

# Strategic Improvement Plan 2021-2024

## Copacabana Public School 4548



# School vision and context

## School vision statement

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At Copacabana Public School, we strive to be activators of learning in a high-quality teaching and learning environment which is inclusive, challenging and responsive to student learning needs through a balanced curriculum. Our vision is to be partners in learning by collaboratively empowering all students to become confident, creative and critical thinkers who are resilient, self-directed and successful learners.

## School context

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Copacabana Public School is located on the Central Coast. The school is a focal point of the community and caters for students in Kindergarten to Year 6. The current enrolment is 315 students with 6% of students proud to acknowledge their Aboriginal cultural heritage and 2% are from an English as an Additional Language or Dialect (EAL/D) background. The school has a Family Occupation and Education Index (FOEI) of 46. Copacabana Public School has a dedicated teaching team ranging from early career teachers to experienced staff with school administration and learning support officers working as a team to provide educational excellence.

The school's motto "Effort Earns Success" reflects a whole school commitment to learning by students, staff and parents. The school values a strong partnership with the P&C consisting of parents, caregivers and the wider community. We have established partnerships with our community and work together on their aspirations of all children being safe, happy and successful learners at school. Copacabana Public School is an active member of the Kincumba Learning Community and highly values a positive consultative partnership with the Tjudibaring Local Aboriginal Education Consultative Group (AECG).

Quality Literacy and Numeracy evidence-based programs continue to drive teaching and learning within classrooms that focus on student success and motivation to learn. A culture of ongoing improvement and an explicit focus on professional learning, high impact teaching strategies ensure the application of best practice to every student's learning experience.

The school's wellbeing programs strive to ensure that every student is known valued and cared for in a nurturing, supportive learning environment. The Values program creates an atmosphere of mutual respect, acceptance and responsibility with senior students participating in mentoring and leadership programs.

Copacabana Public School prides itself on providing a balanced curriculum, including a variety of extra-curricular which include: a range of sporting PSSA teams, creative and performing arts, debating, public speaking, the Premier's Reading Challenge. Key teaching and learning programs include Multi-Sensory Learning Education (MSLE), Multilit and future focused learning through STEM groups.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The strategic directions are: 1. Student growth and attainment, 2. Continuous improvement with high expectations and 3. Wellbeing and Connected Communities. We will utilise the data analysis practices acquired during our situational analysis to ensure that all students have access to stage appropriate learning. Teachers will continue to successfully plan for and deliver quality differentiated instruction to students. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Quality work will continue on creating summative and formative assessment tasks, data collection practices and ensuring greater consistency of judgement within the school. Collaborative practices and quality instructional leadership will lead much of this work within

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the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact on this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

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 all students.

## Improvement measures

### Target year: 2022

#### System Negotiated Targets:

An uplift of at or above 8% in the **top two bands** in NAPLAN Numeracy to reach the lower bound target.

An uplift of minimum of 6.5% in the **top two bands** in NAPLAN Reading to reach the lower bound target.

### Target year: 2023

#### System Negotiated Targets:

An uplift of at or above 5% in **expected growth** in Numeracy to reach the lower bound target.

An uplift of at or above 4% in **expected growth** in Reading to reach the lower bound target.

### Target year: 2024

#### School Based Targets:

Improvement as measured by:

80% of students are working at or above their expected Stage level in Mathematics and Reading as measured by Progressive Achievement Test(PAT)in Years 3-6.

A minimum of 70% of Year 1 students at Counting On and above measured by SENA 1

A minimum of 65% of Year 2 students at Facile level measured by SENA 1

## Initiatives

### Literacy and Numeracy

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subjects, with success that can be measured by improved student progress and achievement data.

- Engage in professional learning in the quality teaching of reading and mathematics with ongoing analysis of targeted areas.
- Review of scope and sequences within aspects of mathematics, reading, writing and spelling.
- Staff engage in relevant professional learning to build teacher capacity to provide individualised, explicit, differentiated and responsive learning for all students.
- A high intensity focus on inferential comprehension in reading.

### Data-driven practices

Teaching and learning programs are dynamic, showing evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

- Summative and formative assessments (Learning Intentions, Success Criteria, Learning Goals).
- Feedback.
- Professional learning in data literacy, analysis and use in teaching for staff.
- Engage in Consistency of Teacher Judgement (CTJ practices) to ensure consistency of assessment practices.
- Data meetings scheduled to inform quality teaching and learning.
- Review assessment tasks and assessment schedules.

