

Strategic Improvement Plan 2021-2024

Kellyville Public School 2274



School vision and context

School vision statement

At Kellyville Public School, we empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long, self-directed learners enabling them to participate in and contribute to the global world. High expectations are set to meet individual student needs whilst providing high quality learning experiences that enable students to excel, connect, succeed and thrive.

School context

Kellyville Public School was established in 1873 and is located in the Hills District of Sydney. The school currently has 829 students enrolled, 59% of these students coming from a variety of language backgrounds other than English. Opportunities for students to demonstrate excellence include areas of academic, sporting, creative arts and leadership. The school has a strong commitment to ensuring the wellbeing of students, staff and the wider school community. The school is actively supported by the P&C. The staff have high expectations in supporting and extending all students across the curriculum to promote the school's tradition of excellence and opportunity. The school community was consulted involving students, staff and parents in a thorough situational analysis that has identified three areas of focus for this school improvement plan.

1. Student Growth and Attainment

The school excels in performance well above the state and similar school group in NAPLAN. External data informs us that student growth from Kindergarten to Year 5 is excelling. This data also indicates to us that this growth does not continue from Year 5 through to Year 7. Students achieving at the higher end of NAPLAN also do not achieve expected growth. Teachers need professional learning on differentiating the curriculum and identifying high potential students to maximise their learning. From surveying various parents across the school, it was indicated there should be a focus on catering for the needs of these high potential students.

2. Teacher Practice and Collaboration

The school has structured processes and quality teachers. Quality Teacher Rounds will be introduced to provide opportunities for teachers to collaborate on lesson design and provide feedback through supportive peer observation. Improving lesson design and delivery, students should benefit from improved engagement and results. Teachers will also collaborate in Professional Learning Communities regarding the identification and monitoring of data across the school. This will enable them to target student needs to ensure maximum learning growth across the school.

3. Community Connections and Wellbeing

When conducting the analysis of the school wellbeing, it was evident that student sense of belonging is an area of ongoing focus. The school needs to continue to implement wellbeing initiatives across the school for students and teaching staff to ensure all students and teachers connect, succeed and thrive. Wellbeing terminology/ language implementation needs to be consistent across the school. Students should be encouraged to utilise strategies taught to them. Identified students will adopt and utilise the Zones of Regulation to self-regulate their social emotional wellbeing. There is also a need to involve the wider school community in wellbeing initiatives and school decision making. Students also need to be provided with more opportunity in the decision making of the school. With the increase in EAL/D students, The school needs to investigate communication and involvement of various language groups.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will implement appropriate curriculum provision for every student underpinned by data analysis, evidenced-informed strategies and embedded evaluate practice.

Theory of Practice

If we provide an environment that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement, then student progress and achievement will improve.

Improvement measures

Target year: 2022

NAPLAN Top Two Bands

- Reading to maintain at or above agreed lower bound target of 68.10%
- Numeracy to maintain level above agreed upper bound target of 69.20%

Value added data in Scout for K-3 and Y3-5 continues to show Excelling; Value added data in Scout for Y5-7 increases from Working Towards Delivery to Delivery.

Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning.

Target year: 2022

Improvement as measured by the School Excellence Framework:

Learning

Curriculum

- Curriculum provision (E)
- Teaching and learning programs (E)
- Differentiation (E)

Initiatives

High Potential and Gifted Education

To maximise student learning outcomes across the school by embedding a culture of data driven personalised learning for all high potential and gifted students. The school collectively supports explicit and effective teaching strategies and high expectations for all student learning.

- Assess and identify the specific learning needs of High Potential and Gifted students.
- Personalised Learning Plans to be developed / curriculum differentiation is evidenced in programs.

High impact professional learning on:

- High Potential and Gifted Education - Policy & resources/ Revisiting Gifted Education/What Works Best CESE
- Inquiry based learning for HPG differentiation - Lane Clark
- Data literacy, combined with 5 weekly data stage meetings
- Literacy and Numeracy Progressions/internal and external data sources enabling teachers to differentiate and personalise learning.
- Physical Literacy Continuum and methods of identifying students across the Creative and Social/Emotional Domains.
- Students and parents will be involved in the co-developing of and be able to articulate their child's individualised learning goals and talent development
- Internal and/or external mentors to provide advice, support and assistance for HPG students.

Revisiting Gifted Education CESE

Six effective Practices in High Growth Schools CESE

Explicit teaching and High Expectations (What Works Best, CESE)

Literacy and Numeracy across the Curriculum

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery, and assessment promotes learning excellence and responsiveness to meet the needs of all students. (SEF - Curriculum, Assessment, Student Performance Measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

Professional Learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. (SEF - Learning and Development)

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy? How has the implementation of the High Potential Gifted Education initiative impacted student learning outcomes?

