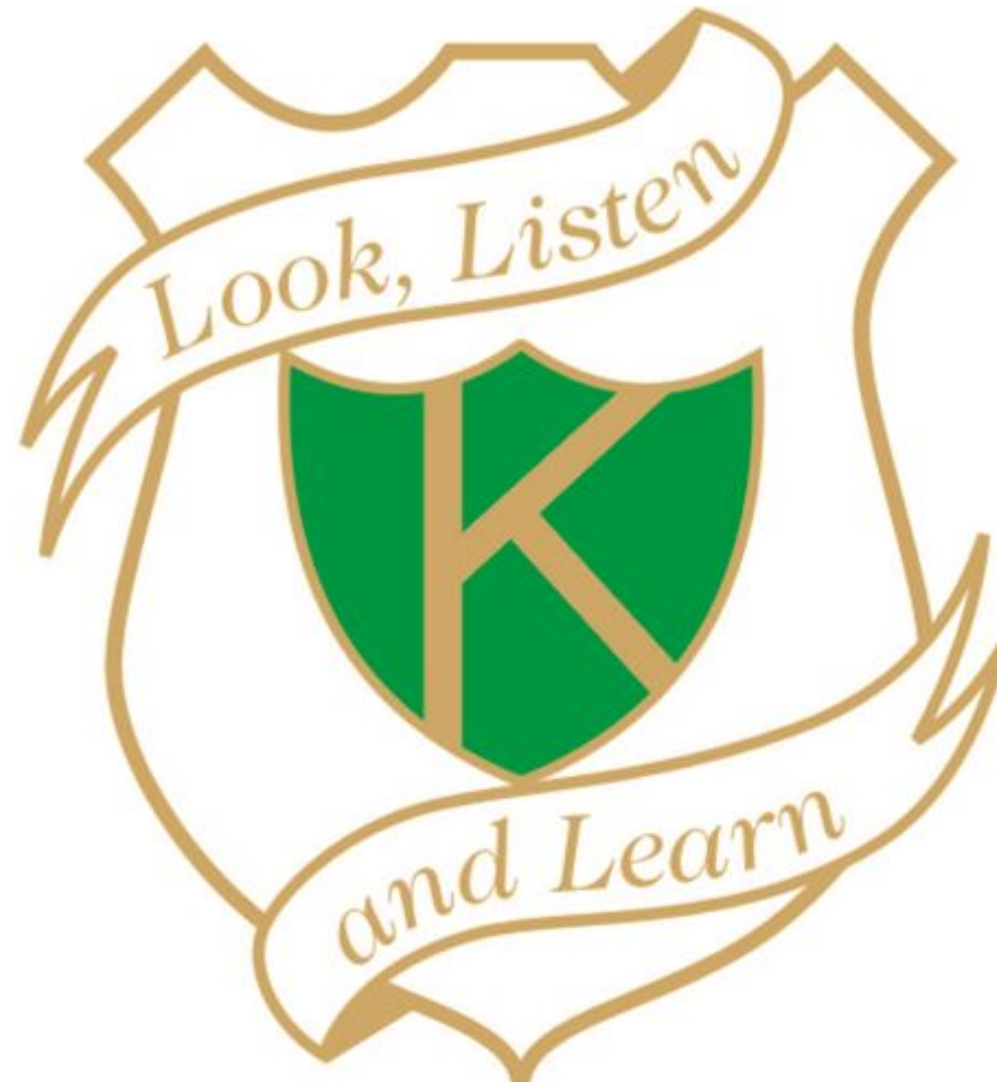


# Strategic Improvement Plan 2021-2024

## Karuah Public School 2263



# School vision and context

## School vision statement

At Karuah Public School, we strive to create teaching and learning environments that enable students to be engaged and successful in learning. With a focus on student attendance, cultural safety and whole-school well-being, we value positive school and community relationships that prepare students to go on and lead long healthy and happy lives.

## School context

Karuah Public School is situated adjacent to the beautiful Karuah River on Worimi Country. We acknowledge the Worimi people who were and are the traditional custodians of our land. We pay our respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of Karuah.

