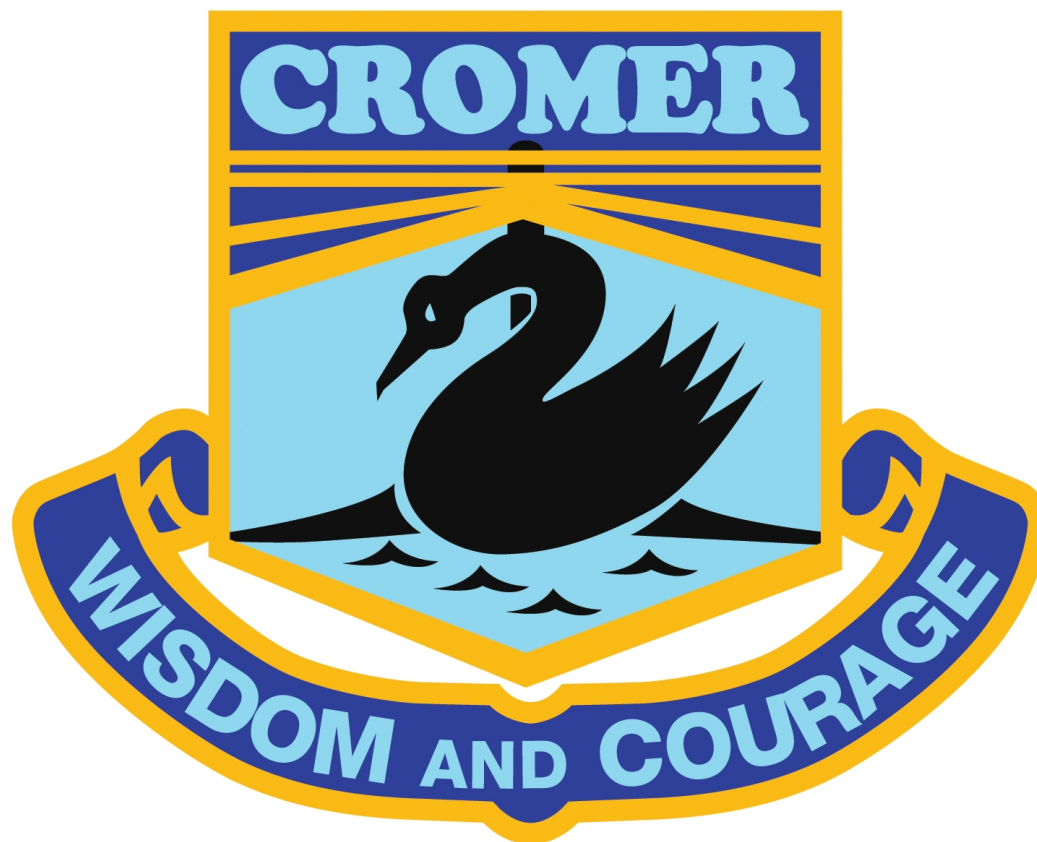


Strategic Improvement Plan 2023-2026

Cromer Public School 4241



School vision and context

School vision statement

Cromer Public school's vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. The school will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are acknowledged and celebrated.

School context

Cromer Public School is located on the Northern Beaches of Sydney and has an enrolment of 525 students, which includes a moderate intellectual support class. Students come from a wide range of socioeconomic backgrounds with 0.7% of students identifying as Aboriginal and 15% from an English as an Additional Language or Dialect (EAL/D) background. The school has a diverse teaching staff with a combination of experienced and early career teachers. Cromer Public School values its community and is focused on maintaining and building strong partnerships with staff, parents, students and the wider community. The school actively engages with the community to develop the academic, social, emotional and physical needs of each student. There is a continuing focus to deliver quality teaching programs with an emphasis on literacy and numeracy outcomes. The school is part of a successful learning alliance with schools in the local community. Extra-curricular opportunities in sport and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school community, including students, staff and parents were consulted in the development of a thorough situational analysis and the strategic improvement plan. Through our situational analysis, we have identified a need to continue to use data driven practices that ensure all students have access to stage appropriate learning and every student is showing growth every year. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified improvement areas in Literacy and Numeracy. There is a need to further build teacher capabilities in the updated K-6 English and Maths curriculum through high impact professional learning and collaborative practices.

Continual monitoring of student performance data will determine areas of need and success at a class, stage and school level, and the involvement of the whole school community in this process will be essential for success. The Assistant Principal - Curriculum and Instruction will be utilised to build understanding in the updated K-6 English and Maths curriculums. The instructional leaders will also lead and support much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data analysis practices and developing greater consistency of judgement within the school.

The school's work with individual students will be closely monitored through the use of internal and external data. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and extension, and those students not showing growth will be referred to the Learning and Support and COVID Intensive Learning Support teachers for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class, stage and school level, and the involvement of the whole school community in this process will be

School vision and context

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essential for success.

The whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update, the Curriculum Reform, and high impact professional learning. As the literature suggests, the school will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs and to embed evidence-informed teaching strategies for every student in every classroom.