Data

A combination of data sources will be used:

- Learning progressions
- Best Start
- Year 1 Phonics Assessment
- NAPLAN
- School-based assessments eg PAT Reading, PAT Numeracy
- Surveys

Strategic Direction 1: Student growth and attainment

Improvement measures

Assessment

- *Student engagement (E)*

Teaching

Effective Classroom Practice

- *Explicit planning (E)*
- *Explicit teaching (E)*

Data Skills and Use

- *Data use in teaching (S&G)*
- *Data use in planning (S&G)*

Learning and Development

- *Professional Learning (E)*

Leading

Educational Leadership

- *High expectations culture (E)*

Initiatives

- Establish whole school reading/numeracy focus to regularly assess, collate, analyse and monitor student progress
- Embed High Impact Professional Learning (HIPL) to support the professional growth of all teaching staff in Literacy and Numeracy
- Implement programs that support explicit teaching and formative assessment in Reading and Numeracy
- Model effective teaching practices and observe teacher practice to build teacher capacity and quality-teaching practice in Reading and Numeracy
- Embed student feedback processes so that they can self-regulate their learning in Reading and Numeracy

Explicit teaching and High Expectations (*What Works Best, CESE*)

Evaluation plan for this strategic direction

- TTFM - Challenge Skills Quadrant
- Observation
- Student Feedback
- Document analysis
- High Impact Professional Learning (HIPL) school self-assessment tool

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

Implications

The findings of the analysis will inform:

Future actions and directions

Annual Reporting on school progress - Annual Report each year,

Target year: 2023

NAPLAN Expected Growth

- Reading to improve to reach agreed lower bound target of 74.70%
- Numeracy to improve to reach agreed lower bound target of 79.70%

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

To drive ongoing, school-wide improvement in teaching practice and student performance by embedding explicit processes that facilitate data analysis, professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of specific and timely feedback.

Theory of Action

If we provide teachers with the skills to analyse data, identify and implement the most effective and explicit teaching methods, utilising evidenced-based practices, then teachers will be able to deliver high quality lessons leading to improved student learning outcomes.

Improvement measures

Target year: 2022

40% of teachers participate in Quality Teaching Rounds

100% teaching and non teaching staff have Performance and Development Plan goals that address the priorities of the Strategic Improvement Plan and their identified needs to build the collective capacity of staff.

100% of classes achieve an effect size higher than 0.5% in PAT Reading and PAT Numeracy assessments in Years 2-6.

90% of students achieve a Sound or above in English and Mathematics in Academic Reports.

Stage teams collaboratively analyse and report on student performance data.

Assessment schedules K-6 reviewed and amended.

Target year: 2022

Improvements as measured by the School Excellence Framework:

Learning

Initiatives

Quality Teaching Rounds

- Embed and use professional learning models, including Quality Teaching Rounds (QTR) and High Impact Professional Learning (HIPL), to build teacher capabilities and collective pedagogical practice.
- Amplify the use of Learning Walks to target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.
- Sustain a culture of high expectations and effective, explicit evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Effective Feedback, Collaboration and High Expectations (*What Works Best, CESE*)

Data Informed Learning Communities (PLCs)

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

Use of data to inform practice, Assessment and High Expectations (*What Works Best, CESE*)

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - *Effective Classroom Practice, Data Use in Planning*)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF - *Collaborative practice and feedback*)

Student assessment is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - *Data Skills and Use*)

Professional Learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - *Learning and Development*)

Evaluation plan for this strategic direction

Question

To what extent is data being used to target specific student needs and how are teaching staff collaborating and reflecting on their practice?

Data

- Performance and Development Plans
- Quality Teaching Rounds coding feedback
- Student school-based assessment data
- Adjustments of teaching and learning programs for HPG students
- Student external performance measures

Strategic Direction 2: Teacher Practice and Collaboration

Improvement measures

Learning Culture

- *High expectations (E)*

Curriculum

- *Curriculum provision (E)*
- *Teaching and learning (E)*
- *Differentiation (E)*

Assessment

- *Formative assessment (E)*
- *Summative assessment (E)*
- *Whole school monitoring of student learning (E)*

Teaching

Effective Classroom Practice

- *Explicit teaching (E)*
- *Feedback (E)*

Data Skills and Use

- *Data literacy (E)*
- *Data analysis (E)*
- *Data use in teaching (S&G)*
- *Data use in planning (S&G)*

Learning and Development

- *Collaborative practice and feedback (E)*
- *Professional learning (E)*

Leading

Educational Leadership

- *Instructional leadership (E)*
- *High expectations culture (E)*

Evaluation plan for this strategic direction

- Teacher and student focus groups
- High Impact Professional Learning (HIPL) school self-assessment tool
- Newcastle University Research data

Analysis

Teachers' responses to the following questions:

What am I teaching?

Why am I teaching it?

How will I teach it?

How will I know when students have learned it or not?