Karuah Public school enrolment numbers have increased with some fluctuation over the past 10 years. We have an authentic and traditional Aboriginal population and pride ourselves in working closely with elders to improve community engagement and a sense of belonging in our school. In 2013, 6% of students identified as Aboriginal. Currently 39% of Karuah Public School students now identify. We currently have no EAL/D students. Our current FOEI score is 146 and School ICSEA value is 878, identifying us as a low socio-economic rural school. Typically, Karuah is a transient community with a diverse cultural background. In 2011 student enrolment numbers were at 79 and have increased to a peak of 142 in 2020. Current student enrolments are 137. We anticipate that this trend of growth will continue with over 560 new sub-division allotments due to open up in the next 12 months.

Our Strategic Plan 2021-2024 will see us strive to ensure that our students will establish and build on foundation skills in literacy and numeracy, develop strong content knowledge and the ability to learn, adapt and be responsible citizens. We are determined to demonstrate measurable and sustainable student academic growth and attainment through initiatives and activities designed to improve whole school data skills and use to drive a culture of high expectations and personalised, self-directed learning and targeted intervention.

To support our improvements in student growth and attainment, we will maintain our strong focus on improvements in student attendance, engagement, cultural safety and whole-school well-being programs. They will be the essential foundations for improving all student outcomes and preparing our students to go on and lead long healthy and happy lives.

For our Aboriginal and Torres Strait Islander community and their children, cultural safety, engagement and high educational expectations is a high priority in moving forward 2021-2024. We are striving for full implementation of the renewed Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. Closely implementing the Aboriginal Education Policy, we will also strive to ensure that our educational outcomes for our Aboriginal children and young people will be as good as or better than those of the general student population of NSW. We will continue to work with the Youyoong Local AECG to ensure effective consultation occurs with Communities at the local level, as well as our local Elders to ensure Aboriginal and non-aboriginal students and families engage in and understand the heritage and culture of the Worimi Aboriginal Peoples on whose land/s they live and learn on.

Finally, we want to continue to make Karuah PS a great place to work, a great place to develop a career, a great place to develop new skills and to have that extraordinary reward of working with students and delivering inspirational best practice. Through investing in the

# School vision and context

## School vision statement

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## School context

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development and retainment of highly trained staff, we hope to sustain our excellence and continue to move forward and improve our ability to demonstrate measurable learning progress for all students and ensure that no child is left behind.

# Strategic Direction 1: Student growth and attainment

## Purpose

Students will establish and build on foundation skills in literacy and numeracy, develop strong content knowledge and demonstrate measurable and sustainable student academic growth and attainment.

## Improvement measures

Target year: 2024

### Improvement measures

#### NAPLAN top two bands

\* A minimum of 30% of Year 3 and 5 students achieve in the top two bands in numeracy.

\* A minimum of 34% of Year 3 and 5 students achieve in the top two bands in reading.

Target year: 2024

### Improvement measures

#### NAPLAN expected growth

- A minimum of 55% of Year 3 and 5 students achieve expected growth in numeracy.
- A minimum of 60% of Year 3 and 5 students achieve expected growth in reading.

Target year: 2024

### Improvement measures

#### Early Action for Success

- 90% of Early Stage 1 students will achieve at or above the expected end of year progression for Phonological Awareness, Understanding Texts, Creating Texts and Additive Strategies.  
\* A minimum of 80% of Year 1 - Year 6 students will achieve at or above expected end of year progression for Understanding Texts, Creating Texts and Additive Strategies.

## Initiatives

### Initiative 1: Effective data skills and use

Under the guidance of the EaFS Instructional Leader, we will build teacher capabilities in collecting, analysing and using qualitative and quantitative data to assess performance and continually improve teaching and learning practices.

\* Systematic analysis and use of the Literacy and Numeracy Progressions; including the use of Progressions focus groups and ongoing monitoring of Tiered Intervention; to personalise learning, determine point of need teaching, differentiate success criteria for students, as well as track and monitor progress and growth.

\* Systematic analysis and use of summative assessment tasks and standardised tests (PAT, IPI, SA spelling test) to track, monitor and compare the relative performance of students at KPS to external cohorts of similar grade and age.

### Initiative 2: A culture of high expectations which drives personalised self-directed learning and targeted intervention

Under the guidance of the EaFS Instructional Leader, we will adopt and embed a whole school approach to pedagogy that ensures students access relevant and challenging curriculum content.

