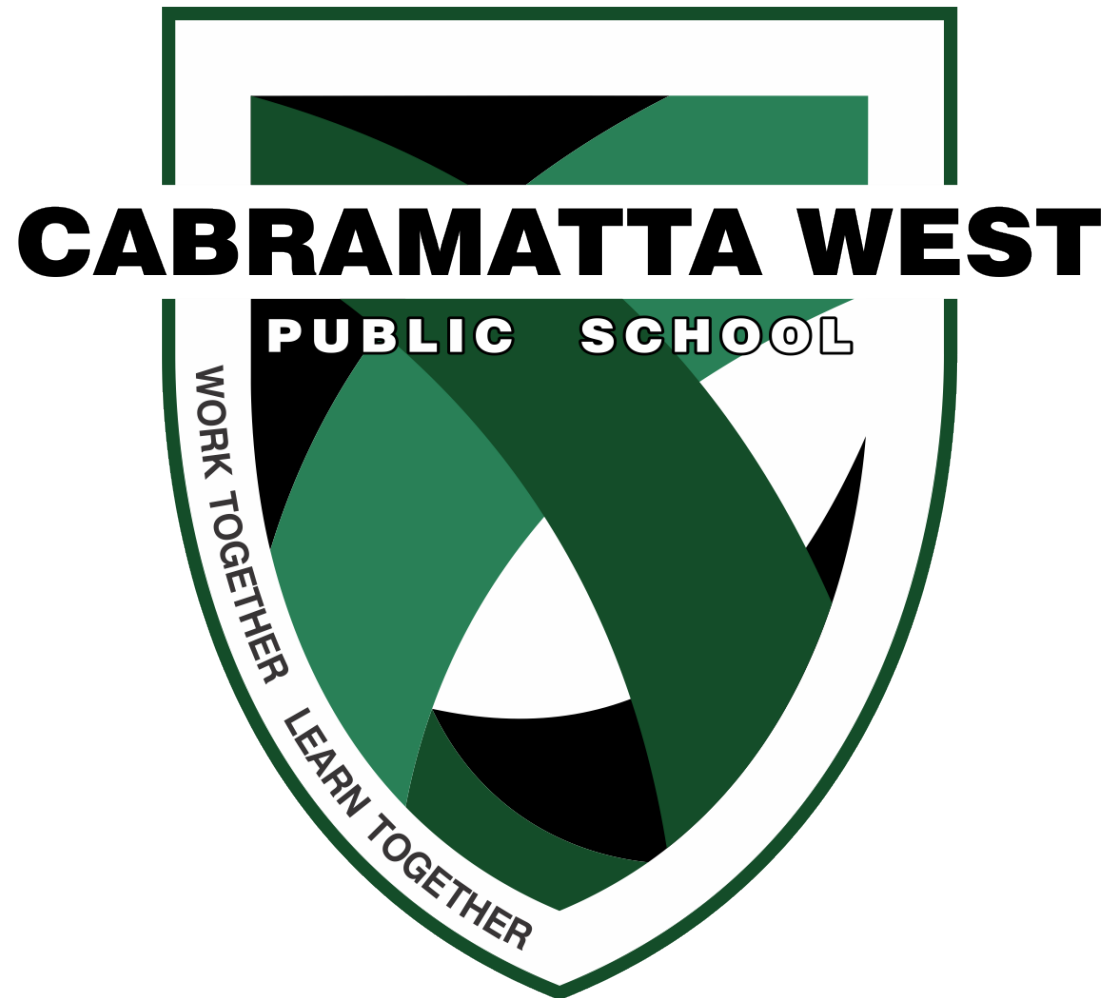


Strategic Improvement Plan 2022-2026

Cabramatta West Public School 3980



School vision and context

School vision statement

At Cabramatta West Public School we strive towards a culture of excellence where growth and success is evident for every student, every teacher, every leader, every year.

We aim to develop:

- a school wide culture of high expectations
- a shared sense of responsibility for student engagement, learning, development and success
- school wide processes so that all children can connect, succeed and thrive
- a safe and respectful learning environment where individual potential is recognised and developed.

School context

Cabramatta West Public School is situated in South Western Sydney and is part of the Metropolitan South directorate. The school pays respect and acknowledges that it is on Aboriginal land. Currently there are 510 students enrolled, of which approximately 96% of our students have a language background other than English.

Our school community has a valuable and diverse cultural heritage which is celebrated. Our community shares a commitment to excellence, strengthening inclusivity and fostering positive relationships in and beyond our school.

Cabramatta West Public School receives School Based Allocation Resource funds for socio-economic backgrounds, Aboriginal background, English language proficiency, low level adjustment for disability and support for beginning teachers. Equity funds are used to support student wellbeing, growth and attainment.

Cabramatta West Public School has 1.6 Assistant Principals Curriculum and Instruction. These Assistant Principals support development and growth in the areas of literacy and numeracy.

