

Strategic Improvement Plan 2022-2026

Coffs Harbour Public School 1584



School vision and context

School vision statement

Students, staff and leaders will have the opportunity to learn, succeed and thrive in an environment that is inclusive, supportive and stimulating, where high expectations, differentiation and student voice inspire best practice.

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas.

Families and community values align with school, NSW Department of Education and Premier's priorities. Every staff member displays high expectations and actively collaborates to improve teaching and learning with a strong focus on reading and numeracy.

Staff members regularly communicate with parents and carers and encourage open communication to engage families with their child's wellbeing and learning journey.

High quality systems, structures and processes for planning, teaching and leading underpin the ongoing improvement and success of our organisation.

School context

Located on the Mid North Coast, Coffs Harbour Public School has an enrolment of 502 students of which 16% are of Aboriginal or Torres Strait Islander descent and 48% of students have a background where English is an additional language or dialect. Our school has 21 mainstream classes and five special education classes. The school's motto "Courtesy and Honour" underpins the quality education and diverse opportunities that the school offers.

The school has a family occupation and education index (FOEI) of 161. The students are provided with modern and stimulating working spaces and resources to cater for all interests and to engage them in the learning process. The school services a diverse community.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within our school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Staff are committed to continual school improvement and a focus on ensuring that all students believe that they can be high achievers and strive to do their best.

Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning.

The high level areas for improvement include:

- improving the expected growth for students in numeracy and reading;
- improving the % of students in the top two bands of NAPLAN in reading and numeracy
- improving the % of ATSI students in the top three bands of NAPLAN in reading and numeracy
- improving attendance
- improving positive wellbeing

The school enjoys positive partnerships with our parents, carers and local community and is committed to building social capital throughout the community. Partnerships with Southern Cross University, Newcastle University, Uniting Burnside, BMNAC and local businesses are

School vision and context

School vision statement

School context

enjoyed.

In 2020 the school undertook a detailed situational analysis involving consultation with students, staff, parents and the wider community to determine areas for improvement and ascertain strengths. In 2021 the school was externally validated. These findings have been included into the school vision and the school's strategic directions for the next four years.

The majority of the school's equity funding will be used to support initiatives developed in the 2022-2025 Strategic Improvement Plan, which is predominantly to employ staff to support students.

Strategic Direction 1: Student growth and attainment

Purpose

Maximising student growth and attainment in literacy and numeracy through the ongoing analysis of assessment followed by collaborative planning for engagement, explicit teaching, high expectations and targeted interventions. In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

We have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Aboriginal student achievement: NAPLAN top 3

Initiatives

Improve student outcomes in Numeracy and Reading

Explicit Teaching of Numeracy

Consistent and effective data analysis processes will be applied to inform teaching practice and focus on the areas of:

- multiplicative thinking
- measurement and geometric thinking
- graphical literacy

Explicit Teaching of Reading

Consistent and effective data analysis processes will be applied to inform teaching practice and focus on the areas of:

- comprehension
- vocabulary
- reading processes

Collective Efficacy

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Quality Teaching and Learning Practices

- Teachers design and implement daily quality teaching and learning practices to ensure students are achieving optimal outcomes in numeracy and reading.

Professional Learning

- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Expertise and innovation

- The staff evaluate professional learning activities to

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. **(SEF - Curriculum)**

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)**

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. **(SEF - Assessment)**

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. **(SEF - Student Performance Measures)**

Effective partnerships in learning with parents and students mean students are motivated to deliver the best and continually improve.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. **(SEF - Professional Standards)**

Students using the Writing Process in writing lessons (K-6)

Consistency in teacher judgement of writing samples

K-6 teachers embed the teaching of word work and spelling into writing lessons

K-6 teachers develop rich talk in whole class shared reading, and guided reading sessions

EAfS Action Plan implemented and intended actions realised

Strategic Direction 1: Student growth and attainment

Improvement measures

bands - Reading

Achieve by year: 2022

Increase the percentage of students in the top 3 bands for NAPLAN reading to between 31.9% and 36.9%

Aboriginal student achievement: NAPLAN top 3

bands - Numeracy

Achieve by year: 2022

Increase the percentage of students in the top 3 bands for NAPLAN numeracy to between 25.2% and 30.2%

Initiatives

Identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Success criteria for this strategic direction

K-2 teachers trained in L3

K-6 teachers implement Number Talks, and introduce challenging tasks during mathematics lessons

Staff trained in Building Numeracy Leaders (7 practices) course and mentor remaining staff

Increased mathematical leadership

Rich discussions between Principal and Instructional Leaders about the impact on student outcomes

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
- PAT data
- SCOUT - Value added data
- Learning Sprint data analysis
- Student work samples
- PLAN 2 data
- Student focus groups
- Teaching and learning programs
- SEF SaS

The evaluation plan will involve:

Regular review of the data sources to provide clarity around whether we are on track for achieving the intended improvement measures. This will be achieved through regular professional discussions, feedback feed forward meetings, internal and external data triangulation with five weekly reviews.

Strategic Direction 2: Developing positive relationships and engagement

Purpose

The school will continue to build a culture where all members of the school community are known, valued and cared for.

