

Strategic Improvement Plan 2021-2025

Currans Hill Public School 4625



School vision and context

School vision statement

At Currans Hill Public School, we believe that every student should be challenged and motivated to learn in a safe, respectful and inclusive learning environment where there are high expectations for student academic growth and success and effective whole school practices in place that support and nurture student wellbeing and engagement.

School context

Currans Hill Public School is located in the Macarthur area of South West Sydney. The school is a focal point within the community and caters for students in Kindergarten to Year 6. In 2022, the school has an enrolment of 516 students with 21% having a language background other than English and 9% identifying as Aboriginal or Torres Strait Islander. School enrolment numbers have fluctuated over the last 4 years, with student numbers ranging from 510 to 580. We anticipate that this trend will continue in the coming years with the establishment of 2 new primary schools nearby. Our current FOEI is 104, with 42% of students meeting the criteria for socio economic equity support.

The school has a proud sporting history and also provides numerous opportunities for students to participate in the performing arts.

The school has an energetic P&C and has facilitated positive relationships with parents and carers as well as members of the wider community including our local AECG. The school fosters a culture of high expectations embodied by our learner dispositions and STAR rules; Be Safe, Be a Team Player, Be a Learner and Be Respectful.

Through our Situational Analysis, we have identified 3 key focus areas for this Strategic Improvement Plan which build on the work undertaken as part of the previous school planning cycle around Visible Learning, Innovation and Inquiry and Partnerships.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me survey along with school based data has highlighted the schools need to focus on developing whole school processes to ensure every student can connect, succeed, thrive and learn at school. Current research shows that higher levels of wellbeing are linked to higher academic achievement and engagement in learning, school completion, better overall mental health and positive social and emotional skills. Whilst PBL has commenced at the school, further work on addressing all elements of wellbeing as part of the Wellbeing Framework Self Assessment Tool will be evident in the new school plan including how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including high potential or gifted students. Individual and targeted support will be provided where growth is not evident and identified students will be referred to the Learning and Support Team for intensive intervention.

The Tell Them From Me survey also provides ongoing data pertaining to student voice, choice and participation in school activities. We want to engage students and challenge them to learn new things. We will implement strategies to build a positive learning environment through High Impact Professional Learning (HIPL) structures that will build teacher capabilities and collective pedagogical practice in critical and creative thinking.

In addition to this, we have identified a need to use data driven practices to ensure all students meet expected growth in reading and numeracy in line with our system negotiated targets. Staff have analysed internal and external school data to identify explicit areas for focus including comprehension, vocabulary, phonemic awareness and number. Supporting staff with the use of High Impact Teaching Strategies (HITS) will lead to improved teacher practice and ensure that students achieve expected growth and attainment in their learning.

School vision and context

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School context

This will be achieved through scheduled staff collaboration and opportunities to collect and analyse student data to inform differentiated teaching and learning programs.

Continual monitoring of student performance data will determine areas of need for individual support and whole school focus to ensure ongoing student and school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading 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 all students and in line with current research-based pedagogy.

Improvement measures

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

By 2022, there will be an uplift from 2021 baseline data of 6.9% of students in Years 3 and 5 in the top two bands of NAPLAN Numeracy in line with system negotiated targets.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

By 2022, there will be an uplift from 2021 baseline data of 7.0% of students in Years 3 and 5 in the top two bands of NAPLAN Reading in line with system negotiated targets.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

An increase in Check-in Assessment to be above Similar School Groups mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 4 and 6 in 2022.

NAPLAN expected growth - Reading

Achieve by year: 2023

An increase in Check-in Assessment to be above Similar School Groups mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 4 and 6 in 2022.

Initiatives

Explicit teaching based on quality assessment

Through high impact, research-based professional learning, we will embed sustainable whole-school processes for literacy and numeracy that drive student growth.

- Whole school professional learning in Numeracy
- Whole school professional learning in Reading
- Establishment of protocols around Literacy and Numeracy sessions that utilise best practice and the elements of Quality Teaching
- Designing and delivering high quality formal assessment tasks

Data driven practices through collaboration

Regular collaboration time will be dedicated to using data effectively. Systems and structures will be used to record whole school data and that data will be used to make teaching decisions based on data analysis.

