Learning and Development maintaining at the level of excelling where our professional learning is fully aligned to the school plan and a thorough evaluation of its impact on the quality of teaching and student learning outcomes are continuously evaluated.**

**In the element of Learning and Development: Mentoring and coaching support strategies are embedded in school practices to support the ongoing developmental needs of all staff to grow and sustain quality teaching practice.**

- All scheduled professional learning effectively implemented across the three-year cycle.
- Student growth evidenced in formative and summative data.
- Students achieving set achievement goals.

## Evaluation plan for this strategic direction

- 100% of all new staff supported through mentoring and coaching.
- Explicit systems for collaboration and feedback developed and fully implemented.
- Staff have effectively used the QTSS release time to improve/ refine and extend their skills in effective classroom practices in Literacy and numeracy.
- Students achieving set achievement goals.
- Identified staff needs effectively addressed.

## Initiatives

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- All beginning teachers assigned a mentor and time to work collaboratively on programming and lesson implementation.
  - Instructional leader coaching and supporting staff in the areas of reciprocal reading and the seven steps of writing.
  - Staff new to the school aligned to a support staff member to assist them transition into CMPS.
  - Meeting minutes and ongoing check-in will be used to measure success.
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