## Success criteria for this strategic direction

A whole school approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students including those high achieving students. (SEF-Curriculum Planning)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.(SEF- Effective Classroom Practice)

Assessment data is collected in literacy(with a special focus on reading) and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction and directs learners and learning.(SEF- Data skills and Use)

Valid teacher judgement is evident across the school. (SEF- Assessment)

Students can articulate, understand and achieve literacy and numeracy learning goals.(SEF- Assessment)

The Principal and School Leadership Team model instructional leadership and support measurable whole school improvement.(SEF- Educational Leadership)

Professional learning is differentiated 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.(SEF- Learning and Development)

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose of maximising student outcomes in reading and numeracy, as well as other key learning areas and how effectively have we met the learning needs of all students? What are the implications for our teaching and learning programs and our data driven practices?

**Data:** External assessments(NAPLAN, Phonological

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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**Target year: 2024**

**School Based Target:**

Improvement as measured by the School Excellence Framework(SEF):

Working within or above the element of Sustaining and Growing to Excelling in the themes of Curriculum, Assessment, Reporting, Student Performance Measures, Data Skills and Use.

## Evaluation plan for this strategic direction

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Awareness, Best Start, Check In, SCOUT data and Phonics Assessment). Internal assessments-(Running Records, Schedule for Early Number Assessment (SENA) Progressive Achievement Test (PAT), school-based assessments, formative and summative assessment, work samples, Consistency of Teacher Judgement(CTJ) sessions, Personalised Learning Support Plans(PLSPs) and feedback.

**Analysis:** Regular review of data sources. Scheduled professional learning sessions, reflective executive and whole school sessions to analyse the data.

**Implications:** At the end of four years, quality processes are embedded across the school. Learning outcomes for students are at point of challenge.

# Strategic Direction 2: Continuous Improvement with High Expectations

## Purpose

To challenge and engage all students and staff in order to develop their full potential. This culture of high expectations will be supported by strategies that both challenge and support student learning needs and capacity building of staff.

## Improvement measures

### Target year: 2024

#### School Based Targets:

Improvement as measured by:

Working within or above Sustaining and Growing to Excelling in the theme Learning and Development in the elements of collaborative practice and feedback, coaching and mentoring, and expertise and innovation. (School Excellence Framework)

Working within or above Sustaining and Growing to Excelling in the theme Effective Classroom Practice in the elements of explicit teaching and feedback. (School Excellence Framework).

Working within or above Sustaining and Growing to Excelling in the theme Educational Leadership in the element of Instructional leadership. (School Excellence Framework)

Tell Them From Me (TTFM) teacher survey data in collaboration shows an increase from 7.6 to at or above 8.0 respectively.

### Target year: 2024

#### School Based Targets:

Improvement measured by:

Tell Them From Me (TTFM) student survey data interest and motivation, relevance and expectations for success are at or above 78%, 7.9 and 8.7 respectively.

## Initiatives

### Collaborative Practice and Instructional Leadership

All teachers share successful and innovative evidence-informed practices creating the conditions and culture that support meaningful teacher collaboration.

- Engage in collaborative practices to build teacher capabilities and collective pedagogical practice in the teaching of literacy and numeracy.
- Engage in High Impact Professional Learning (HIPL) practices including - high impact teaching strategies to maximise student progress.
- Quality Teaching Successful Students (QTSS) Mentoring and Coaching.
- Development of aspiring leaders and staff capacity building to demonstrated planned approach to sharing evidenced-based teaching and assessment practices and accessing expertise within the school. (HIPL 2.2 S&G)
- Implement evidenced-based professional learning in literacy and numeracy initiatives. Teachers will use collaborative approaches to evaluate the efficacy of this professional learning and implement across whole school. (HIPL 1.3 S&G)
- New curriculum implementation with embedded whole school collaborative planning sessions.

### Explicit Teaching and Student Engagement

All teachers engage in explicit teaching and inquiry based learning enabling students to become future focused learners in an ever changing world. Students will be engaged with relevant, meaningful and exciting learning including research, problem-solving and critical thinking.

