

# Strategic Improvement Plan 2021-2024

## Coffs Harbour Public School 1584



# School vision and context

## School vision statement

Students, staff and leaders will have the opportunity to learn, succeed and thrive in an environment that is inclusive, supportive and stimulating, where high expectations, differentiation and student voice inspire best practice.

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas.

Families and community values align with school, NSW Department of Education and Premier's priorities. Every staff member displays high expectations and actively collaborates to improve teaching and learning with a strong focus on reading and numeracy.

Staff members regularly communicate with parents and carers and encourage open communication to engage families with their child's wellbeing and learning journey.

High quality systems, structures and processes for planning, teaching and leading underpin the ongoing improvement and success of our organisation.

## School context

Located on the Mid North Coast, Coffs Harbour Public School has an enrolment of 502 students of which 16% are of Aboriginal or Torres Strait Islander descent and 48% of students have a background where English is an additional language or dialect. Our school has 21 mainstream classes and five special education classes. The school's motto "Courtesy and Honour" underpins the quality education and diverse opportunities that the school offers.

The school has a family occupation and education index (FOEI) of 161. The students are provided with modern and stimulating working spaces and resources to cater for all interests and to engage them in the learning process. The school services a diverse community.

Students are supported with a broad, flexible and innovative learning program incorporating academic, sporting, performing and cultural arenas. We are an inclusive school that promotes the wellbeing and success of all. Staff are committed to continual school improvement and a focus on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning.

The high level areas for improvement include:

- improving the expected growth for students in numeracy and reading;
- improving the % of students in the top two bands of NAPLAN in reading and numeracy
- improving the % of ATSI students in the top three bands of NAPLAN in reading and numeracy
- improving attendance
- improving positive wellbeing

The school enjoys positive partnerships with our parents, carers and local community and is committed to building social capital throughout the community. Partnerships with Southern Cross University, Newcastle University, Uniting Burnside, BMNAC and local businesses are enjoyed.

In 2020 the school undertook a detailed situational analysis involving consultation with students, staff, parents and the wider community to determine areas for improvement and ascertain strengths. These findings have been included into the school vision and the school's strategic directions for the next four years.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan, which is predominantly to employ staff to support students.

# Strategic Direction 1: Student growth and attainment

## Purpose

Maximising student growth and attainment in literacy and numeracy through the ongoing analysis of assessment followed by collaborative planning for engagement, explicit teaching, high expectations and targeted interventions.

## Improvement measures

### Target year: 2022

There will be an uplift of 7.5% from base-line data in the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading.

There will be an uplift of 7% from base-line data in the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy.

There will be an uplift of 7.9 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN reading.

There will be an uplift of 7.8 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy.

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 7.4 % from baseline data.

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 9.1 % from baseline data.

### Target year: 2023

There will be an uplift of 12.9 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN reading.

There will be an uplift of 12.8 % from base-line data in the number of Year 3 and Year 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy.

## Initiatives

### Make student assessment a part of everyday practice

Regularly provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria of the unit of work.

Make student assessment a part of everyday practice

Design and deliver high-quality formal assessment tasks

Carefully structure group assessment activities to ensure that students are supported, challenged and able to work together successfully.

### Data Driven Practices

Professional Learning in data literacy, data analysis and data use in teaching for all staff to increase student performance on external and internal school performance measures.

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

Use Instructional Leader positions to work with teachers using data to monitor and access student progress and design future learning on a whole class, group and individual level.

Make teaching decisions based on data analysis.

### Prepare for Explicit Teaching

Prepare for explicit teaching. Plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concept and content knowledge.

Explain, model and guide learning

Monitor student progress and check for understanding.

## Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. **(SEF - Curriculum)**

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. **(SEF - Assessment)**

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. **(SEF - Assessment)**

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. **(SEF - Student Performance Measures)**

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

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 - Professional Standards)**

## 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:

- NAPLAN Data
- SCOUT - Value added data
- Learning Sprint data analysis

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 7.4 % from baseline data.

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 9.1 % from baseline data.

## Evaluation plan for this strategic direction

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- Student work samples
- PLAN 2 data
- Student focus groups
- Teaching and learning programs
- SEF SaS

The evaluation plan will involve:

Regular review of the data sources to provide clarity around whether we are on track for achieving the intended improvement measures. This will be achieved through regular professional discussions, feedback feed forward meetings, internal and external data triangulation with five weekly reviews.

# Strategic Direction 2: Attendance, well being and partnerships

## Purpose

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The school will continue to build a culture where all members of the school community are known, valued and cared for.

We will implement a planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Staff will work collaboratively with families and the community to support consistent and systematic processes that ensure student absences are decreased.

