

Strategic Improvement Plan 2024-2027

South Coogee Public School 3703

SOUTH COOGEE



PUBLIC SCHOOL

School vision and context

School vision statement

Our Vision at South Coogee PS is to empower our learners to have clarity in learning and progress, together with the ability to embrace effective dispositions to engage in challenge as lifelong learners. Our educators are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged in collective teacher efficacy to support every learner to shape their own educational, social and emotional success.

Our Mission is:

- to enable clarity and a shared language of learning that reflects a practice of respect, tolerance, inclusion and excellence
- to deliver differentiated, in-depth and cohesive learning programs aligned to evidence informed progress achievement
- an inclusive learning environment that is responsive to student voice
- engaging high quality educational resources to enhance future focused pedagogies
- continue a strong relationship with the community and parents to participate in learning and decision making partnerships

School context

South Coogee Public School provides a nurturing and welcoming environment for students from diverse cultural and socio-economic communities, accommodating 17 classes. The school population is made up with 34% of students from language backgrounds other than English, 12% of students come from Australian Defence Force families (supported by a part time Defence School Mentor) and 7% identify as First Australians.

The school has an active focus on Visible Learning practices in a restorative and resilient school environment. Researched based practices support teacher and student clarity for effective learning. All learners, teachers and students, understand 'Visible' as learners who apply effective habits of thinking and doing, can explain and understand progress, as well as understand how to learn and regularly seek and act on feedback.

The 2024-2027 school plan has a focus on reflective professional practices and connection as part of the three strategic directions. In order to continue the growth of the school, an expansion of the senior leadership team with a DP, an Assistant Principal Instructional Leader role and an Assistant Principal Learning Support has been employed to join the current executive team. Additionally an EaLD 2-day teaching position and additional significant equity funding has been allocated for School Learning and Support Officers to support students directly as well as small group tuition in reading and number.

School data collect practices for academic analysis is triangulated with both internal and external data points. The internal effect size data results are based on diagnostic and standardised tests and are higher than external data. All data is utilised by teachers and learners to identify 'Where they are at in their learning', 'How they are learning' and 'Where to next'.

Furthermore, the continuation of strong wellbeing practices to build connection, consistent language and communication with the entire school body through the focused 2024-2027 school plan also embraces the high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs. There is a provision of programs for gifted and talented students, combined with learning support assistance that ensures individual student learning needs are met. A strong Parents and Citizens association supports a dedicated staff in providing high quality teaching and learning programs for all students. There is also an onsite committee led OOSH facility and a community based full time day care centre for 2 to 5 year olds.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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

93% of students attending school 90% of time or more. Expected decrease in student partial attendance from each previous year.

Improved reading outcomes

- An increase in Check-in Assessment mean scaled score for reading in [Year 3 and 5 / Year 7 and 9] for 2024 compared with Year 3 and 5 in 2023.
- An increased proportion of 2024 Year 6 students attaining a 'C' or above in English, compared with Year 5 in 2023.
- An increased proportion of 2024 student cohort achieving the HSC Minimum Standard compared to 2023 and 2022.
- All students demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.
- Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts

Achieve by year: 2024

- All students demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.

Initiatives

Data Driven Practices

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

- High impact professional learning in data literacy, data analysis, use of the literacy and numeracy progressions and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Develop the capacity of staff to analyse and interpret data and collaboratively use this to inform planning, interventions and teaching practice.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time, create differentiated and responsive learning opportunities and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom ensuring this and summative data is regularly monitored and reviewed.
- Create and sustain a culture of clarity in effective, evidence based teaching and ongoing improvement.
- A consistent approach to creating, applying and reviewing individualised learning goals across all grades.

Success criteria for this strategic direction

- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All teachers have an advanced understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse 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:

- Best Start, NAPLAN, Literacy and Numeracy Progressions, SCOUT - Value added data
- Progressive Achievement Test (PAT) data and Effect Size data
- Student work samples
- Student PLPs IEPs
- Student focus groups
- Consistent, whole school approach to the teaching of numeracy and reading
- Teaching and Learning Programs
- Evidence of evaluation, reflection and differentiation through regular data conversations
- SEF SaS

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Improvement measures

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

- An increase in Check-in Assessment mean scaled score for numeracy in [Year 3 and 5 /Year 7 and 9] for 2024 compared with Year 3 and 5 in 2023.
- An increased proportion of 2024 Year 6 students attaining a 'C' or above in Mathematics, compared with Year 5 in 2023.
- An increased proportion of 2024 student cohort achieving the HSC Minimum Standard compared to 2023 and 2022.
- All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point.
- Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.
- All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point

Evaluation plan for this strategic direction

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 2: Collaborative Leadership

Purpose

To inspire a collaborative culture where leadership capacity is built through a clear performance and development framework and high quality professional learning. Teachers demonstrate personal responsibility for improving teaching practice in order to improve students' learning. School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for students success.