We will implement a planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Staff will work collaboratively with families and the community to support consistent and systematic processes that ensure student absences are decreased.

Improvement measures

Wellbeing

Achieve by year: 2023

There will be an uplift of 14.6% in the number of students identifying positive wellbeing improvements based on the Tell Them From Me survey.

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school 90% or more to between 75.2% and 80.2%

Achieve by year: 2024

Improving Behaviour

Achieve by year: 2026

In 2026 - Decrease the % of student suspensions by 7% from 2024; Decrease the number of students with repeat suspensions by 13% from 2024.

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 91.6% and 96.6%

Initiatives

Improving Attendance

- Focus on Improving Attendance - Use data to actively engage students currently sitting on 80-90% attendance and move them towards 90-100%. This will be achieved through the development of systematic and consistent processes for monitoring student attendance and regularly collecting data.
- Communication with Parents - Make attendance data visible to all members of the school community through regular proactive and procedural communication about the expectations of attendance with all families. This will be achieved by promoting the importance and benefits of attendance above 90%.
- Celebrating Attendance - Regularly acknowledge consistent and improved attendance through rewards and communication with the school community.

Improving Behaviour

- Whole staff Professional Learning to continue from Paul Dix "When the Adults Change, Everything Changes; Seismic shifts in School Behaviour", and adopting the appropriate initiatives for Coffs Harbour Public School.
- To review and refine current systems so that a consistent school wide approach is used to ensure optimum conditions for student learning across the whole school.
- Develop and schedule opportunities for the school community to regularly celebrate student behaviour.

Improving Wellbeing

- Improving the wellbeing model- Creating and fostering an improved sense of wellbeing for students at CHPS
- Delivery of positive approaches- Build the capacity of staff through a range of professional learning and implement well-developed and evidence-based

Success criteria for this strategic direction

Paul Dix book 'When the Adults Change, Everything Changes' is read by all teaching staff and methods are strategically put in place to improve school culture.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **(SEF- Wellbeing)**

All classrooms and other learning environments are well managed within a consistent, school-wide approach. **(SEF - Effective Classroom Practice)**

Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. **(SEF - Effective Classroom Practice)**

Implement consistent student attendance systems and procedures K-6. Attendance data is analysed and reported on by teachers and leaders to parents and carers. Support is in place for families to improve their child's attendance.

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)**

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

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis

Strategic Direction 2: Developing positive relationships and engagement

Initiatives

- approaches.
- Positive relationships- Build positive and respectful relationships between staff, students and the wider community to improve sense of belonging, cultural awareness and connectedness to CHPS.
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Evaluation plan for this strategic direction

will guide the school's future directions:

- Attendance data
- SCOUT trend data
- TTFM survey data
- Suspension data from EBS4
- Planning Room data
- Student, staff and community surveys
- Focus groups

The evaluation plan will involve:

Regular analysis of the data sources to provide clarity around whether we are on track for achieving the intended improvement measures. This analysis will inform the implications and adjustments to be made.

Strategic Direction 3: Creating Opportunities for All

Purpose

We want to create opportunities right across our school for students, community, and all staff to aspire, lead and have a strong sense of belonging and partnership.

Improvement measures

Achieve by year: 2026

Achieve by year: 2026

Inspiring Leadership within and across school

Achieve by year: 2026

Increase % of staff satisfaction by 10% on leadership opportunities including mentoring, additional data and collaboration sessions and leadership professional learning based on 2022 survey data.

Community Voice

Achieve by year: 2026

Positive responses from annual parent survey indicate high satisfaction level and school engagement that is increased by 5% per year.

Initiatives

Community and Student Voice

High Expectations

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence through:

- Development of rich relationships and a welcoming culture for our Aboriginal and Torres Strait Islander families to be partners in their child's learning through regular yarn ups and Personalised Learning Pathway conversations.
- Fostering strong partnerships between home and school and the broader community
- Providing systems and processes to enable student voice through student leadership opportunities
- Acknowledging and celebrating academic success of our students

Inspiring Leadership within and across staff

- Establish a mentoring system for new staff so they feel supported in their teaching and understanding of CHPS organisational systems. This will provide leadership opportunities for the mentor.
- Build capacity of current leaders through a range of opportunities
- Provision of side by side in class support to improve teaching and learning.

Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school **(SEF - Community Engagement)**

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. **(SEF - Instructional Leadership)**

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **(SEF-Wellbeing)**

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. **(SEF - School Resources)**

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community **(SEF - 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:

- Survey to assess value of yarn up and PLP process.
- Survey to assess value of CHPS Hub.
- Record numbers of families attending open days and breakfasts.

Strategic Direction 3: Creating Opportunities for All

Evaluation plan for this strategic direction

- Survey for staff who have been mentored and the mentors.
- Record Professional Learning Opportunities staff have completed.
- Survey of teachers to see if AP's, AP C&Is and AP Wellbeing support has improved teaching and learning.
- Survey students at end of 2022 to see if they like academic acknowledgement at PB assembly.
- Survey for students to analyse the effect whole school leadership areas have on the students and their sense of pride and belonging. TTFM survey from students on sense of belonging.
- Survey of student leaders and data from meetings .