Our school features a Support Unit, a school readiness program, a Vietnamese community languages program and school wide wellbeing initiatives. Positive Behaviour for Learning supports our whole school approach to wellbeing.

The school provides a range of academic, sporting, cultural and extra-curricular experiences including Dancesport, School Sport activities, Debating, Public Speaking and Creative and Performing Arts groups.

Our staff work collaboratively to develop high impact learning experiences for our students guided by current research. We are committed to continuous improvement for all.

As we strive for continual improvement, our situational analysis has identified three areas of focus:

1. **Strategic Direction 1 - Student growth and attainment** (*building of educational aspiration and ongoing improvement and attainment in literacy and numeracy*)
2. **Strategic Direction 2 - Wellbeing** (*strategic and planned approaches that support the wellbeing of all students*)
3. **Strategic Direction 3 - Individual potential** (*commitment to guide, nurture, inspire and challenge students*).

Strategic Direction 1: Student growth and attainment

Purpose

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with priority given to providing continuous improvement for all students in reading and numeracy.

Improvement measures

Reading growth

Achieve by year: 2023

An increased proportion of students (K-6) achieve at or above grade expectation in reading when compared to 2022 school benchmarking data.

Reading attainment

Achieve by year: 2026

An increase in the percentage of correctly answered questions in Reading Check In Assessment (Yrs 3,4,5) to be at or above state percentage.

Numeracy growth

Achieve by year: 2023

An increased proportion of students (K-6) achieve at or above grade expectation in numeracy when compared to 2022 school IFSR data.

Numeracy attainment

Achieve by year: 2026

An increase in the percentage of correctly answered questions in Numeracy Check In Assessment (Yrs 3,4,5) to be at or above state percentage.

School Excellence Framework

Achieve by year: 2026

Achieving Excelling within the element of Effective Classroom Practice as measured by the school self-assessment against the School Excellence Framework.

Achieving Excelling within the element of Data Skills as

Initiatives

High Impact Professional Learning

Teachers engage in high impact professional learning where there are explicit systems for collaboration and feedback to sustain quality effective classroom practice:

- professional learning is driven by identified student needs
- school leaders enable professional learning by creating the culture and structures that build a cycle of professional learning
- teachers work collaboratively, and are inspired and critically challenged by expert mentors, to learn, shape and strengthen teaching practice for ongoing progress and achievement
- evidenced-based teaching and learning in literacy and numeracy is built upon through high impact professional learning

Data Skills and Use

Student assessment data is regularly used to identify student achievements and progress to reflect on teaching effectiveness and inform future directions:

- provide professional learning and resources to ensure school leaders and all staff build their confidence to understand and interpret data
- provide regular time for teachers to analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice
- utilise data to determine tiered interventions that support all students, inclusive of practices that develop the talent of high potential and gifted students
- use assessment as an ongoing opportunity to provide feedback to support each student at their point of challenge, where feedback is specific and forward-focused, with an emphasis on how students can improve their learning.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, referencing student information including progress and achievement data, and show evidence of revisions based on feedback. (effective classroom practice and teaching and learning programs)

Teachers employ evidenced-based effective teaching strategies. Effective methods are identified, promoted and modelled, students' learning improvement is monitored, demonstrating growth. (effective classroom practice)

Evaluation of professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (professional learning)

Systematic processes to support teachers in consistent, evidence based judgement and moderation of assessment result in reliable assessment information used to evaluate student learning over time. (whole school monitoring)

Staff analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. (data skills & use)

Evaluation plan for this strategic direction

To what extent have we built teacher capacity to demonstrate impact and improvement of student outcomes in reading and numeracy? How have teaching and learning adjustments improved student outcomes in reading and numeracy?

Data

Internal assessments, external data (eg; NAPLAN, Check-In Assessment), observations of teaching practice, teaching and learning programs, assessment documentation, surveys (eg; staff), LST data, High Impact Professional Learning self assessment tool

Strategic Direction 1: Student growth and attainment

Improvement measures

measured by the school self-assessment against the School Excellence Framework.

Strategic Direction 2: Wellbeing

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Wellbeing

Achieve by year: 2023

The percentage of students feeling a positive sense of belonging as indicated in the Tell Them From Me survey will increase by 2% or more from the baseline data.

Attendance (>90%)

Achieve by year: 2023

The percentage of students attending school greater than 90% of the time exceeds the lower bound target (of 76.9%) by a minimum of 4%.

School Excellence Framework

Achieve by year: 2026

School self-assessment of the theme - Individual Learning Needs in the element Wellbeing indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2026

Enrichment, extension and extra-curricular programs that are challenging and purposeful are embedded across the school.

School Excellence Framework

Achieve by year: 2026

Achieving Excelling overall within the element of Learning Culture, as measured by the school self-assessment against the School Excellence Framework.

