

Strategic Improvement Plan 2022-2026

Caves Beach Public School 4367



School vision and context

School vision statement

We support the holistic development of students with a focus on personal growth and excellence in practices to maximise every student's potential. Teachers, parents and students work in partnership to maintain high expectations and create an engaging environment where every student is known, valued and cared for.

School context

Caves Beach Primary School is located in the East Lake Macquarie area of Newcastle. It is situated in a beautiful bush-land setting close to Caves Beach. The school enjoys spacious and attractive grounds and shares borders with Swansea High School. Our school delivers excellent academic, sporting, creative and performing arts programs that ensure all students receive high quality teaching and learning activities in a safe and secure environment.

Our school enrolment is approximately 400+ students with 268 families. Within this, there are 33 students from 19 families identifying as Aboriginal. The school FOEI (Family Occupation and Employment Index) is currently 74 determining our needs based funding.

We are committed to the Values of Public Education and share this commitment with our families and whole school community. Our school values guide student wellbeing and are explicitly taught in classrooms. Values education underpins every area of school life.

Caves Beach Public School is an active member of the supportive Galgabba Community of Schools (CoS) who work collaboratively and responsively to ensure every teacher, every student, every leader improves every year.

Consultation was conducted with the whole school community through an extensive and in-depth Situational Analysis. With ongoing consultation and feedback from AECG adjustment to whole school practices were identified and are articulated in the 2021-2024 Strategic Improvement Plan.

The Situational Analysis also builds upon the work undertaken in the previous school planning cycle around advocacy, personalised learning and formative assessment. We have identified three areas of focus; data driven practices to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions, whole school wellbeing processes that support the wellbeing of all students where every student is known, valued and cared for, and effective partnerships in learning with parents and the community to support students to deliver their best and continually improve. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy, attendance and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will develop and sustain excellence in whole school processes. This will ensure the appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Achieve by year: 2024

School self-assessment of the School Excellence Framework (SEF) elements of 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling.

Reading growth

Achieve by year: 2023

Expected growth in Check-In Reading assessment will indicate an upward trend towards or exceeding SSSG's.

Numeracy growth

Achieve by year: 2023

Expected growth in Check-In Numeracy assessment will indicate an upward trend towards or exceeding SSSG's.

Initiatives

Personalised learning

Embed a learning culture with all stakeholders that enables students to create, receive feedback and achieve their learning goals.

- * Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

- * High Impact Professional learning (HIPL) on the use of literacy and numeracy progressions, and the High Potential and Gifted Education Policy, to personalise learning and understanding.

- * Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

- * Success criteria is provided and students can reflect on their learning through feedback provided with a clear understanding of how to improve. Students can articulate personal growth targets through internal and external data.

Personalised learning to ensure excellence in Aboriginal Education.

Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- * HIPL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

- * Establish and use Instructional Leadership across the school to work with teachers using data to monitor and assess student progress, providing feedback and designing future learning on a whole class, group and individual level.

- * Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Teaching programs and classroom practice across all KLAS K-6 demonstrate the whole school focus on improving student literacy and numeracy.

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

Consistency across the school as measured by the School Excellence Framework where the school moves from Delivering to Excelling- Differentiation.

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:

Strategic Direction 1: Student growth and attainment

Initiatives

student achievement through systematic use of the Literacy and Numeracy Progressions.

* Build teacher capacity to ensure all teachers can engage in data analyses and understand trends in student achievement ensuring a whole school response.

High Expectations underpinning Reflective Practice

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' learning.

* Actively support improvement within our Community of Schools (CoS) in recognition of our exemplary practices in teaching and learning evidenced by student growth.

* Embed explicit systems for teacher collaboration, formal mentoring, observation and feedback to sustain quality teaching practices K-6.

* Ongoing and responsive implementation of research-based pedagogy with a specific focus on literacy & numeracy skills.

* Self-reflection practices are used by practitioners using student assessment data to evaluate teaching strategies, systems and resourcing to drive growth in student outcomes.

