

Strategic Improvement Plan 2021-2025

Kangaloon Public School 2255



School vision and context

School vision statement

Every student, every day engaged in challenging learning.

Kangaloon Public School provides an engaging and supportive learning culture with high expectations for students and staff. Staff foster positive, working partnerships with parents and families in our school community. The school strives for excellence in education while maintaining a focus on student wellbeing. Every student is known, valued and cared for at Kangaloon Public School. Every student is encouraged to be safe, respectful and responsible learners.

School context

Kangaloon Public School is a small school in the Southern Highlands. There are currently 22 students enrolled from our school catchment and the neighbouring communities. There are 2 classes, Infants (K-2) and Primary (3-6). The multi stage class setting creates the opportunity for students to work on differentiated learning programs. This can provide extension programs (for High Potential and Gifted Education students) and additional learning support, depending on the needs of each child.

At Kangaloon Public School there is a committed Parents and Citizens Association. The school and community work together to provide excellence in education and to promote the values of good citizenship. Our community volunteers provide literacy and numeracy support for students, parents are actively involved in the kitchen garden program and many fundraising events to help contribute to the cost of improvements to the school.

Through the school's situational analysis, the identified needs are;

1. A whole school approach to consolidate the use of data to inform teaching programs
2. Evidence-based teaching practices to promote a stimulating and challenging learning culture

Teachers will be supported to meet the unique needs of Kangaloon Public School through Professional Learning opportunities. Collaboration with the Bong Bong Small Schools Network will continue to improve teacher practice, deepen knowledge and foster a genuine learning community of schools.

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Attendance >90%

Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 70%.

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 evidence based 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 the network of 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 quality, valid and reliable internal and external student progress and achievement data is used to differentiate 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
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Check-In assessment - each semester
- Internal school data from Minilit and spelling assessments
- Classroom observations

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 student's learning.

Improvement measures

Achieve by year: 2025

Improvement in the element of 'Effective Classroom Practice' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

Improvement in the element of 'Assessment' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

Improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

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.

Pedagogy

A whole school approach to ensure 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.

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.

The curriculum is enhanced by learning alliances with a network of schools and local 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
- TTFM
- Behaviour data to monitor student engagement
- Parents voice and surveys
- analysis of data will inform future direction and activities