

Strategic Improvement Plan 2022-2026

Como Public School 1605



School vision and context

School vision statement

At Como Public School we nurture one another in an inclusive and connected community environment, where all stakeholders care for and support each other. The whole school community work together to build safe, respectful and engaged learners within a future focused setting.

School context

Como Public School is a small metropolitan school that offers quality education in a caring environment on the banks of the Georges River, South of Sydney.

Como Public School is welcoming and friendly. It values its successful partnerships with parents and the wider community. The school is committed to building a culture of high expectations and inclusion through authentic engagement with its parents and the broader community. There is a strong academic focus, with high expectations for learning.

The school consists of 5 classes, including some that are multistage. Teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. The school is committed to providing differentiated programs to develop the individuals' skills in critical thinking, problem solving, communication, collaboration and technology; enabling all students to reach their full potential, academically, socially and emotionally.

Como Public School is a *Positive Behaviour for Learning* school, with behaviour expectations that focus on students being safe, respectful learners. The school uses an evidenced-based framework to support the development of a school wide approach to wellbeing and fosters school culture which is strongly focused on learning.

Como Public School's partnership with local communities of schools provides a wealth of opportunities that include: Primary Schools' Sports Association (PSSA) sport; guitar and keyboard music tuition; dance ensembles; preschool alliances; professional learning - leading to enhanced teaching/learning practice; partnerships for Stage 3 students to work closely with Stage 4 high schools; enrichment opportunities for high potential and gifted students; and the sharing of resources to support the delivery of rich, high quality learning opportunities for all students.

As a result of the Situational Analysis, the school has identified two key focus areas: 1. embedding a school wide culture strongly focused on wellbeing and engagement; 2. ensuring individual student learning goals in literacy and numeracy are consistently reviewed and supported by differentiated programs.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student grows in their learning; through effective classroom practice and strong collaborations to strengthen teacher capabilities.

We will ensure that teachers grow in their teaching, through the support of effective curriculum implementation that is aligned with literacy and numeracy expertise.

Improvement measures

Achieve by year: 2026

Self-assessment against the School Excellence framework shows improvement in the elements of effective classroom practice and curriculum to be moving towards excelling.

Achieve by year: 2026

Internal school data shows an increasing percentage of students meeting their individual learning goals and showing positive growth

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.

Initiatives

Curriculum delivery

Explicit teaching practices draw on research about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesize and justify their reasoning.

This will be achieved through:

- Developing expert knowledge of the English and mathematics syllabus'
- Professional learning to develop explicit teaching and feedback with a numeracy focus
- Professional learning to support teachers in identifying the needs of individual students through data analysis
- Differentiating teaching and learning accordingly to provide additional support or opportunities for extension
- Establishing and continually reviewing individual learning goals in reading and numeracy based on individual expected growth, aligned with learning progressions

Strengthening teacher capabilities through collaboration

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

This will be achieved through:

- Communities of practice with other small schools
- Collaboratively designed teaching sprints
- High-impact professional learning around the syllabus' that supports the development of programs for our school context
- Rigorous analysis of school-wide data to inform teaching practices

Success criteria for this strategic direction

Curriculum

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6) to ensure continued challenge and maximum learning.

School performance measures

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.

Effective classroom practice

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Learning and development - collaborative practice and feedback

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.

Evaluation plan for this strategic direction

Question - Are our students improving in their growth and attainment?

- What has been the impact of our collaborations with other schools?
- Have we improved teacher capabilities in literacy and

Strategic Direction 1: Student growth and attainment

Initiatives

- Engagement in the 3 Rivers 4 Learning project to lead research-based collaborative practice

Evaluation plan for this strategic direction

numeracy through collaboration?

Data - NAPLAN, Teaching Sprint feedback and observations, Check-in Assessments, Essential Assessment in numeracy

Analysis - Analysis will be embedded within the project through progress and implementation monitoring.

Implications - The findings of the analysis will inform future directions for the school.

Strategic Direction 2: Whole school wellbeing

Purpose

Our purpose is to embed a school wide culture that is strongly focused on wellbeing and engagement, where there is a collective responsibility for student learning and success.

We will ensure that students and teachers grow in their wellbeing so that positive, respectful relationships and optimal conditions for student learning exist.

Improvement measures

Wellbeing

Achieve by year: 2023

To increase or maintain the percentage of students with a positive sense of wellbeing to above our upper bound target of 71.5%.

Attendance (>90%)

Achieve by year: 2023

Increase the number of students attending greater than 90% of the time to our lower bound target of 91%. Uplift 10%.

Achieve by year: 2026

Annual progress measure shows an improvement in Learning Culture - high expectations - towards excelling

Initiatives

Whole school wellbeing

Schools support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

This will be achieved through:

Staff use of SENTRAL as a data source for learning; ensuring a stronger focus on student attendance and behaviour

Review of all wellbeing programs including Positive Behaviour for Learning (PBL) with findings/ enhancements implemented.

Embedding a whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated Personalised Learning Plans (PLP) and Individual Learning Plans (ILP) for students at risk.

Embedding adjusted practices across the school, as a result of ongoing evaluation, reflection and improvement.

High Potential and Gifted Education

This will be achieved through:

High expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Implementation of the High Potential and Gifted Education policy

Programs to achieve this:

- Identification and tracking of students across the four domains
- Opportunities for students to participate in

Success criteria for this strategic direction

Wellbeing

Individual Learning needs

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Behaviour

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.

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

Learning Culture

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

High Expectations

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

Evaluation plan for this strategic direction

Question - Are our students and staff increasing in their positive wellbeing?

Strategic Direction 2: Whole school wellbeing

Initiatives

- enrichment and extra curricular programs, specific to their area/s of strength
 - Differentiation of classroom programs to cater for identified high potential and gifted students
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Evaluation plan for this strategic direction

- Are student attendance rates increasing?
- What has been the impact of the implementation of the High Potential and Gifted Education Policy?

Data - Tell them from me student, parent and teacher survey results

- Student voice
- HPGE parent and staff surveys
- Event exit slips

Analysis - Analysis will be embedded within the project through progress and implementation monitoring.

Implication - The findings of the analysis will inform future directions for the school.