\*Exemplify the use of whole class, targeted small groups and individualised intervention; including Number Ninjas, Writing Wizards, Phonological Awareness groups and tiered intervention, to target explicit differentiated teaching.

\*Intensify the recognition of SLSOs as an integral part of the learning community. All SLSOs trained in effective practices and timetabled to work with individual and small groups of students across K-6 during every literacy and numeracy session, five days a week.

\*Consolidate our explicit and systematic approach to the teaching of synthetic phonics, spelling and grammar

## Success criteria for this strategic direction

### Initiative 1: Effective data skills and use

All teaching and learning programs are responsive to the learning needs of all students, showing evidence of differentiation and adjustments based on data evidence, reflective practice, assessment and continuous tracking of student progress along the whole school assessment tracker.

Reading, spelling, writing and numeracy assessment data is collated and analysed in accordance with the Karuah Public School's Assessment Guidelines and Procedures. Assessment data is used responsively as an integral part of classroom instruction and professional development. Consistent teacher judgment is evident across the whole school. Data and feedback inform point of need teaching practices.

### Initiative 2: A culture of high expectations which drives personalised, self directed learning for students and teaching staff

Professional learning is targeted, inclusive and collaborative, and builds the capabilities of every leader, every teacher and every student every year.

All students can clearly articulate, understand and achieve their literacy and numeracy learning goals.

Learning intentions, success criteria, personalised learning goals and feedback are embedded practices that are evident across all learning spaces within the school.

## Evaluation plan for this strategic direction

### Questions:

To what extent have we achieved our purpose in Student Growth and Attainment? To what extent are evidence-based quality teaching and assessment practices improving student achievement?

### Data:

# Strategic Direction 1: Student growth and attainment

## Initiatives

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across K-6.

\* Fortify the effective and efficient strategies already embedded for the teaching of inferential comprehension; including Super Six Comprehension Strategies, Guided Reading and Reciprocal Reading, across all classrooms during Literacy morning sessions.

\*Strengthen the explicit and systematic teaching of mathematics across the whole school through professional learning sessions, facilitated by the IL. Such TPL will target a continuation of collaborative planning and CTJ for all mathematics lessons and assessments.

## Evaluation plan for this strategic direction

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The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving measurable and sustainable student academic growth and attainment. This analysis will guide the school's future directions:

- \* NAPLAN/Check-in data
- \* Scout - Top Two Bands and Expected Growth
- \* Student work samples
- \* Literacy and numeracy PLAN2 data
- \* Student PLPs
- \* Student focus groups
- \* Tiered intervention groups

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually review progress towards achieving the improvement measures such as:

- \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Executive team and whole staff reflective sessions.
- \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications:

Findings from the analysis will inform future actions and activities. Findings related to the attainment of school

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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progress measures will be reported on and published in the Annual School Report.

# Strategic Direction 2: Striving and thriving school community that prepares young people for happy, healthy, rewarding lives

## Purpose

Student growth and attainment is underpinned by improvements in student attendance, engagement, cultural safety and whole-school well-being programs. They will be the essential foundations for preparing students to go on and lead long healthy and happy lives.

## Improvement measures

### Target year: 2024

Increase the percentage of students attending > 90% of the time to be above the lower bound system negotiated target of 75.1%

Upper band target is **80.10%**

Lower band target is **75.1%**

### Target year: 2024

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the lower bound system-negotiated target of 97.20%.

Upper band target is **100%**

Lower band target is **97.20%**

### Target year: 2024

Decrease serious negative behaviours incidents and suspensions by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020.

### Target year: 2024

#### Aboriginal outcomes

- 100% Aboriginal Students engaged in school Aboriginal dance at a performance level
- 100% Aboriginal students 3-6 members of the Junior Youyoong AECG. The young AECG is led by students and represent KPS at AECG meetings.

## Initiatives

### Initiative 1: Teachers, parents and students are partnered together to support and encourage consistent attendance.

Build a culture of high expectations for students and the wider community, that understands the importance of high student attendance.

- Engage in systematic analysis and monitoring of attendance data, including attendance trends.
- Identify and celebrate regular and improved attendance through whole school rewards systems.
- Implement whole school, personalised attendance project developed to improve regular attendance rates for all students, including 'Attendance concern students.'
- Informed community on the impact of lost days of learning, as well as the negative impact on student outcomes.