- A systematic and central collection approach will be regularly updated and monitored to ensure accuracy and currency of school data
- Internal and external data will be scrutinised and analysed on a regular basis to monitor student learning and progress
- Weekly data analysis sessions will occur for each stage between the key school Instructional leaders.
- Regular dedicated Data Collaboration time for working with colleagues to plan, develop and refine teaching and learning programs
- Weekly timetabled support for structured lesson observations/studies and feedback, professional learning and coaching/mentoring of effective teaching strategies in order to refine and improve teaching and learning

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.
- Teachers use quality formative and summative assessment data to drive programming, modify teaching practice and to identify the need for intervention.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Students consistently perform at high levels on external and internal school performance measures.

Evaluation plan for this strategic direction

Question:

- To what extent has the teaching of literacy and numeracy improved as a result of high quality professional learning?
- To what extent has data analysis improved through collaboration time across the school?

Data:

- NAPLAN
- PAT Reading
- PAT Number
- Additive Strategies target
- Understanding texts
- Phonics screener data
- Reading Levels

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- SENA
- Stage assessments
- Aboriginal Student tracking sheets
- Collaboration minutes

Analysis:

- Analysis of internal CTJ assessments , NAPLAN , PLAN 2, PAT demonstrates staff ability to identify focus areas for targeted teaching for students through collaborative programming and professional learning
- Data shows 0.4 growth in PAT Reading and Number
- Student progress on the Learning Progressions is aligned to syllabus stage expectations.
- All Aboriginal students meet expected growth of 1 or more bands in NAPLAN Reading
- All Aboriginal students meet expected growth of 1 or more bands in NAPLAN Numeracy
- Staff feedback clearly demonstrates that they are developing expertise in using data to inform their teaching practice.

Implications:

- Our rigorous analysis of data will provide future directions for planning and activities and initiatives to be implemented to achieve this purpose
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes to teaching that lead to measurable improvement.
- There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- Staff have a collective understanding that teaching reading and numeracy is built on a strong evidence base

Strategic Direction 2: Engagement

Purpose

To facilitate our students as inquiry learners, we will provide a variety of rich, authentic and innovative learning experiences that engage, enhance and challenge all students, helping them achieve their full educational potential.

Improvement measures

Achieve by year: 2025

By 2024, there will be an uplift of 13% of students feeling challenged in English and Mathematics as evidenced by 2020 baseline TTFM results.

Achieve by year: 2025

By 2024, there will be an Increased proportion of students comparatively aligned to the NSW norms reporting improvement in interest, motivation to learn and effort as evidenced in TTFM results.

Achieve by year: 2025

By 2024, there will be a progression from sustaining and growing to excelling in the Teaching Domain- Effective Classroom Practice element as measured by the School Excellence Framework

Initiatives

Inquiry learning

Embed student-centred pedagogy to promote deeper learning, greater engagement and higher quality work.

- High Impact Professional Learning (HIPL) on project-based learning
- Embed Project Based Learning in Years 3-6.
- Expand Investigations into year 2 so all K-2 classrooms have this embedded into classroom practice
- High Potential and Gifted Education
- Digital Coaching with a mentor in all classrooms
- Extracurricular Activities

Student choice, voice, participation and leadership

Provide structure and opportunities for active student participation which encourage student voice and choice

- Engage in professional learning opportunities around student voice, choice and active participation.
- Authentic student leadership opportunities K-6
- Student Voice activities will enact student opinion, encourage students to be leaders of their learning, consult with students as stakeholders and collaborators with peers and adults.

Success criteria for this strategic direction

Provide structure and opportunities for active student participation which encourage student voice and choice

- Engage in professional learning opportunities around student voice, choice and active participation.
- Authentic student leadership opportunities K-6
- Student Voice activities will enact student opinion, encourage students to be leaders of their learning, consult with students as stakeholders and collaborators with peers and adults.

Evaluation plan for this strategic direction

Question:

- To what extent are teachers able to provide students with rich, authentic and innovative learning experiences that engage, enhance and challenge them to reach their full potential?

Data:

- Student feedback sheets about learning
- Teacher reflection on student voice survey
- TTFM results
- Teaching and Learning programs
- Observations
- Mapping student voice tool

Analysis:

- Feedback sheets show an increase from passive to active student voice in classroom and school wide activities.
- TTFM data shows growth when compared to baseline data.
- Teaching and learning programs and staff PDPs show evidence of inquiry based learning pedagogy and strategies including formative assessment.