Improvement measures

Collaborative Inquiry

Achieve by year: 2027

All teams are involved in using Impact Cycles approach in collaborative learning communities for monitoring student learning in literacy and numeracy.

Learning and Development

Achieve by year: 2027

School Excellence Framework - Teaching: Learning and Development.

All themes within the element Teaching: Learning and Development, are validated at excelling.

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice and develop a strong sense of collective efficacy.

Initiatives

Reflective Professional Practice

Embedding explicit systems that facilitate professional dialogue and high quality collaboration through ongoing classroom observations, modelling of effective practice and the provision of specific and timely feedback between teachers.

- Embed Impact Cycles that are linked to identified staff goals through the PDP Framework process
- Targeted coaching and mentoring by expert teachers to support the ongoing development and improvement of teachers
- Regular observations and demonstrations using collaboratively constructed success criteria
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- School leaders create a strong culture where collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported and support one another.
- Teachers engage with 'community of schools' to share effective evidence based pedagogies.

Success criteria for this strategic direction

- All staff authentically engage with their PDPs by monitoring and reviewing progress throughout the year.
- Professional learning and PDP goals are based on school goals and tailored to the learning needs of teachers.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaborations, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Teachers program collaboratively to improve teaching practice and student results.
- Instructional leaders and expert teachers use coaching and mentoring to work with targeted staff to improve practice.
- Staff evaluate professional learning activities to reflect and implement the most effective strategies.
- School leaders build leadership capacity of teachers by identifying areas of strength that can be shared with others.
- Teachers develop a sense of Collective Teacher Efficacy with colleagues at SCPS and beyond.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse 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:

- PDP completion with goals achieved and reflective conversations to drive the following year's PDP.
- Survey teachers
- Observation feedback
- Impact Cycle agendas and minutes
- Collaborative planning timetable

Strategic Direction 2: Collaborative Leadership

Evaluation plan for this strategic direction

- Staff feedback from professional learning
- Focus groups
- Tell Them from Me survey
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 3: Community Culture

Purpose

Creating a culture that enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. The school has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement measures

Consistent Language

Achieve by year: 2027

Consistent Language: All staff are consistently implementing the SCPS Student Wellbeing guidelines.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Connection

Achieve by year: 2027

Connection:

Continuing to build a strong sense of collaboration through communication, clarity of practices across the school and sense of belonging to the school community.

Increase percentage of students and teachers positive responses to and accessing TTFM surveys. (91% of students report positive wellbeing according to Tell Them From Me survey data.)

A minimum of 92.20% of students achieve system-negotiated targets for wellbeing.

Communication

Achieve by year: 2027

Initiatives

Connections

Consistent Language - School values underpin the conversations had with all Learners

- Consistency in using the SCPS Student Wellbeing guidelines, evidence-based learning and well being programs to support students to develop growth mindsets and healthy learning habits and behaviours.
- Behaviour expectations matrix used as a tool to explicitly teach and target appropriate behaviour in areas around the school.
- Engage and implement DoE Behaviour strategy.
- Teachers using Sentral to track and monitor student incidents inline with our school values of Respect, Participation and Safety.

Connection - Implement a culture of high expectations and practises that foster a sense of belonging to ensure all students are known, valued and cared for.

- A strong, collaborative and authentic community partnership to enable shared accountability and collective efficacy.
- A tiered system of learning support, including attendance monitoring procedures to identify and cater to the specific needs of each student.
- Student sense of belonging and advocacy through student voice - active engagement and opportunities for students to contribute to the school culture - SRC, student leadership.

Communication strategy to be developed in consultation with all key stakeholders to streamline our systems and processes

- Streamline platform communications.
- Successful transition programs for students from year to year at key points, including pre/K, 2/3, 4/SS and 6/7 as well as vulnerable students and students with additional needs.

Success criteria for this strategic direction

- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
- Staff are engaged in the monitoring of strategic directions and improvement measures through planned reflection and evaluation.
- Teachers, school leaders, students and parents collaboratively drive the development, implementation and evaluation of SCPS Student Wellbeing guidelines, including behaviour incidents and attendance data measured over time.
- The engagement with the Wellbeing Framework Self-Assessment Tool to develop whole-school Wellbeing processes.
- Students use a variety of skills and knowledge to build resilience, self-regulation, a growth mindset and make positive choices for learning and wellbeing.
- Teachers and school leaders collaborate with the school community to identify strategic priorities, and develop and implement plans for continuous improvement.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse 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:

- TTFM Survey data
- People Matter survey data
- Sentral data
- Student, staff and community focus groups
- SEF Sas
- SCOUT attendance data
- Learning Support Team

Strategic Direction 3: Community Culture

Improvement measures

Communication: Creating a sense of belonging through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.

Initiatives

- Upskill parents/carers through Literacy, Numeracy and Wellbeing workshops.
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Evaluation plan for this strategic direction

- Internal data sources, student referrals
- Evidence of student voice in decision making processes

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions on how the school's leadership will drive future actions to improve Community Culture.