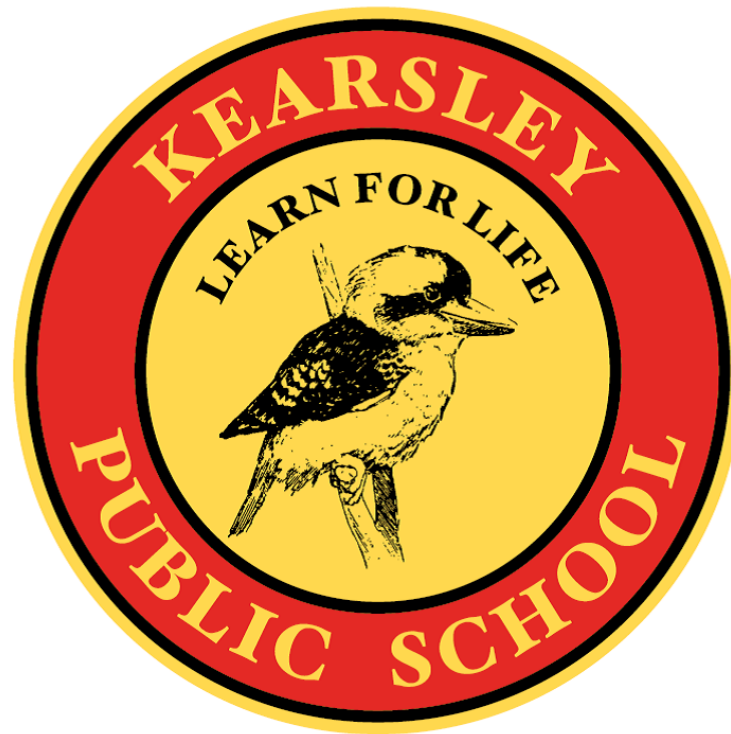


# Strategic Improvement Plan 2021-2024

## Kearsley Public School 2267



# School vision and context

## School vision statement

To create a positive environment in which every person has the opportunity to improve every day, supported through a culture of high expectations, kindness and respect.

## School context

Kearsley Public School was established in 1912. We are situated 5 kilometres East of Cessnock in the Hunter Valley. 2021 enrolments are at 110 students with 18% of the students identifying as Aboriginal. The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and respect.

The school provides the students with high levels of access to technology and a range of sporting, cultural and leadership opportunities. Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provide differentiated learning for individuals.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary schools to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

The Early Action for Success initiative drives the schools K-2 setting. The employment of an Instructional Leader provides all staff K-6 with professional learning in literacy and numeracy to build teacher capacity and improve student outcomes.

Based on the outcome of our Situational Analysis, we have determined that the wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice around wellbeing and engagement. The Wellbeing Framework Self Assessment tool will provide clarity around where our school needs to focus in developing whole school processes to support every student being known, valued and cared for.

We have also determined that we need to continue to develop formative and summative assessment practices and the use of data to drive the teaching and learning cycle. Procedures for giving and responding to feedback across staff, students and the community need to be embedded. Clear processes will be put in place to support students with additional needs.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2024

#### Numeracy

- We will meet the upper bound target with 27.5% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN numeracy.
- We will meet the upper bound target with 64.5% of Year 5 students achieving expected growth in NAPLAN numeracy.
- All students achieve or exceed expected growth in areas of focus using external and internal data sources.

### Target year: 2024

#### Literacy

- We will meet the upper bound target with 36.6% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN reading.
- We will meet the upper bound target with 65.5% of Year 5 students achieving expected growth in NAPLAN numeracy.
- All students achieve or exceed expected growth in areas of focus using external and internal data sources.

### Target year: 2024

#### Progressions

\* 90% of Kindergarten students will achieve within the expected end of year progression for Creating Texts (4) in

## Initiatives

### Use of Data to inform practice

Ensure effective strategies and school-wide processes for the collection and analysis of data are embedded while building teacher capacity in the effective use data in order to be responsive in curriculum delivery to improve student achievement.

### Effective Classroom Practice

Establish and embed a culture of agreed practices in the delivery of quality explicit teaching using evidence-informed practice, focused on the improvement of all students' literacy and numeracy skills.

Build teacher capacity and understanding of effective reading practices through ongoing staff professional learning.

Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-6 (QTR- Quality Teaching Rounds).

## Success criteria for this strategic direction

### Use of Data to Inform Practice

Staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on improvement in teacher practice and data skills.

Assessment data is collected using a school wide system on a regular and planned basis and used responsively as an integral part of classroom instruction..

