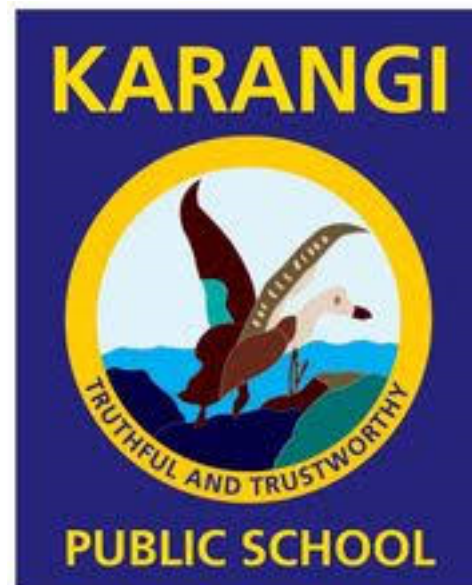


# Strategic Improvement Plan 2021-2024

## Karanggi Public School 2260



# School vision and context

## School vision statement

---

We strive for excellence in an inclusive environment where every student, teacher and leader is challenged to continually learn and grow. All students are empowered to achieve their individual potential in literacy and numeracy through visible learning and effective feedback. Quality teaching practices are supported by high impact professional learning, collaborative practice and the utilisation of valid data. Teachers, parents and students work collaboratively to maintain high expectations of attendance and well-being ensuring a positive school learning environment where every student is known, valued and cared for.

## School context

---

Karangī Public School is a rural school located northwest of Coffs Harbour. As of February 2021 we have a student population of 56. It has a Family and Occupational Education Index (FOEI) of 96. The school has a rich history and strong community support founded upon generational families and strong country values.

Our school is recognised for its country appearance, beautiful grounds and open learning spaces. Initiatives include Live Life Well, kitchen garden program, fundamental movement skills and Crunch and Sip programs.

The school is classified as a TP2 with a non-teaching principal and three classroom teachers, of which two are temporary engagements. There is a part time teacher librarian and RFF teacher. Our learning and support teacher allocation is 1.5 days per week providing targeted support in classrooms. The school and administrative staff consists of one temporary part-time school learning and support officer, one full-time senior administration manager, a two day a week senior administration officer and a three day per fortnight general assistant.

Professional learning is ongoing and responsive and is driven by student need, school planning and Department of Education priorities. The school receives a variety of equity funding including socio-economic background, Aboriginal background and Low Level Adjustments for Disability funding.

Our situational analysis identified the following high level areas for improvement including reading, writing, numeracy, attendance, student engagement and community engagement.

The strategic improvement plan has been informed in consultation with students, staff and parents/carers including the P&C and local aboriginal community.

After consultation and extensive review of data the following strategic directions have been determined:

- Growth & attainment
- Assessment, feedback and reporting on student learning
- Community engagement and partnerships in learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the learning outcomes of all students, staff will demonstrate quality teaching inclusive of effective classroom practice, high expectations, engagement and wellbeing in an environment where every child can succeed, thrive and learn.

## Improvement measures

### Target year: 2022

An increase of 5% of Year 3 and 5 students achieve in the top two bands (or above) in NAPLAN reading and numeracy.

### Target year: 2023

An increase of 5% of students achieving expected growth in NAPLAN reading and numeracy to be above the school's lower bound system-negotiated target.

### Target year: 2024

Value added K-3 SCOUT data improves from working towards delivering to sustaining and growing.

Value added 3-5 and 5-7 SCOUT data improves from delivering to sustaining and growing.

## Initiatives

### Effective classroom practice in literacy and numeracy

The staff will develop a shared understanding of how literacy and numeracy is taught K-6 with a focus on reading, writing and numeracy.

- Depth of knowledge and understanding of the English and Mathematics syllabus through professional learning, instructional leadership demonstrated through explicit teaching practices in all classrooms.
- Explicit teaching will occur where teachers explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.
- Students will be given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

### High expectations culture

Consistently challenge all students to learn new things and provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.

- Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process.
- Establish clear and consistent expectations for learning.
- Every teacher undertakes lesson observations and receives feedback about the effectiveness of strategies observed during the lesson.

## Success criteria for this strategic direction

- A whole school approach in literacy and numeracy pedagogy is evident.
- The syllabus and differentiation are observable in class programs and lesson observations.
- Improved student achievement in the NAPLAN top two bands and their growth in literacy and numeracy.
- Learning Sprints are systematic and targeted to student learning needs.
- Teachers routinely review learning with each student, ensuring students have a clear understanding of how to improve.
- Visible learning practices are evident in all classrooms; as demonstrated through lesson observations and student centered discussions.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

## 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.

- NAPLAN data
- Scout - Student growth
- Learning sprint focus area data analysis
- Student work samples

These findings will be used to inform our future direction and next steps.