Students' responses to the following questions:

What are you learning? Why?

How are you doing?

How do you know?

What do you do if you don't understand?

How can you improve on your learning?

Implications

The findings of the analysis will inform:

What is next?

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 2: Teacher Practice and Collaboration

Improvement measures

School Planning and Reporting

- *Continuous improvement (E)*
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Strategic Direction 3: Community Connections and Wellbeing

Purpose

To recognise the importance of supporting a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. There will be a strategic, planned and collaborative approach to support the intellectual, physical, creative and social/emotional wellbeing of all students across the school.

Theory of Action

If we provide a strategic, whole-school approach to wellbeing processes, through community consultation and involvement, then staff will have a deeper understanding of their students' educational and wellbeing needs.

Improvement measures

Target year: 2022

Achievement of 2022 System Negotiated Targets:

Wellbeing

- Wellbeing data as provided by Tell Them From Me Survey results improve by 5.11% to the agreed lower bound target of 90.50%

Attendance

- Attendance data improves by 9.59% to the agreed lower bound target of 91.10%

40% of parents respond to the Tell Them From Me Parent survey.

The school mean for 'Inclusive School' questions in the Tell Them From Me Parent survey is 7.0.

The school mean for 'Parents are Informed' questions in the Tell Them From Me Parent survey is 6.0.

Student Tell Them From Me Survey data indicates increased positive responses in the Sense of Belonging

Initiatives

Building Community Connections

Parents and the community are critical partners in learning. At Kellyville Public School we ensure that parents are given the opportunity to be involved in decision making, communication and collaboration of educational decisions that impact on the students of the school.

- Targeted learning support across a range of abilities, including the social/emotional needs of students.
- Improving partnerships with parents and their involvement in the decision making of the school.
- Investigation of preferences for the translation of home school communication from English to other languages.
- Re-establishing relationships with community organisations to promote significant events eg. Remembrance Day, ANZAC Day, and KPS 150th Anniversary.
- Develop and build Reconciliation Action Plan (RAP)

Family School Partnership Framework - Australian Government

Classroom Management and High Expectations (What Works Best, CESE)

Building a Wellbeing language/literacy model

Kellyville Public School needs to continue to be a positive and productive workplace where we can flourish and deliver the best outcomes for our students and the communities we serve. We will achieve this through a focus on our values, behaviours and wellbeing.

- Establish a wellbeing team with representatives from both teaching and non-teaching staff
- Research a literacy model that provides a language for discussing wellbeing eg Habits of Mind; Learning Dispositions
- Engage in High Impact Professional Learning to

Success criteria for this strategic direction

- A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they connect, succeed, thrive and learn. (SEF - Learning - Wellbeing)
- Reporting is clear, timely and accurately provides information that supports further progress and achievement for all student learning across the curriculum. (SEF - Learning - Reporting)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidenced-based teaching strategies. (SEF Teaching - Effective Classroom Practice)
- The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF Leading - Educational Leadership)
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (SEF: Leading - School Planning, Implementation and Reporting)
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SEF: Leading - Management Practices and Processes)
- School communicates with parents and carers about the importance of regular school attendance.

Evaluation plan for this strategic direction

Question

How does the school determine that its systems and processes for enhancing student, staff and community wellbeing and engagement have been successful?

Data Sources

Strategic Direction 3: Community Connections and Wellbeing

Improvement measures

and Advocacy at School measures.

Target year: 2022

Improvements as measured by the School Excellence Framework:

Learning

Wellbeing

- *A planned approach to wellbeing (E)*
- *Behaviour (E)*

Reporting

- *Parent engagement (E)*

Teaching

Effective Classroom Practice

- *Feedback (E)*
- *Classroom management (E)*

Leading

Educational Leadership

- *Community engagement (E)*

School Planning and Reporting

- *Continuous improvement (E)*

Management Practices and Processes

- *Service delivery (E)*
- *Community satisfaction (E)*

Initiatives

develop community knowledge, understanding and skills to support wellbeing

- Provide resources for students, teachers and parents to support wellbeing eg Wellbeing Hub
- Continue to work with the Be You team (Headspace) to provide professional learning modules for educators and school leaders that focus on deepening their knowledge and skills to promote student wellbeing and build mentally healthy communities.

Wellbeing and High Expectations (*What Works Best, CESE*)

Evaluation plan for this strategic direction

- Student/ Staff / Parent Tell Them From Me survey data
- School devised wellbeing surveys
- Be You Surveys
- Scout Data
- Student / Staff/ Parent/ focus groups
- Student feedback
- Teacher feedback
- SEF SaS
- Attendance data
- Playground incidents
- Suspension data

Analysis

Assess our data against the Wellbeing Framework for Schools Evaluation Support Tool.

Implications

Regular review of the data sources will provide clarity around whether the school is on track for achieving the intended improvement measures.