Strategic Direction 1: Student growth and attainment

Purpose

Cromer Public School's purpose is to promote and foster continuous improvement in Literacy and Numeracy for all students, by implementing effective evidence-based programs and high impact professional learning so that the teachers increase their capacity to support our students to reach their full potential.

Improvement measures

Reading growth

Achieve by year: 2023

K-2 and targeted students can demonstrate growth and achievement in phonics over the year, using the NSW Department of Education's Phonics Diagnostic Assessment and the Year 1 Phonics Screening Test as data points.

Numeracy growth

Achieve by year: 2023

Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts using Check In Assessment as a key data point.

Initiatives

Explicit Teaching of Literacy

Instructional leadership will support the science of reading (Konza's Big Six - Scarborough's reading rope) to be embedded in pedagogical practice from Kindergarten to Year 6.

- Effectively implement evidence based literacy strategies in the classroom, including the explicit teaching of encoding and decoding, vocabulary, phonics, phonemic awareness, fluency and comprehension
- Build the capacity of teachers to implement best practice in reading through the use of high impact professional learning and Instructional Leadership
- Collaboratively analyse data and assessment practices to inform planning, identify interventions and modify teaching practice
- Consistently challenge and support all students to maximise growth and reach their highest potential through evidence based, differentiated teaching and learning programs.

Explicit Teaching of Numeracy

Improve student outcomes in the areas of working mathematically and number and algebra by embedding high-impact strategies.

- Build the capacity of teachers to effectively implement numeracy strategies in the classroom, through high impact professional learning and Instructional Leadership
- Develop high quality, valid and reliable data collection and assessment strategies to track student progress and evaluate the effectiveness of interventions and programs
- Collaboratively analyse data and assessment practices to evaluate and inform practice, to target and differentiate instruction in numeracy
- Design and implement daily quality teaching and learning practices to ensure students are achieving optimal outcomes in numeracy

Success criteria for this strategic direction

Regular and systematic data collection in reading and numeracy is used as an integral part of classroom instruction. ***SEF Link - Data skills and use - Data literacy**

All students will have literacy and numeracy learning goals that are informed by analysis of internal and external progress and achievement. ***SEF Link - Data skills and use - Data analysis**

Students can articulate and understand their literacy and numeracy learning goals. ***SEF Link -Professional Standards - Literacy and Numeracy focus**

Data is used to inform and reflect on evidence based teaching practices and point of need teaching. ***SEF Link - Data skills and use - Data use in planning**

Teachers use individual student information, progress and achievement data to collaboratively design and adjust learning programs that optimise learning progress for all students. ***SEF Link -Effective Classroom Practice - Explicit Teaching**

Teachers employ evidenced-based teaching strategies to maximise student learning in literacy and numeracy. ***SEF Link - Effective Classroom Practice - Lesson Planning**

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. ***SEF Link - Professional Standards - Literacy and Numeracy Focus**

Evaluation plan for this strategic direction

Question

What has been the impact of using consistent, explicit teaching practices, on student performance in literacy and numeracy?

Strategic Direction 1: Student growth and attainment

Initiatives

- Consistently challenge and support all students to maximise growth and reach their potential through evidence based, differentiated teaching and learning programs.

Evaluation plan for this strategic direction

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at teams/executive meetings twice a term and the evidence uploaded into SPaRO.

The sources include:

- Internal data - PLAN2; Learning Progressions; Sound Waves
- External data - NAPLAN; Check-In Assessments; Phonics Diagnostic Assessment; Phonological Awareness Diagnostic Test; Best Start Kindergarten; Phonics Screening Year 1; Fluency Tool; IfSR for Number and place value; IfSR for Additive thinking; IfSR for Multiplicative thinking (MT)
- Teaching Programs
- Work samples
- Scout data
- Learning Sprint data analysis
- Student IEPs and PLPs
- Student target groups.

Analysis

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

The evaluation plan will involve:

- Executive team and whole staff to review data sources in order to reflect on the school's initiatives and improvement measures
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implications

Deep analysis of the data will guide future school planning

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

to provide ongoing improvement to maximise student learning outcomes.

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Cromer Public School's purpose is to effectively nurture the wellbeing of all students. The school will implement, monitor and evaluate whole-school practices and processes that foster students' sense of belonging, value student voice and promote engagement in all aspects of school life.

Improvement measures

Attendance <80%

Achieve by year: 2023

Decrease the percentage of students attending less than 80% of the time to achieve a minimum of the system-negotiated lower bound target.

Wellbeing

Achieve by year: 2023

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target.

Initiatives

Sense of Belonging

The school community works holistically to promote students' sense of belonging and pride in the school.

- Engage students in individualised wellbeing programs such as lunch programs, consistent behaviour language, zones of regulation, student leadership programs, Mental Health First Aid
- Embed student voice into decision making and evaluation processes
- Develop and promote an integrated whole school approach to improve attendance, which will positively impact on learning outcomes
- Design and implement an Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture
- Build connections with the local community to provide meaningful and relevant opportunities for students.