Evaluation plan for this strategic direction

We will use a combination of data sources. These will include:

- Internal assessment, eg. PAT
- External assessment, eg. NAPLAN
- Survey
- Observation
- Focus group
- Student voice
- Interview
- What Works Best Toolkit

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Excellence in Wellbeing Practices

Purpose

To ensure supportive relationships are evident among staff and students and effective whole school wellbeing processes are embedded so all students connect, succeed and thrive and are known, valued and cared for.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting positive sense of Wellbeing (sense of belonging, Advocacy and Expectations for Success) at or above lower bound target.

Achieve by year: 2022

School self-assessment of the School Excellence Framework (SEF) elements of Wellbeing indicates some improvement from baseline data of Sustaining and Growing and working towards Excelling.

Initiatives

Wellbeing

Develop a holistic approach to wellbeing and engagement, where there is a collective responsibility for students to connect, succeed and thrive.

* Increase the formal opportunities students have to regularly meet with staff advocate who can provide advice, support and assistance to help students fulfill their potential.

* The school culture is reflected through the Wellbeing Framework including strengthening their cognitive, physical, social, emotional and spiritual development through targeted initiatives.

* Strengthen the commitment to high expectations to a whole school community where effective partnerships are established to support and motivate students in their pursuit of excellence.

Excellence in Cultural Connectedness

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

* Committed to collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

* Value and acknowledge the identities of Aboriginal students by developing, implementing and regularly monitoring each Aboriginal student's Personalised Learning Pathway (PLP) to ensure their engagement, wellbeing and aspirations are met.

* Provide all students and teachers, including CoS, with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students' fulfill their potential.

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

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Aboriginal cultural education for all staff and education about Aboriginal Australia for all students.

Collaborative decision making with Aboriginal Peoples, parents, caregivers, families and their communities.

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

We will use a combination of data sources. These will include:

- Wellbeing Framework Self-assessment pre and post data.
- Professional Development Plans (PDPs)
- TTFM - Student wellbeing, family satisfaction.
- Student Voice
- Student PLPs

Strategic Direction 2: Excellence in Wellbeing Practices

Evaluation plan for this strategic direction

- What Works Best Toolkit

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 3: Effective Community Partnerships

Purpose

To promote a culture of high expectations and establish an informed community to ensure optimum impact on student learning, with school community recognising the importance of implementing exemplary practices and being responsive to feedback.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

To increase the proportion of students who are attending 90% of the time or greater to achieve an uplift at or above lower bound target.

Achieve by year: 2024

School self-assessment of the School Excellence Framework (SEF) elements of Learning Culture indicates improvement from baseline data of Sustaining and Growing to Excelling.

Achieve by year: 2024

School self-assessment of the School Excellence Framework (SEF) elements of 'School Planning, Implementation & Reporting' indicates improvement from baseline data of Sustaining and Growing to Excelling.

Initiatives

Attendance

The school community work together and ensure systematic processes are in place so student absences do not impact on learning outcomes.

* Support community in developing their understanding of the link between attendance and student performance.

* Improve student sense of belonging.

* Promote that regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for regular attendance of students.

Community Engagement

Stronger measures of community satisfaction are required and sharing the analysis of findings with the community.

* Collaboration with community on decisions about and access to school assets and resources, delivering benefit to the school and community.

* Engage in strong collaborations between all stakeholders that inform and support continuity of learning at transition points.

* Regular feedback solicited from students, staff, parents and the broader community to inform school direction.

* Community partnerships are strengthened through active involvement and improved understanding of student learning and school culture.

Success criteria for this strategic direction

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

There is a school-wide, collective responsibility for student learning and success, which is shared with parents and students.

The school collaborates with the local community where appropriate on decisions about- and access to- school assets and resources, delivering benefit to both the school and the community.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through effectively involving parents and community?

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PAT
- External assessment, eg. NAPLAN
- SEF SaS
- TTFM
- Interview/ survey/ focus groups
- Internal School Attendance Data
- What Works Best Toolkit

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement

Strategic Direction 3: Effective Community Partnerships

Evaluation plan for this strategic direction

measures.

Implications

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