# Strategic Direction 2: Assessment, feedback and reporting on student learning

## Purpose

To improve student learning outcomes in literacy and numeracy through whole school systems for collecting and analysing data. Establishing enhanced communication between the school and families in regards to their child's progress enabling effective partnerships.

## Improvement measures

### Target year: 2024

- An increase of 5% of students meeting expected markers on the progressions in creating and understanding text K- 6, quantifying numbers K-6, additive strategies years 1-6 and multiplicative strategies years 4-6.

### Target year: 2024

- An increase of 10% of students K-6 meeting expected levels in reading PM benchmarks and fluency benchmarks.

## Initiatives

### Data informed practice

School wide systems in assessment and data collection will be embedded.

- Valid data is regularly sought and analysed to ensure consistency through formative and summative assessments.
- Teachers will have a greater understanding of data and its application to the teaching and learning through professional Learning and collaborative practices.
- Teachers use data to check and understand where their students are in their learning and to plan what to do next.
- Effective use of data will guide the teacher in understanding which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

### Provide feedback to students and parents/carers

Teachers will engage with visible learning principles and practices inclusive of learning intentions and success criteria and provide effective feedback to students to engage them.

- A learning culture will be embedded enabling students to receive feedback and achieve learning goals in literacy and numeracy.
- Reflection on and communication of learning tasks, providing students with specific detailed feedback to support growth and support students to act upon the feedback provided.
- Students and parents/carers will receive regular feedback on student progress and learning goals.
- They will be provided with strategies to support learning at home.

## Success criteria for this strategic direction

Whole school consistent assessment schedule is developed and implemented.

Differentiated assessments are developed, sourced and used regularly across the school to promote consistent and comparable judgement of student learning, monitor student learning and identify skills gaps for improvement and areas for extension.

Students complete formative and summative assessments each term and the results are provided to both students and their parents/carers to discuss and reflect upon to develop new learning goals.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify intervention and modify teaching practice.

Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve.

Visible learning is evident in all classrooms, inclusive of effective feedback as evidenced in lesson observations and work samples.

## 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.

- NAPLAN data
- assessment tasks and programs
- reports provided to families
- literacy & numeracy PLAN data

These findings will inform our future direction and next steps.

# Strategic Direction 3: Community engagement and partnerships in learning

## Purpose

To increase community engagement in student learning, school activities and initiatives. Karangi Public School is recognised as being student centered with a focus on achievement, progress and wellbeing.

## Improvement measures

### Target year: 2022

- Increase the percentage of students attending >90% of the time above the schools baseline data.
- The parent/carer and student TTFM and school surveys will demonstrate an increase of 5% of positive responses.

### Target year: 2024

- Increase by 10% of parent/carer survey responses demonstrating high agreement to awareness and knowledge of school initiatives including PBL and approaches to teaching and learning.
- Increase of 5% of parents/carers attending school information sessions and events.

## Initiatives

### Student engagement and attendance

There will be clear understanding of policy and procedure, consistent practices in monitoring, addressing and reporting student attendance across the school and community.

- Attendance data is regularly analysed and used to inform planning.
- Whole school and personalised attendance approaches are designed to improve regular attendance rates for all students.
- Select and develop strategies to proactively teach healthy coping strategies, resilience and self regulation.
- Whole school and community understand and implement PBL and wellbeing initiatives.

### Community engagement

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their child's learning and the educational priorities of the school.

- Create specific strategies for hard-to-reach parents/carers, and explore the use of technology to deepen the engagement of parents/carers in student learning.
- Work in partnerships with parents/carers to maximise learning opportunities for students.
- Provide meaningful opportunities to engage in students learning and a range of school-related activities and initiatives to build a cohesive educational community.
- Increase community engagement in school decision making and the school Parents and Citizens Association (P&C).
- Success in learning is celebrated by all stakeholders; students, families and staff.

## Success criteria for this strategic direction

- PBL is highly visible across the school.
- PBL focus areas are communicated through our school Facebook page and weekly newsletter.
- Increased parent involvement in their students learning as evidenced through attendance at parent teacher meetings and information sessions.
- Families are represented in the decision making processes through parent bodies, committees and other forums.
- Parents/carers attending extra curricular events.
- The staff measure school community satisfaction and share its analysis and actions in response to its findings with the community.
- Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- There is a 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 to ensure optimum conditions for student learning across the whole school.

## Evaluation plan for this strategic direction

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

- Scout attendance data
- Parent/carer surveys
- TTFM data

These findings will inform our future direction and next steps.