

# Strategic Improvement Plan 2022-2026

## Charlestown South Public School 4324



# School vision and context

## School vision statement

To be a centre of educational excellence where every student is valued.

## School context

Charlestown South Public School is located in a suburban area in the Newcastle and Lake Macquarie region, serving a diverse population within a mid-socio-economic context. There are currently 261 students which includes 22 Aboriginal students. Charlestown South is a close knit community with extremely high parental involvement and a wide range of extra curricula programs, some of which include; Concert Band, Choir, Vocal Ensemble, Dance, Debating, Fitness Group, Environmental and Nature Play, Girls Can Group and many varied sporting pursuits. The school values high expectations, quality community relationships and high quality teaching practice. Charlestown South is renowned for its academic, cultural arts, technology and sporting achievements which are highlighted by successes in many regional competitions and consistently significantly above national, state and regional averages in NAPLAN. In 2019 NAPLAN, the school was the highest performing primary school across all public, catholic and independent schools in the Hunter Region and the highest performing school in Year 3 Writing in NSW. The school's Aboriginal students performed well above all students in the state in every aspect of NAPLAN. The staff attribute the growth in student achievement to the Explicit Instruction pedagogy introduced in 2015. During the last four years the school has hosted Principals, Instructional Leaders, Directors and Teachers from all over the Hunter and Central Coast Regions who have requested observing the teaching practice of Explicit Instruction Warm Ups in Literacy, Maths and Writing.

The staff at Charlestown South has a blend of highly experienced and newly accredited teachers who demonstrate passion and expertise across all curriculum areas. The levels of staff collaborative planning are extremely high, which also includes regular lesson observations, feedback and collegial coaching sessions. The school works in a close, highly professional and strategic partnership delivering innovative and inspirational student educational and social opportunity participating regularly in combined Community of Schools, Glenrock Network of Schools and Hunter Region Fleming Network Schools events.

In formulating the new 4 Year School Improvement Plan, the school community undertook a thorough and deep situational analysis process. This process included an in depth analysis of SCOUT Data, the School Excellence Framework, localised surveys and feedback from students, staff and wider community, NAPLAN and other school based assessments, a variety of evidence based educational research papers. This analysis sat alongside community and AECG consultation as the school looked inward, outward and forward in identifying the three Strategic Directions for focus for the 4 Year 2022-2025 School Improvement Plan. There will be a significant focus on Student Growth and Attainment with an emphasis on Explicit Instruction pedagogy, Staff Professional Development and Collaborative Practices, and formalised programs and initiatives that promote and celebrate Student Wellbeing, high expectations and continued high levels of attendance.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop Explicit Instruction pedagogy that is responsive to the learning needs of all students.

- To create a purposeful, challenging, engaging learning environment underpinned by high expectations and teaching practices delivering a differentiated curriculum.
- To enable students to develop the abilities to think critically, creatively and ethically.

## Improvement measures

### Reading growth

Achieve by year: 2023

### Reading Growth

90% of Year 3-6 students will achieve expected growth in PAT assessment

### Numeracy growth

Achieve by year: 2023

### Numeracy Growth

90% of Year 3-6 students will achieve expected growth in PAT assessment

### Home Reading

Achieve by year: 2026

- 80% of students participating in Home Reading Program achieving a minimum of 200 nights of home reading.

## Initiatives

### Explicit Instruction

Continue to develop and enhance Explicit Instruction Literacy and Numeracy Warm Ups and teaching sessions.

- Termly whole staff EI professional development with John Fleming including a school based half day PD session as well as opportunities for system leadership with other schools.
- Schedule termly Explicit Instruction Open Days to allow visiting principals and teachers to observe the EI practice and therefore build CSPA staff capacity.
- Increase collegial planning, resource creation, observations, mentoring and coaching to 4 sessions per semester.
- Continue to expand Explicit Instruction Warm Ups and partial Literacy Block session observations, mentoring and coaching program to increase teacher capacity and therefore, student learning.
- Evaluation and analysis of student performance data to inform teaching priorities and practices

### Point of Need Intervention

Targeted intervention in the allocation of the LaSTs and SLSOs to meet the immediate and identified learning needs of individual students:

- Five weekly LaST and SLSO timetable review and adjustment to cater for point of need intervention
- Strengthen school procedures for the learning support team
- Review Literacy Resources including Home Readers and Infants Readers
- Build staff capacity for high potential gifted education
- Monitoring of student needs and performance for equity groups which will inform resource allocation.

## Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

Explicit systems in place for consistent and evidence based reviews resulting in appropriate adjustments made to LaST and SLSO timetables to increase flexibility in meeting the immediate and identified needs of individual students.

An increase in allocation of school based funds for learning support via LaSTs and SLSOs.