Strategic Direction 2: Engagement

Evaluation plan for this strategic direction

Implications:

- Our rigorous analysis of data will provide future directions for planning and activities and initiatives to be implemented to achieve this purpose
- Students will feel challenged in English and Mathematics and feel confident of their skills (TTFM)
- Students are able to inquire by identifying, exploring and organising information and ideas as well as reflecting , analysing and evaluating their learning to build their critical and creative thinking.
- Students can contribute to decision making processes and collective influence outcomes by putting forward their views, concerns and ideas.

Strategic Direction 3: Wellbeing (Connect , Succeed , Thrive and Learn)

Purpose

In order to promote the wellbeing of all students, we will implement a comprehensive, evidence-based whole-school wellbeing program that empowers students to reach their full potential, providing them with opportunities to connect, succeed, thrive and learn in a supportive learning environment.

Improvement measures

Achieve by year: 2025

By 2022, the TTFM survey data shows an uplift of 4.5% of students presenting with positive wellbeing (sense of belonging, advocacy and high expectations) when compared to 2020 baseline data.

Achieve by year: 2025

By 2022, there will be an increase in the percentage of students attending greater than 90% of the time by 5% in line with system negotiated targets.

Achieve by year: 2025

Initiatives

Personalised Support for Student Learning

Learning and wellbeing are inextricably linked. There is a school wide collective responsibility to provide well developed and evidenced based approaches and programs to support every student's wellbeing and learning needs in consultation with parents and carers.

- Teaching and learning programs show evidence that they are adjusted to address individual student needs including High Potential and Gifted students to ensure all students are challenged
- Employ Wellbeing Officer 0.6FTE to assist and support Tier 3 and at risk students through implementation of social-emotional skills programs
- All stakeholders collaborate to support consistent and systematic processes to improve attendance so that student absences do not impact on learning outcomes.

Inclusive and respectful schools

Whole school implementation of evidenced based wellbeing programs to promote mindfulness and ensure students are alert for learning.

- Review current wellbeing processes in line with the Wellbeing Framework self assessment findings and school data to establish key focus areas for reform. in line with new policy implementation.
- The Learning and Support /PBL Team monitor student learning and wellbeing data in five weekly intervals and identify students for system -negotiated targeted support.
- Embed differentiated and system negotiated targeted support for wellbeing into practice (teaching programs, behaviour systems and classroom adjustments) ensuring strategies are regularly reviewed.
- Embed strategies to proactively teach healthy, coping strategies, resilience and self regulation including Smiling Minds and Zones of Regulation into

Success criteria for this strategic direction

- All teachers have a sound understanding of the wellbeing framework and can confidently apply a range of strategies to inform their planning, identify appropriate interventions and modify their teaching practice as part of a whole school approach to student wellbeing.
- Teachers demonstrate increased expertise in teaching students with complex trauma and / or behaviour difficulties.
- Planning and provision for learning is informed by a holistic approach about each student's learning and wellbeing needs in consultation with families.
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Evaluation plan for this strategic direction

Question:

- To what extent has the school implemented evidence based change to whole school practices to support learning and ensure measurable improvements in wellbeing?
- To what extent have students been provided with opportunities to connect , succeed, thrive and learn in a supportive learning environment?

Data:

- TTFM Survey Date
- Wellbeing Framework Tool Kit
- SCOUT
- Student IEP's and PLP's
- Student adjustment profiles
- SENTRAL data
- Student focus groups
- HSLO attendance data

Strategic Direction 3: Wellbeing (Connect , Succeed , Thrive and Learn)

Initiatives

- class programs K-6
- High impact professional learning in trauma and managing complex behaviours to build teacher ability to confidently assist and support students who may be at risk
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Evaluation plan for this strategic direction

- Case notes and student tracking sheets from wellbeing officer
- Incident reports
- Suspension data

Analysis:

- Positive and respectful relationships are evident and widespread across the school
- All teachers implement the wellbeing initiatives with fidelity
- Data shows that the wellbeing initiatives are impacting positively on student's wellbeing and learning.
- School wide structures and processes are in place to provide advice, support and assistance to teachers to help all students fulfil their potential.

Implications:

- Our rigorous analysis of data will provide future directions for planning and activities and initiatives to be implemented to achieve this purpose
- Staff understanding and implementation of evidenced based approaches, programs and processes support the wellbeing of all students so they can connect, succeed, thrive and learn.