Initiatives

Student Centred Culture

Embed sustainable, whole school wellbeing programs, driven by the wellbeing framework, to support students' development and to strengthen the capacity of all stakeholders to recognise and respond early to students' wellbeing needs.:

- provide differentiated, data driven professional learning for staff in student wellbeing, including building understanding of tiered interventions to support sustainable approaches across the school.
- identify meaningful opportunities for students voice in decision making at school which will shape their educational experiences.

Whole School Approach

The whole school community demonstrates a culture of high expectations and students are motivated to deliver their best and continually achieve. The school environment is a safe and healthy place to be where student-centered educational planning, differentiated teaching, and reasonable adjustments are implemented:

- refine and tailor school attendance practices and procedures to meet the individual needs of students that ensure student absences do not impact learning outcomes
- promoting the Inclusive, Engaging Respectful schools reform which ensures every student is engaged and learns to their fullest capability, ensuring all students, teachers and staff are safe in school
- continuing to build positive partnerships with all stakeholders in the education of the whole child.

Success criteria for this strategic direction

There is a 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 students wellbeing and learning needs in consultation with parents/carers. (wellbeing)

Student feedback is elicited by teachers and opportunities for students to share their perspectives and opinions are evident across the school. (effective classroom practice)

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

Strategic and planned approach to wellbeing processes that support students to connect, succeed and thrive to be an integral part of our school setting. (wellbeing)

Teachers, parents and the community work together to develop consistent and systematic processes that support positive student attendance. (learning culture)

Teaching and learning programs across the school show evidence that they are adjusted across the intellectual, creative, social-emotional and physical domains to address individual student need ensuring all students are challenged. (curriculum)

Evaluation plan for this strategic direction

Question

How well have the school systems and processes enhanced student wellbeing?

Data

Learning and support data, attendance tracking and monitoring information, wellbeing framework self assessment tool, professional learning records, TTFM, school satisfaction surveys, checklist and guidelines -

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

tailoring health and wellbeing approaches to your school, focus groups (staff, students, parents), SEL program data, EALD evaluation, 7 Dimensions of community engagement

Strategic Direction 3: Individual potential

Purpose

In schools that excel, there is a commitment to nurture, guide, inspire and challenge students so that each individual child will be known and understood and their individual potential developed.

Improvement measures

Achieve by year: 2026

Achieve Sustaining and Growing or above against the majority of statements of the High Potential and Gifted Education (HPGE) policy.

Achieve by year: 2026

Adjustments and teaching strategies that are tailored to meet individual student needs are evident in all programs and projects across the school.

School Excellence Framework

Achieve by year: 2026

Achieving Excelling in the theme of Differentiation, within the element of Curriculum as measured by the school self-assessment against the School Excellence Framework.

Initiatives

High Potential and Gifted Education

Build opportunities for student success through the effective implementation of the HPGE policy focussing on:

- assessing and identifying the specific learning needs of all high potential, gifted and highly gifted students
- building teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all HPGE students
- collaborating with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students
- evaluating school procedures, programs, practices, and analyse student growth and achievement data to inform school planning and policy implementation
- implementing evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Equity

Understand and implement the most effective explicit teaching methods, with the highest priority given to strategies that:

- recognise, understand and promote the value of EAL/D education, creating a culture of high expectations for all EAL/D students
- are proactive and responsive to disability matters
- build leadership and teacher capabilities to implement a targeted and differentiated approach, ensuring that students with disadvantage receive support to achieve their potential
- provide, in partnership with Aboriginal people and communities, education which promotes quality teaching and is culturally appropriate and relevant
- design and implement an Aboriginal Education

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. (curriculum provision)

The curriculum is enhanced with learning alliances with other schools. (curriculum provision)

Student learning is monitored longitudinally to ensure continued challenge. (curriculum provision)

Teaching and non-teaching staff are deployed to make best use of available expertise to meet the needs of students. (staff deployment)

Teaching and learning programs and projects across the school show evidence that they are tailored to meet high potential and gifted student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (differentiation)

Aboriginal culture and identity is valued, respected and promoted throughout the whole-school community; high expectations and success for the educational achievements of Aboriginal students, and increased knowledge and understandings of Aboriginal histories and cultures for both Aboriginal and non-Aboriginal students.

Evaluation plan for this strategic direction

Questions

To what extent have we built teacher capacity to assess, identify and meet the specific learning needs of all high potential, gifted and highly gifted students? To what extent have we built teacher capacity to enhance the educational growth of students? How have teaching and learning adjustments improved student outcomes in reading and numeracy?

Data

Teaching and learning programs. school alliances, whole school assessment data (including 5 weekly tracking), support staff timetables, LST data (eg; referrals, IEPs).

Strategic Direction 3: Individual potential

Initiatives

strategy to effectively support Aboriginal students and support all non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.