### Initiative 2: Strategic improvement of whole school wellbeing practices

Develop a partnership of students, staff and the community to improve the wellbeing and welfare of all students. Together we aim to create a shared understanding of wellbeing as dynamic and integral to learning.

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve

## Success criteria for this strategic direction

### Initiative 1: Teachers, parents and students are partnered together to support and encourage consistent attendance.

- Staff demonstrate expertise in collection and monitoring of attendance data that leads to improvements of attendance rates. The use of consistent and well managed data tracking promotes foresight for any negative trends or anomalies.
- Students strive for high rates of attendance as they are well informed of the social and educational benefits.
- Families will be more engaged and informed on attendance practices, as well as begin to mirror school protocols and attendance language at home. The school and community will work together to boost attendance rates thus increasing active learning time for students.
- Demonstrate excelling in the attendance component of the School Excellence Framework

### Initiative 2: Strategic improvement of whole school wellbeing practices

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- Respectful and positive relationships are evident across all facets of the school through explicit teaching and reflection of school values . All staff form professional relationships unbiased from preconceived disposition of prejudice.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.
- Demonstrate excelling in the Wellbeing component of the School Excellence Framework

### Initiative 3: Improvement of educational outcomes

## Strategic Direction 2: Striving and thriving school community that prepares young people for happy, healthy, rewarding lives

### Improvement measures

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- Whole school knows 50 Gathang words.

### Initiatives

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practice.

- Implementation of mentoring initiative.
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
- Recalibrating and adjusting plan to ensure improvement measures are achieved.

#### **Initiative 3: Improvement of educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students**

##### **Implement Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030**

- Ensuring that educational outcomes for Aboriginal children and young people will be as good as or better than those of the general student population of New South Wales.
- Developing Aboriginal young people who confidently express and demonstrate their knowledge of the cultures of their own Peoples as well as their achievement of western education.

### Success criteria for this strategic direction

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#### **and wellbeing of Aboriginal and Torres Strait Islander students**

- Aboriginal children and young people will demonstrate knowledge of Gathung language (with permission).
- Karuah Public School will demonstrate that we value the identity, culture, heritage and languages of their Aboriginal students.
- Staff will demonstrate that they respect the identity, culture, heritage and languages of their Aboriginal students.
- Staff will demonstrate that they believe the parents of Aboriginal students have high aspirations for their children; and that they believe the Aboriginal students they teach are able to achieve their aspirations.
- Karuah Public School will always consult with the Youyoong Local AECG first on all matters related to the education of Aboriginal school children.
- Karuah Public School will work with the Youyoong Local AECG to ensure effective consultation occurs with Communities at the local level, in acknowledgement of the AECG's grassroots structure.
- The Partnership Agreement will provide the foundation for the development of School Plans.
- On the path to achieving these goals, Karuah Public School will build the Premier's Priorities for the education of Aboriginal students into the system.

### Evaluation plan for this strategic direction

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**Questions** How can the school determine that its systems and processes for enhancing student wellbeing, attendance and engagement have been successful? How can we tell if we are successful?

- Wellbeing Framework Self assessment pre and post data.



## Strategic Direction 2: Striving and thriving school community that prepares young people for happy, healthy, rewarding lives

### Evaluation plan for this strategic direction

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- Professional Development Plans.
- Personal Attendance Plans
- Incident reports.
- Suspension data.
- TTFM - Student wellbeing, family satisfaction.
- Improved engagement in TTFM.
- Growth in the SEF -Attendance **sustaining and growing to excelling**
- Growth in the SEF -Wellbeing **delivering to sustaining**
- Scout - Growth in meeting targets for Wellbeing, Attendance 90%, Attendance rates
- Student IEPs and PLPs

#### The evaluation plan will involve:

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team, PBL team and whole staff reflective sessions to focus on improvement strategies.

#### Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving growth in student wellbeing.

\* Sentral Wellbeing Notifications (Attendance, Behaviour, suspension)

\* Scout - Wellbeing and Attendance

\* Student Satisfaction Surveys (Bi annual)

\* TTFM Data

\* Student PLPs

\* Student focus groups

#### Analysis:

## Strategic Direction 2: Striving and thriving school community that prepares young people for happy, healthy, rewarding lives

### Evaluation plan for this strategic direction

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Data will be analysed to ensure it is meeting the intended outcomes of achieving identified improvement measures. Additionally, analysis will be embedded through the activities that target identified initiatives through progress and implementation monitoring.