- Science, Technology, Engineering and Mathematics (STEM)- developing critical thinkers
- Technology
- Curriculum differentiation including High Potential and Gifted students

## Success criteria for this strategic direction

School leaders play a vital role in creating the conditions and culture that support meaningful teacher collaboration. (SEF- Learning Culture)

Teachers engaging in professional collaboration that explicitly aims to improve their practice and student outcomes. (SEF-Learning and Development)

Sharing successful and innovative evidence-informed practices across all stages. (SEF- Effective Classroom Practice)

Staff engaging in peer observations and effective feedback processes. (SEF-Learning and Development)

Staff engaging and building on their individual capacities to improve and succeed. (SEF- Learning and Development)

All teachers collaborate and work together to achieve a common goal through the sharing of evidence informed practices, knowledge and problem-solving. This entails formalised communities of practice that promote and value the sharing of ideas.

All students will be able to articulate their learning and demonstrate critical thinking, problem-solving and increased technology skills.

Students engage deeply within the intellectual quality dimensions of deep knowledge, deep understanding, problematic knowledge, high order thinking, metalanguage and substantive communication. (Quality Teaching Framework)

Students engage deeply within the quality learning environment dimensions of explicit quality criteria, engagement, high expectations, social support, self-regulation and direction. (Quality Teaching Framework)

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose

# Strategic Direction 2: Continuous Improvement with High Expectations

## Improvement measures

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Working within or above Sustaining and Growing to Excelling in the theme Curriculum within the element of Differentiation. (School Excellence Framework)

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## Initiatives

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- Visible Learning and Teaching
  - Student Voice
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## Evaluation plan for this strategic direction

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of challenging and engaging all students and building the capacity of staff ensuring that everyone reaches their full potential? How effectively have we created the conditions and culture to support meaningful teacher collaboration?

What professional learning will explicitly target the specific areas we need to focus on improving?

**Data:** Work samples, observations, PDPs, feedback, High Impact Professional Learning (HIPL) Assessment Tool, School Excellence Framework (SEF), NSW Centre for Education Statistics and Evaluation (CESE) Tell Them From Me (TTFM) staff survey, Leading Evaluation Evidence and Data (LEED) teacher survey (collaboration), TTFM student survey and Australian Curriculum Assessment and Report Authority (ACARA) Personal and Social Capability Learning Continuum.

**Analysis:** Regular reviews of teaching and learning practice. Regular professional learning sessions, reflective executive and whole school sessions to analyse the data.

**Implications:** At the end of four years, quality processes are embedded across the school. Learning outcomes for students are at point of challenge.

# Strategic Direction 3: Wellbeing and Connected Communities

## Purpose

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To ensure whole school connectedness, engagement and high levels of wellbeing to enhance positive relationships and learning environments. A collective responsibility by all staff to continue a whole school approach to influencing wellbeing and culture.

## Improvement measures

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**Target year: 2022**

### System Negotiated Target:

An uplift of 6.4% of students attending 90% of the time at school.

**Target year: 2022**

### School Based Target:

Improvement as measured by NSW Centre for Education Statics and Evaluation (CESE) Tell Them From Me(TTFM) student wellbeing data:

An uplift of 4.5% from current baseline data of students Reporting Expectations for Success, Advocacy and Sense of Belonging at school.

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## Initiatives

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### Systematic Approach to Wellbeing

By implementing inclusive, diverse and engaging programs our school and wider community will connect, succeed and thrive and feel valued and respected.

- Attendance
  - Wellbeing (TTFM)
  - Policies, process and procedures
  - Capabilities Framework
  - Values Education
  - Review and implement the DoE's Behaviour Strategy
  - Aboriginal and Multicultural Culture
  - Staff Wellbeing Initiatives
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## Success criteria for this strategic direction

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Consistent implementation of whole school wellbeing programs. (SEF - Wellbeing)

Attendance data is regularly monitored and identifies areas for improvement.(SEF- Wellbeing)

Established and embedded whole school policies, processes and procedures. (SEF-Wellbeing)

Communication systems streamlined ensuring efficient and concise dissemination. (SEF- Leading)

All staff feeling valued, appreciated by the connected communities. (SEF-Learning Culture)

All students will feel valued as part of their diverse cultural communities. (SEF-Wellbeing)

## Evaluation plan for this strategic direction

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**Question:** To what extent have we achieved our purpose of school connectedness and high levels of wellbeing?

**Data:** Tell Them From Me surveys (TTFM), SENTRAL, attendance data, surveys, celebrations.

**Analysis:** Regular reviews of data sources. Scheduled professional learning sessions, reflective executive and whole school sessions to analyse the data.

**Implications:** At the end of four years, quality processes are embedded across the school.