Accurate consistent teacher judgement is evident across the school.

Data and feedback is used inform evidence-informed teaching practice and direct learners and learning.

### Effective Classroom Practice

Staff participate in Quality Teaching Rounds.

Students understand and achieve their literacy and numeracy goals.

Use of gap analysis data to drive professional learning across the school.

## 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. This analysis will guide the school's future directions.

- NAPLAN data
- Scout - value added data
- School Excellence Framework (SEF)
- Learning Sprint data analysis
- Student work samples
- Literacy and Numeracy PLAN2 data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.

\*90% of students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

**Target year: 2024**

### School Excellence Framework

- SEF element 'Data skills and use'- excelling
- SEF element 'Effective classroom practice'- excelling.
- SEF theme 'Value Add' at excelling
- SEF theme Reporting to be at excelling

## Evaluation plan for this strategic direction

---

- Student PLP's. PLSP's
- Student focus groups
- School based data

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

## Strategic Direction 2: Wellbeing

### Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

### Improvement measures

#### Target year: 2024

- To meet the agreed upper bound target of 80.4% of students having attendance rates greater than 90%.

#### Target year: 2024

- To meet the agreed upper bound target of 94.4% of students in Years 4-6 to have positive wellbeing as averaged across measures (advocacy, belonging, expectations) in the Tell Them From me (TTFM) surveys.
- To meet the agreed upper bound target of 92.8% in the wellbeing measure of 'advocacy at school.'

#### Target year: 2024

- For 90% of ATSI students to either 'agree or strongly agree' in the area of feeling good about their culture when they are at school using the Tell Them from Me (TTFM) survey.

#### Target year: 2024

- 80% of students in Year 5 and 6 show an increased interest and motivation towards their learning using the Tell Them From Me Survey.

#### Target year: 2024

SEF

\*SEF element 'Wellbeing'- excelling

### Initiatives

#### Student Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing and refining current wellbeing processes to ensure that all students are known, valued and cared for and that all students develop knowledge and understanding of positive wellbeing strategies.
- Staff professional learning in areas of need, such as Trauma Informed Practice and Connecting to Country.
- Updating the whole school approach to wellbeing processes to ensure the regular monitoring, analysis and evaluation of student behaviour, attendance and wellbeing data.
- Providing engaging, well-developed and evidence based programs and assessment processes to identify and monitor individual student learning needs.
- Students being provided with opportunities for leadership and student voice through a range of opportunities.

### Success criteria for this strategic direction

Wellbeing and engagement processes are monitored, evaluated and embedded across the whole school. Positive, respectful relationships are evident and widespread among students and staff.

All stakeholders are aware, responsible and involved in the importance of all students achieving attendance to be greater than 90%. Set procedures are embedded for monitoring attendance, creating focus groups and celebrating successes.

All Teachers are trained in Trauma Informed Practice and Connecting to Country.

### 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. This analysis will guide the school's future directions.

- Tell Them From Me survey data
- Scout data - Wellbeing and Attendance
- School Excellence Framework (SEF)
- School based data - Behaviour
- Cessnock Academy of Stem Excellence data

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

## Strategic Direction 3: Collaboration

### Purpose

We will develop and embed a culture of collaborative practice to drive school improvement. We will establish a high expectations and positive school community that is flexible and dynamic in order to meet the needs of our students, staff and community.

### Improvement measures

#### Target year: 2024

- By 2024, the school will be at sustaining and growing for Management Practices and Processes.
- The school will be at Excelling in the SEF in the Learning Domain under Reporting.
- By 2024, improvement upon baseline data around parent communication and student outcomes.

#### Target year: 2024

- Processes are embedded for all staff to participate in professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.
- SEF theme 'Improvement of practice'- excelling

### Initiatives

#### Community Engagement

Improving processes that allow teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

#### Quality Teaching

Quality Teaching Rounds - teacher professional development, with demonstrated impact on quality of teaching, teacher morale and school culture. It empowers teachers to enrich student learning through a collaborative, teacher-driven framework that enables participants to analyse and improve their practice. The approach builds the confidence and capacity of teachers at all career stages.

### Success criteria for this strategic direction

Improved and embedded processes to solicit and address feedback from all stakeholders.

Improved and more regular, formal and informal opportunities for parents and teachers to engage in discussions about school and student performance.

### 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. This analysis will guide the school's future directions.

- Tell Them From Me survey - Parents
- Tell Them From Me Survey - Staff
- Student focus groups
- Observations of teacher practice
- School Excellence Framework (SEF)

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.