\* Regular professional discussion around the School Excellence Framework elements and themes.

\* Executive team, LST and whole staff reflective sessions on a weekly basis to analysis Student Wellbeing data

#### **Implications:**

Findings from the analysis will inform future actions and activities. Findings related to the attainment of school progress measures will be reported on and published in the Annual School Report. - Covid influenced flexible learning will effect Attendance data.

# Strategic Direction 3: Building capacity for whole school success – investing in high performance culture and distributive leadership

## Purpose

Our school actively plans for a professional team of highly developed teachers and staff who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school wide, shared responsibility for student learning and success. We encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and distributive leadership arrangements.

## Improvement measures

### Target year: 2022

Professional Learning Per Employee :

Average number of hours of professional learning per employee within a school during the year to increase from less than 10 hours per year to 15+

### Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' to 'Excelling' in the following themes:

- Professional standards
- Learning and development
- Educational leadership

### Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' to 'Excelling' in the following themes:

- Learning Culture
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student performance measures

## Initiatives

### To Build an Expert Teaching Team and High Performance Culture

- Implement school-wide improvement through High Impact Professional Learning (HIPL) processes.
- Facilitate whole school mentoring and coaching support for all teachers, by expert teachers.
- Evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Collaborate with staff in other schools to share and embed good practice.
- Trial innovative practices and processes and evaluate, refine and scale success.

### Ensure Sustainable Excellence through Distributive Leadership

- Establish a professional learning community which is focused on continuous improvement of teaching and learning through PDP processes and teacher accreditation.
- Demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.
- Evaluate administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community and support high performance culture.
- Embed a whole school approach to improving service delivery and customer (parent and/or student) experience.
- Measures school community (parent and student) satisfaction and share its analysis and actions in response to the findings with its community

## Success criteria for this strategic direction

### To Build an Expert Teaching Team and High Performance Culture

- Professional learning opportunities are facilitated through PDP processes and directly aligned to Strategic Directions and our Strategic Improvement Plan
- Teachers employ evidence-based effective teaching strategies.
- Students' learning improvement demonstrates growth.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Well planned teaching is taking place, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Student feedback is elicited by teachers and informs their teaching.
- Evidence-based teaching ensures measurable learning progress is identified and gaps in student achievement decrease.
- Strong collaboration within the school is enhanced by structuring Professional Learning Communities (PLCs) within and across schools or organisations with a focus on HIPL processes.
- Management practices and processes will be developed to be more responsive to school community feedback.

### Ensure Sustainable Excellence through Distributive Leadership

- Instructional leader and executive leaders engaging in peer observation, structured feedback on lesson observation, one-on-one distributive leadership mentoring and coaching in specific aspects of pedagogy.

## Strategic Direction 3: Building capacity for whole school success – investing in high performance culture and distributive leadership

### Improvement measures

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- Data skills and use
  - School planning, implementation and reporting
  - Management practices and processes
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### Success criteria for this strategic direction

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- Effective methods are identified School Excellence Framework Self Assessment Survey and addressed by executive staff through professional development and mentoring programs
- The leadership team use data at weekly exec meetings to monitor progress in improving and attaining our benchmarks across all domains and plan for needs based improvements

### Evaluation plan for this strategic direction

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We will continuously monitor, analyse and evaluate our school's ability to build capacity for whole school success through investing in high performance culture and distributive leadership.

The following data sources, roles and activities will be used for continuous improvement of teaching and learning:

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team, PBL team and whole staff reflective sessions to focus on improvement strategies.
- Weekly Teacher Professional Development Agenda and Feedback
- Professional Development Plans.
- Weekly Executive Meetings Minutes
- TTFM Survey
- Instructional Leader and Assistant Principal off class roles
- NAPLAN data
- Scout
- Student work samples, regular book work monitoring
- Literacy and Numeracy PLAN2 data
- Student IEPs and PLPs
- Student focus groups engagement and success

## Strategic Direction 3: Building capacity for whole school success – investing in high performance culture and distributive leadership

### Evaluation plan for this strategic direction

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- Tiered intervention groups
- Connecting to Country TPL