

# Strategic Improvement Plan 2021-2024

## Kangaloon Public School 2255



# School vision and context

## School vision statement

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### **Every student, every day engaged in challenging learning.**

Kangaloon Public School uses data to inform teaching to provide tailored, engaging learning environments and provide evidence-based professional learning to support every student and teacher to improve every year. Engages and consults with parents, students, staff and the wider community to deliver excellence in education within a culture of high expectations and collaboration.

## School context

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Kangaloon Public School has a current enrolment of 29 students, is a modern learning centre with a strong historical past. Our students are taught in two classes - K-2 & 3-6 where individual student needs are met through differentiation, quality teaching and care for their well-being.

At Kangaloon Public School we have a strong, committed Parents and Citizens Association that is keen to work to improve the school for their children. The school and community work together as partners in providing excellence in education and promoting good citizenship.

Through our situational analysis we have identified that a whole school approach to consolidate the use of data to inform teaching. Evidence-based teaching practice will be implemented to ensure that every student is provided a stimulating and challenging learning environment. The school will collaboratively use data to inform grouping of students across different grades to optimise students learning time.

Teachers will be supported to work collaboratively to meet the unique needs of Kangaloon Public School. Collaboration across different schools in the local area to support the Challenging Learning Project, curriculum planning and professional learning will provide support and strengthen teacher practice. We will continue to engage with our parent community and working closely with parents to develop, monitor and review individual learning plans for our students with additional needs.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, all staff will use data to differentiated teaching to improve the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

## Improvement measures

### Target year: 2022

NAPLAN top two bands An increase of 10% of Year 3 and 16.7% of 5 students achieve in the top two bands in NAPLAN Numeracy and Literacy . (Lower bound system-negotiated network target).

### Target year: 2022

Progressions All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy

### Target year: 2024

All students achieve or exceed expected growth in Literacy and Numeracy. Monitoring students and using data from the literacy and numeracy progressions, PLAN2 data and syllabus indicators to inform teaching is embedded practice.

### Target year: 2024

NAPLAN Value-Add Value Add moves from Delivering for K3, 3-5 and 5-7 to Sustaining and Growing.

### Target year: 2023

NAPLAN top two bands. 60% of students achieve expected growth in Numeracy and Literacy.

### Target year: 2022

Attendance - 70% students will attend 90% of the time,

## Initiatives

### Data-Informed teaching

Develop systems and processes to ensure regular collection of agreed assessments at critical points throughout the year.

Embed structured opportunities for teachers to collaboratively analyse data to:

- plan whole school initiatives
- inform teaching strategies and practice
- embed Challenging Learning strategies into classrooms to meet the needs of all students.

Provide regular professional learning opportunities for all teachers to continuously develop their knowledge and skills to analyse, interpret and extrapolate data.

Facilitate ongoing collaboration within Kangaloon PS and across school communities to enhance best-practice pedagogy based on evidence-based professional learning.

## Success criteria for this strategic direction

Whole school approach ensures the most effective evidence-based teaching methods which support high expectations for student learning and is enhanced by learning alliances with other schools and organisations.

Teaching and Learning programs reference student data and provides continuous improvement for all students. Analysis of of quality, valid and reliable internal and external student progress and achievement data is used to differentiate students learning.

Teachers apply a range of assessment strategies to :

- determine teaching directions
- monitor student learning
- assess student progress and achievement
- reflect on teaching effectiveness

## Evaluation plan for this strategic direction

To evaluate this strategic direction Kangaloon Public School will include the use of 5 week monitoring of student growth data through:

- deep analytical discussions of student growth data with all teachers to plan "where to steps" for all students across the school

Sources of evidence for evaluation of initiatives against the improvement measures:

- NAPLAN data - annually
- PAT testing - annually
- Student progress checked and monitored against Progressions and Syllabus standards using PLAN2.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Check-In assessment - each semester
- Internal school data from Minilit, spelling assessments, running records for reading
- Writing samples moderated across other small

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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(lower bound target). Upper bound target of 100% attendance 90% of the time.

## Evaluation plan for this strategic direction

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- schools - each semester
- Classroom observations
- Challenge Learning data
- implications - data analysis QDAI

# Strategic Direction 2: Challenging and collaborative learning culture to support student well-being, growth and achievement

## Purpose

In the pursuit of excellence we will build a collaborative culture where students have the skills to be self-directed learners. Teachers will work with parents and colleagues across schools to support every students learning.

## Improvement measures

### Target year: 2024

Empowering learners

Increased evidence of critical and creative, higher order thinking, in teaching and learning programs resulting in improved student engagement and learning.

### Target year: 2024

Valuing progress

The learning goals for students are informed by analysis of internal and external student progress and achievement data. All students are able to articulate learning goals and know where to next in their learning in numeracy and literacy.

### Target year: 2024

Building collaborative relationships

Teaching and learning programs inform student groupings, reflect adjustments and monitor all students offering both consolidation and challenge, including high potential and gifted students in consultation with parents.

Teachers are engaged with Challenge Learning Strategies through professional learning opportunities across the schools network.

Whole school and inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. Local community of schools will work closely to provide coaching and professional learning in aspects of Challenging Learning.

## Initiatives

### Wellbeing and Engagement

Implemented evidence-based change to whole school practices, resulting in measurable improvement in wellbeing and engagement to support learning.

Embed systems and processes to identify High Potential and Gifted students, develop programs that meet their individual needs within the school and across the wider community.

### Creating a Challenging Learning culture

A whole school approach to Challenging Learning ensures the most effective evidence-based teaching methods to optimise learning progress for all students by:

- Creating a shared definition of challenge.
- Building a strong culture of collaboration where effective dialogue is aimed at deepening and extending learning.
- Developing questioning techniques and language of learning to encourage cognitive conflict, challenging learners to go deeper in their understanding.
- Establishing active ongoing partnerships between students and staff across the network of schools to foster genuine collaboration.
- Embedding an authentic coaching environment where collaborative learning processes create a strong culture of relational trust and shared feedback.
- Students develop accurate self-evaluation so that they can monitor and value learning progress.
- Teachers are able to communicate where their students are, how well they are going and where to next in their learning.

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Teachers, leaders and parents work together to find the potential, develop the talent and make a difference.

Teaching plans and programs incorporate Challenging Learning strategies and students are motivated to deliver their best and continually improve.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

The curriculum is enhanced by learning alliances with a network of schools and organisations.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Teaching and learning programs evidencing teachers' practices that meet the learning and wellbeing needs of students with additional learning needs, including high potential and gifted students.

## Evaluation plan for this strategic direction

Evaluation of this strategic direction at Kangaloon Public School will include:

- Challenge Learning ongoing data
- Student surveys and student voice,
- Dynamic short term student learning goals
- Teaching Programs reflect ongoing adjustments

## Strategic Direction 2: Challenging and collaborative learning culture to support student well-being, growth and achievement

### Improvement measures

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#### Target year: 2024

Positive and respectful relationships are evident and widespread among students and staff which promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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### Evaluation plan for this strategic direction

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- TTFM
- Behaviour data to monitor student engagement
- Parents voice and surveys
- analysis of data will inform future direction and activities

# Strategic Direction 3: SD 3

## Purpose

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## Improvement measures

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Target year: 2024

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Target year: 2024

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## Initiatives

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## Success criteria for this strategic direction

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## Evaluation plan for this strategic direction

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