Assistant Principals collaboratively conducting Explicit Instruction Warm Up reviews every 3 weeks and necessary alteration initiated resulting in a measurable increase in student achievement

Explicit Instruction Warm Up observations, mentoring and coaching taking place across all classes.

80% of students achieve a minimum of 200 nights of home reading.

## Evaluation plan for this strategic direction

Questions:

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

Data:

Teacher evaluation of Literacy & Numeracy Warm Ups

Internal and external assessment data

Growth data for targeted intervention

Analysis:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Building Staff Capacity

### Purpose

Staff collaboration, development and sharing of resources and targeted professional development, will build staff capacity to cater for the diverse needs of students.

- To provide a highly collaborative and communicative teaching environment that promotes and celebrates innovation.
- To understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Improvement measures

#### Curriculum Reform

Achieve by year: 2026

#### School Excellence Framework

The school will achieve excelling in the element of curriculum with effective implementation of new syllabus documents.

#### Educational Leadership

Achieve by year: 2026

#### School Excellence Framework

The school will achieve excelling in the element of educational leadership with instructional leadership as an embedded practice across the school.

### Initiatives

#### Curriculum Reform

The school will deliver curriculum reform with an integrated approach to quality teaching, planning, delivery and with assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

Priority will be given to:

- APC&I organising, delivering professional learning and instructional support in the classroom
- APC&I developing K-6 Scopes and Sequences in English and Maths
- APC&I to embed new curriculum into our current EI pedagogy
- Enhanced practices for assessment
- Curriculum reform and syllabus implementation across all KLA's

#### Targeted Professional Development

- Target high quality, research based professional development for Literacy and Numeracy.
- leadership capacity building around ambassador schools program
- develop processes for teacher induction to support new staff
- build staff capacity in Aboriginal Education and Cultural Competency

### Success criteria for this strategic direction

- School Professional Development Plan reflects an increase in targeted PD as per the initiatives.
- An increase in staff engagement with professional development opportunities including Literacy, Numeracy, Explicit Instruction and Student Wellbeing thus strengthening staff capacity.
- CSPS staff leading professional development sessions resulting in opportunities for leadership growth.
- All teaching staff participating in collegial planning, resource creation, observations, mentoring and coaching sessions resulting in building staff curriculum delivery capacity.
- Staff participation and demonstration lessons at termly Explicit Instruction Open Days.

### Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes as a result of staff professional development?

Data:

MyPL and other staff professional development records

Collaborative Planning Day register

Staff Professional Development Plans

Professional Development staff evaluations

EI Open Day attendance and evaluation/feedback

Whole School Professional Development Plan

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement

## Strategic Direction 2: Building Staff Capacity

### Evaluation plan for this strategic direction

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measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 3: Wellbeing and Attendance

### Purpose

Strategically planned whole school wellbeing procedures that foster high levels of wellbeing and engagement will ensure our students are able to connect, succeed, thrive and learn.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

The school will achieve the Lower Bound target with 90% of students attending over 90% of the time.

#### Wellbeing

Achieve by year: 2023

94% of students will report positive wellbeing for Expectations for Success, Advocacy, and Sense of Belonging at School

### Initiatives

#### Wellbeing

Embed whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success:

- Align current wellbeing processes with the Wellbeing Framework Self Assessment findings
- Refining whole school wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, wellbeing, learning and engagement data is evidenced and systematically documented.
- Develop processes to enhance staff and community wellbeing and engagement.

#### Whole School Attendance Practices

Enhance and refine a whole school approach to attendance which contributes to improved attendance data across the school.

- Staff participate in professional learning relevant to their role and attendance responsibilities
- Prioritise attendance in Exec and LST meetings, including the analysis of Scout data to inform attendance approaches
- Regular communication with whole school community to set high expectations for attendance
- Embed attendance processes into daily practice as per the school attendance plan and the Glenrock Area School Attendance Pilot.

### Success criteria for this strategic direction

- Teachers demonstrate increased confidence and expertise in teaching and managing students with behaviour difficulties, especially those with special needs.
- Respectful and positive relationships are evident throughout the school.
- Planning and provision for learning is based on each student's learning needs and wellbeing, involving parents in PLP's.
- Effective Learning and Support processes support teachers and parents to maximise learning outcomes for students.

### Evaluation plan for this strategic direction

Question:

How will we determine our systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

Sentral data for Classroom and Playground incidents

Attendance Scout and Sentral Data

LaST data

TTFM - Student Wellbeing satisfaction

Wellbeing Framework for Schools (WFfS) - pre and post data

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

## Strategic Direction 3: Wellbeing and Attendance

### Evaluation plan for this strategic direction

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Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.