High Potential and Gifted Learners

Create a culture of high expectations in learning through effective, explicit, evidence-based teaching where all students are challenged and engaged to achieve their educational potential.

- Develop professional learning that builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.
- Implement a collective responsibility across the school to create learning environments that support high potential and gifted students to achieve their educational potential
- Embed evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate

Success criteria for this strategic direction

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students to fulfil their potential ***SEF Links - Wellbeing - Caring for students.**
- A school wide collective responsibility for student learning and success, which is shared by parents and students. ***SEF Links - Wellbeing - Individual learning needs.**
- Whole school practices focusing on social-emotional learning have been implemented resulting in measurable improvements in wellbeing and engagement to support learning. ***SEF Links - Wellbeing - A planned approach to wellbeing.**
- Aboriginal culture and identity is valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of Aboriginal students, and increased knowledge and understandings of Aboriginal histories and cultures for both Aboriginal and non-Aboriginal students. ***SEF Links - Learning Culture - Attendance.**
- Implement consistent student attendance systems and procedures K-6. Attendance data is analysed and reported on by teachers and leaders to parents and carers. Support is in place for families to improve their child's attendance. ***SEF Links - Learning Culture - Attendance.**
- School wide structures are in place to assess, support and improve growth and achievement for all high potential students. ***SEF Links - Curriculum - Differentiation.**
- Collaboration with families to enhance growth and achievement for all high potential and gifted students. ***SEF Links - Learning Culture - High Expectations.**
- Highly effective programs and practices are implemented to engage and challenge high potential and gifted students across the intellectual, creative, social-emotional and physical domains of potential.

Strategic Direction 2: Wellbeing and Engagement

Initiatives

talent development in all aspects of schooling.

Evaluation plan for this strategic direction

Question:

Has engagement of student voice, leadership and wellbeing initiatives built student capacity? Do parents feel connected to the learning of their children?

Data:

- PBEL and SENTRAL data
- Tell Them From Me data
- student focus groups
- feedback from student leadership group
- teacher observation and evaluation of program implementation
- PDP goals and evidence.

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:

- next steps
- future actions
- Annual Reporting on school progress measures that are published in the Annual Report each year, in the newsletter and on School Website.

Strategic Direction 3: Partners in Learning

Purpose

Cromer Public School's purpose is to establish a collaborative and cohesive school community that promotes and develops strong learning partnerships which inspire, empower and provide optimal growth and development of our students.

Improvement measures

Teacher Efficacy

Achieve by year: 2026

All staff effectively collaborate and communicate to drive ongoing school improvement through professional learning, leading to improvement in student outcomes measured by internal and external data.

Connection to Community

Achieve by year: 2026

Parents will demonstrate increased understanding and knowledge of their child's learning through surveys.

Initiatives

Teacher Efficacy

A culture of high expectations will support the learning needs of all students and enable them to reach their full potential.

- Promote a collaborative and inclusive learning culture and create structures, such as timetabled opportunities in the school day, to facilitate teacher collaboration
- Utilise staff expertise to develop teacher capacity and further develop a professional learning network within the school
- Foster a motivated, aspirational learning community who work collegially together to improve and celebrate school and student outcomes
- Build strong aspiring and instructional leaders who take responsibility for building capacity of all teachers, encourage innovative teaching practices and ensure all teachers are high performing
- Embed professional learning communities within the school to ensure deep learning, accountability, observations of practice, feedback and performance evaluation/review to drive student growth.

Connection to Community

Research has found that students achieve better outcomes from their education when schools, families and the community work together to support student learning.

- Develop and strengthen effective partnerships in learning with parents, students and the broader community
- Engage parents in informal and formal opportunities in school activities
- Implement regular communication between staff and parents through: Newsletter, Website, Parent Emails, Sentral, Parent workshops and Transition to school.
- Students, parents, and/or carers will partner with teachers to set individualised learning goals

Success criteria for this strategic direction

Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes ***SEF- Improvement of Practice**

The school continually engages staff in professional discussion and collaborates to improve teaching and learning in their classes, and across the whole school. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice ***SEF- Collaborative Practice and Feedback.**

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. ***SEF- Expertise and Innovation.**

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and demonstrate impact and improvement of teaching and learning outcomes?

Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at teams/executive meetings twice a term and the evidence uploaded into SPaRO..

The sources include:

- Staff and student surveys
- TPL record of attendance
- Teaching programs
- Photos

Strategic Direction 3: Partners in Learning

Initiatives

- Build upon collaborative partnerships with students, teachers and the community to have a shared understanding of the attitudes and expectations that enhance academic excellence and lead to improved student outcomes
 - Foster a motivated, aspirational learning community who work collegially together to improve and celebrate school and student outcomes.
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Evaluation plan for this strategic direction

- Budget allocation

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Analysis will be embedded within the initiatives through progress and implementation monitoring.

Annually, the school will review progress towards the improvement measures.

Implications:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.