

# Strategic Improvement Plan 2022-2026

## Coal Point Public School 4022



# School vision and context

## School vision statement

Coal Point Public School community strives to enrich the lives of students and to inspire and nurture their development as confident, persistent, resilient and self-directed learners, individuals and citizens. We work together and build partnerships to realise student growth and attainment, strengthen social emotional capabilities and provide our students with a quality learning environment to connect, succeed and thrive.

## School context

Coal Point Public School caters for the educational needs of the children in our lakeside community. Our school facilities have wide open spaces and learning focused classroom environments, incorporating interactive panels, a full computer lab, as well as a fantastic school hall and outdoor learning areas. Our students come from many varied backgrounds, where education is highly valued by all. The school enjoys strong family and community support. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

We have exceptional classroom educators, who nurture and care for all students in a genuinely supportive way. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations ensure CPPS students excel in all academic areas, as well as in the many varied extra-curricular opportunities we provide. Our school band, choir, dance, sport and debating programs provide outstanding teaching, while supporting fun and a love of learning.

Coal Point Public School has an enrolment of approximately 260 pupils across the Years K to 6, with 3% of students identifying as Aboriginal and 7% identifying as being students with English as an additional language or dialect (EAL/D). Our school's Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

During 2021, Coal Point Public School participated in External Validation and used panel findings to inform the next steps and future directions of our 2022-2025 School Improvement Plan. The executive and staff members consulted with the P&C and the Community Consultation Team to adjust the school plan accordingly. Our plan will have greater emphasis on distributive leadership and strengthening partnerships with parents, including soliciting feedback, to improve student academic outcomes and student wellbeing. The impact of professional learning will be assessed using the HIPL tool and the impact of student growth.

Our school has a strong connection with the local Aboriginal Education Consultative Group and collaborates with the Aboriginal Education Consultative Group community of schools. Learning, wellbeing and cultural programs are shared through school reports and attendance at Mankillikan Aboriginal Education Consultative Group meetings. Aboriginal perspectives are embedded into all Key Learning Areas and supported by cultural celebration and significant events through the year. Multiculturalism is further celebrated and integrated into teaching and learning programs.

# Strategic Direction 1: Student growth and attainment

## Purpose

There is a strong focus to develop excellent skills in literacy and numeracy and to build foundations for academic success in all Key Learning Areas. Teachers collaboratively develop, analyse and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

To increase the percentage of questions correct in Check-In Assessments, across all year groups from the following baselines: Year 4, 2023 - 62.4% and Year 5, 2023 - 65.3% and to remain above State and SSSG percentages.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

To increase the percentage of questions correct in Check-In Assessments in the Number and Algebra area from the baselines of: Year 4, 2023 - 73.4% and Year 5 - 69.6% as well as remaining above State and SSSG percentages.

## Initiatives

### Evidence informed teaching and learning.

The school leadership team models instructional leadership and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

The following evidence-based practices will be implemented:

- High impact professional learning in reading and numeracy, effective resourcing to support lesson implementation.
- Whole school approach to the effective teaching of literacy and numeracy. This includes data analysis to drive lesson content and delivery, use of progressions and time allocation.
- Regularly dedicate time to using data effectively by making, collecting and using data as a regular part of teaching practice, engaging in collaborative analysis of data with colleagues, ensuring systems and structures are in place to record data that has been collected and prioritise professional learning in effective and efficient use of data.

## Success criteria for this strategic direction

- Teaching and learning programs in literacy and numeracy are dynamic, showing evidence-based pedagogies, professional learning strategies and reflection of teaching practice.
- The Learning and Support Team work collaboratively with teachers to develop reading and numeracy programs that are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved outcomes.
- All teachers have a sound understanding of analysing, interpreting and extrapolating data to collaboratively determine plans and strategies to facilitate student growth.
- Instructional leadership supports the development of high performing teachers through collective efficacy.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

The school will utilise the following data sources to monitor 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:

- Scout data (NAPLAN, Check in assessments (Years 3-6))
- Student work samples and Individualised Student Support Plans where required
- Literacy and numeracy PLAN 2 data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- School internal data
- Learning and Support Team data
- Early intervention data- BSKA, Phonics Screening, Phonemic Awareness Assessment.

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. At pause points each term the school will review progress towards the improvement measures.

### Implications:

- Executive, staff and stage teams review of data sources, analysis and reflection to ensure consistent teacher judgement and attainment of intended improvement measures.
- Regular Professional Learning sessions to review the School Excellence Framework elements and themes to determine progress.

## Strategic Direction 2: Positive Relationships

### Purpose

- There is a strategic and planned approach to whole school wellbeing processes that support the social and emotional learning of our students, where every child is known, valued and cared for.
- The leadership team enables a positive staff culture and fosters an environment where staff feel supported and valued.
- The school fosters positive relationships with the entire school community, to ensure parents and carers feel welcome and valued.

### Improvement measures

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

To increase student attendance rate by an uplift of 0.9% to 95.6%

### Initiatives

#### Attendance

- High expectations of the whole school community that individual attendance will be at or above the system negotiated target.
- School-wide systems refined and strengthened to ensure all stakeholders understand attendance processes.
- Executive, with support from the Home School Liaison Officers, monitor the regular attendance of students and develop and implement strategies to support students with identified attendance concerns.

#### Wellbeing

- Select and develop strategies to proactively teach and model healthy coping skills, resilience and self-regulation.
- Establish mentoring programs that identify strengths and success, as well as building resilience.
- Initiate whole school strategies to build a positive learning environment in the classroom, characterised by supportive relationships and regular contact with each student.
- Use collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support the wellbeing of students at home and school.
- Fostering a positive staff culture where all staff feel valued and supported through a range of approaches.
- The school builds and maintains positive relationships with the whole community, ensuring parents feel welcome and valued.

### Success criteria for this strategic direction

#### Attendance

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

#### Wellbeing

- Teacher mentors work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student attendance and wellbeing?

#### Data:

The school will utilise the following data sources to monitor 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 surveys - Teacher, Parents and Students
- Scout attendance data/ School Bytes Attendance
- Student Surveys
- Staff surveys
- Community surveys

#### Analysis:

Analysis will be embedded within the initiatives through

# Strategic Direction 2: Positive Relationships

## Initiatives

## Evaluation plan for this strategic direction

progress and implementation monitoring. At pause points the school will review progress towards the improvement measures.

### Implications:

The findings of the analysis will inform:

- future wellbeing curriculum and programs.
- identify future policies and processes needed to support student attendance.
- future initiatives to support positive relationships across the whole school community.

# Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction