

Strategic Improvement Plan 2022-2026

Clovelly Public School 1573



School vision and context

School vision statement

At Clovelly Public School, we partner with our community to promote an inclusive and engaging learning environment. Our highly dedicated teachers encourage students' individual development as creative, confident and resilient learners.

School context

Clovelly Public School is a large primary school situated in Sydney's Eastern Suburbs with an enrolment of 515 students across 21 classes.

The traditional custodians of the land are the Bidjigal people of the Eora Nation.

Clovelly Public School offers an enriching curriculum to expand our students' interests and enhance their knowledge of the world around them.

Developing strong foundations in literacy and numeracy is at the forefront of our teaching and learning. With these skills, our students are empowered to make meaning, think critically and creatively, and confidently apply their skills across a broad range of contexts.

Our wellbeing programs provide a common language and practice to build respectful relationships, enhance social-emotional skills, and foster effective communication with students, staff, parents and the wider community. Our core values of Respect, Responsibility and Learning underpin our teaching and learning programs.

We have an active community that passionately advocates for our students, using their knowledge and skills to support student academic learning as well as their social and emotional wellbeing.

Clovelly Public School has a highly motivated and hard-working team of teaching and non-teaching staff who offer a diversity of knowledge and expertise ensuring that our students can 'Aim High' through challenge and opportunity as our school logo and motto state. We put all students at the centre of the decisions we make, and the actions we take as educators are based on the individual needs of the students in our care.

We are proud of our students, their achievements, their high standards for learning and success and are committed to preparing all students to be lifelong learners and responsible global citizens.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further refine our evidence-based programs and data-driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

Year 5 check in assessment

An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data (70.8%)

Numeracy growth

Achieve by year: 2023

Yr 5 Check in assessment

An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data (70.9%).

Initiatives

Evidence Based Programs

Successfully implement evidence based programs to build consistency across the school, ensure quality teaching practices and improve learning outcomes for students.

- Expertly use the Instructional Leader (IL) to develop teacher capacity through the delivery of Professional Learning (PL), team teaching and mentoring in the delivery of targeted programs.
- Ensure effective use of formative assessment strategies including the consistent use of Learning Intentions and Success Criteria.
- Intervention programs for targeted students through small group withdrawal.
- Ensure effective differentiation is embedded consistently throughout the school.

Data Driven Practices

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

- PL in data literacy and inference to identify trends and support gap analysis.
- 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.
- IL to build capacity of teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Success criteria for this strategic direction

Success at our school is measured, evaluated and monitored in reference to the domains of the School Excellence Framework (SEF).

Valid teacher judgement is evident across the school. (SEF- Learning Domain- Assessment)

Data and feedback inform teaching practice and direct learners and learning. (SEF- Teaching Domain- Data Skills and Use / Teaching Domain- Assessment)

Assessment data is collected in literacy and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. (SEF- Learning Domain- Assessment)

All students articulate, understand and achieve their literacy and numeracy learning goals. (SEF- Learning Domain- Assessment)

All teachers explicitly teach literacy and numeracy to meet the needs of all students. (Teaching Domain- Professional Standards)

Learning Support Team (LST) and High Potential and Gifted Education team (HPGE) are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs. (SEF- Learning Domain- Curriculum)

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
- Check in data
- Markbook data
- Student work samples

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student Personalised Learning Pathways (PLP) and Personalised Learning and Support Plans (PLSP)
- Progressing Achievement Tests (PAT)
- Performance and Development Plans (PDP) and observations

The evaluation plan will involve:

- Regular professional discussion to reflect on growth in relation to the SEF domains.
- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Triangulation of data sources including quantitative and qualitative, internal and external data.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To strengthen learning we will promote wellbeing and engagement by embedding programs that foster a sense of belonging and connectedness, explicitly set high expectations and strengthen social and emotional skills.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of student attendance to be trending upward towards the upper bound target of 97.1%.

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting positive wellbeing to be trending upward towards the upper bound target of 95%.

Achieve by year: 2026

Increase the percentage of students reporting an interest and motivated to learn to be trending above the NSW govt. norm in TTFM.

Achieve by year: 2026

Further strengthen the percentage of staff reporting positive 'Employee Engagement' to be above the Public Sector percentage in the People Matters survey.

Initiatives

Positive Wellbeing

Adopt a whole school approach in successfully implementing evidence based programs that promote positive wellbeing.

- Optimise the school's Positive Behaviour for Learning (PB4L) program
- Enhance the consistent delivery of a whole school positive mental health and wellbeing program for staff and students.

Intellectual Engagement

Embed a whole school approach to intellectual engagement where there are strategic collaborative practices, responsive to the needs of the school.

- Offer a variety of targeted programs that boost student engagement.
- Promote high expectations by embedding differentiation consistently across all learning areas.

Success criteria for this strategic direction

Success at our school is measured, evaluated and monitored in reference to the domains of the School Excellence Framework (SEF).

Teacher capacity in wellbeing and engagement is continually developed, visible, consistently implemented and underpins learning. (SEF- Learning Domain- Wellbeing)

Wellbeing teams are collaborative, decisions are data driven and programs are responsive to individual and community circumstances and identified targets. (SEF- Learning Domain- Learning Culture)

Teachers, parents and community embrace coordinated strategies to support consistent student attendance. (SEF- Learning Domain- Learning Culture)

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:

- Tell Them From Me survey (TTFM)
- People Matters survey
- PB4L incident data
- PAT Social-Emotional Wellbeing Survey
- Student attendance data
- Program evaluations
- Student PLPs and PLSPs
- LAST meeting minutes

The evaluation plan will involve:

- School Executive, wellbeing teams and LST regularly review these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

- Triangulation of data sources including quantitative and qualitative, internal and external data.

Strategic Direction 3: Connecting Communities

Purpose

To enrich and extend learning opportunities, we will develop teacher expertise while fostering innovation and collaboration by engaging in new and strengthening existing partnerships with broader educational settings and the local community.

Improvement measures

Achieve by year: 2026

Achieve by year: 2026

Initiatives

Expertise and innovation

Drawing on expertise from broader educational settings ensures effective collaborative practice and improves teacher quality.

- Strengthen the professional networks to work on innovative initiatives and professional learning opportunities.
- Develop professional learning networks and CoPs with compatible schools to build teacher capacity.

Community Partnerships

Effective community collaboration ensures the school is responsive to the needs of the community.

- Establish the school as a hub that works collaboratively and in partnership with the community to increase participation in co- and extra-curricular activities.
 - Review and optimise the school's communication platforms to support promotion, engagement and efficiency.
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Success criteria for this strategic direction

Success at our school is measured, evaluated and monitored in reference to the domains in the School Excellence Framework (SEF).

The leadership team utilises professional learning communities which are focused on continuous improvement of teaching and learning (SEF - Teaching Domain - Learning and Development).

The school collaborates with the local community to deliver mutually beneficial outcomes (SEF-Leading Domain-School Resources).

The school embraces effective partnerships with parents/carers, school and the wider community (SEF - Learning Domain - Learning Culture)

Evaluation plan for this strategic direction

Milestone monitoring

Tell Them From Me (TTFM) survey results

Community Feedback

Parent Workshop Feedback

Informal Observations

P & C Meetings

Teaching and Learning Programs