## Improvement measures

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### Target year: 2022

#### Attendance

Increase the % of students attending school 90% or more of the time by 9.1% or above from baseline data.

### Target year: 2022

#### Wellbeing

Increase the % of students with positive wellbeing (as indicated by our Tell Them From Me Survey data) to 91.6%

### Target year: 2024

#### Positive Behaviour

Decrease the % of student suspensions by 3%.

Decrease the number of students repeatedly attending the Planning Room as indicated by wellbeing data to 10%

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## Initiatives

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### The school culture is strongly focused on attendance

A strategic and planned approach will be developed for whole school attendance processes.

Attendance data will be regularly analysed and used to inform planning

Whole of school and personalised attendance and interventions will be implemented.

To continue the development of effective partnerships in learning and attendance with parents and students.

School community celebrates regular and improved attendance.

### Whole school wellbeing processes

Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation

Target support for different phases of student development and for students who may be at risk

Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student

### Classroom management

Develop high quality student- teacher relationships

Provide structure, predictability, and opportunities for active student participation

Respond to disengagement and disruptive behaviours and support students to re-engage in learning

Enhance student teacher relationships by asking students for their feedback on lessons and other aspects for the school.

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## Success criteria for this strategic direction

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Paul Dix book 'When the Adults Change, Everything Changes' is read by all teaching staff and methods are strategically put in place to improve school culture.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **(SEF- Wellbeing)**

All classrooms and other learning environments are well managed within a consistent, school-wide approach. **(SEF - Effective Classroom Practice)**

Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. **(SEF - Effective Classroom Practice)**

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.

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. **(SEF- Wellbeing)**

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Attendance data
- SCOUT trend data
- TTFM survey data

## Strategic Direction 2: Attendance, well being and partnerships

### Evaluation plan for this strategic direction

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- Suspension data from EBS4
- Planning Room data
- Student and community surveys

The evaluation plan will involve:

Regular analysis of the data sources to provide clarity around whether we are on track for achieving the intended improvement measures. This analysis will inform the implications and adjustments to be made.

# Strategic Direction 3: Organised and efficient systems and processes

## Purpose

Further develop and refine administrative systems, structures and processes to improve school-wide professional effectiveness.

## Improvement measures

### Target year: 2022

95% of staff, through the annual staff satisfaction survey, will indicate high agreement that they understand and implement systems and processes to effectively and efficiently support whole school organisation and communication about students .

### Target year: 2023

95% of internal and external audits indicate systems and processes have been evaluated and updated based on identified needs and effectively support management practices to improve service delivery and experience.

### Target year: 2024

Community satisfaction survey results indicate 85% or above high level satisfaction.

95% of staff indicate in the annual staff satisfaction survey enhanced delivery of administrative systems and processes.

## Initiatives

### Administrative systems and processes

Processes and systems for WHS risk management, learning and support team structures and referrals, class and playground supervision, personalised learning plans, health care plans and systems for communication within the school will be enhanced.

Staff roles and responsibilities will be clearly aligned and PDPs will include role specific goals and professional learning.

A staff handbook outlining school processes and systems will be developed and easily accessible for all staff.

Enhanced communication will be embedded across the school.

The school is responsive to school community feedback on management practices and processes .

### Effective school wide reporting systems

Student progress reporting processes are personalised, clear and comprehensive. They accurately reflect student progress and are communicated in a way that is relevant, timely and relatable to our whole school community.

Teachers will directly and regularly engage with parents and carers to improve their understanding of student learning and report on their child's progress.

Enhanced systems for reporting student achievement and progress will be implemented each term.

### High quality service delivery

Staff are supported to develop skills for the successful operation of customer service delivery.

A positive customer service ethic is evident.

Provide excellent customer service that is flexible, innovative and reliable to all students, parents and staff.

## Success criteria for this strategic direction

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. **(SEF- Management Practices and Processes)**

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. **(SEF- Management Practices and Processes)**

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. **(SEF- Educational Leadership)**

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. **(SEF- School Planning, Implementation and Reporting)**

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- Staff survey
- Parent Survey
- Staff survey
- Internal and external audit data

The evaluation plan will involve:

## Strategic Direction 3: Organised and efficient systems and processes

### Initiatives

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Be transparent in our decision making and use data and evidence to inform our decision making then communicate to parents how and why we have made our decisions.

Be courteous and responsive in dealing with all student and parent needs.

Collaborate and listen to feedback to do things in new and better ways.

Provide equitable access for all parents from diverse backgrounds to engage and participate fully in the school.

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### Evaluation plan for this strategic direction

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Regular review of the data sources to provide clarity around whether we are on track for achieving the intended improvement measures. The analysis will inform implications and adjustments to be made.