

# Strategic Improvement Plan 2021-2024

## Kempsey East Public School 2278



# School vision and context

## School vision statement

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KEPS creates an engaging and inspiring environment, where everyone is known, valued and cared for, supporting them to achieve their personal best.

## School context

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The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

There are 184 students enrolled in the school, 25% of these students identify as Aboriginal or Torres Strait Islander. The school has a high average attendance rate which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2021 is 125. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

The two strong threads through the previous school plan focused on continual whole school improvement and the teaching staff working collaboratively to support student achievement, and were successful in attaining the planned improvement measures. Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community engagement and embedding understanding and use of effective practices and strategies to support student wellbeing. The school will continue to focus on building staff capacity to apply effective data practices to drive student achievement and wellbeing

# Strategic Direction 1: Student growth and attainment

## Purpose

Teaching staff are committed to identifying, understanding and implementing the most effective assessment and explicit teaching methods in reading and numeracy, with the highest priority given to evidenced based teaching practices and assessments.

## Improvement measures

### Target year: 2022

#### System Negotiated

- 29.1% of students in the top 2 bands in numeracy
- 37.3% of students in the top 2 bands in reading

from the 2019 baseline.

### Target year: 2023

#### System Negotiated

- 62.3% of students achieving expected numeracy growth
- 68.3% of students achieving expected reading growth

from the 2019 baseline.

### Target year: 2024

#### School Level

- 75% of students will achieve at/above stage outcomes as per the school based comprehension data.
- 70% of students will achieve at/above stage outcomes based on Maths Diagnostic Tools and SENA

from the 2020 baseline.

### Target year: 2024

## Initiatives

### Deeper syllabus understanding

Work collaboratively to use comprehensive content knowledge to improve the selection and sequencing of content in coherently organised learning and teacher programs within and across schools.

- PL focused on content knowledge (reading and numeracy)
- Review systems and align syllabus outcomes and scope and sequences for reading and numeracy
- Systems for mentoring and CTJ in reading and numeracy
- Embedded and high quality observations and learning walks

### Formalised assessment

School uses systematic and reliable assessment information to evaluate student learning over time across reading and numeracy.

- Review and revise assessment schedules.
- Consistent systems in place for the on going collection of reading and numeracy data

## Success criteria for this strategic direction

A whole school approach to evidence based teaching methods, optimising progress for all students.

All lessons are systematically planned as part of coherent program that has been collaboratively designed.

The learning goals for students are informed by analysis of internal and external student achievement data. Goals are monitored through the collection of quality, valid and reliable data.

## Evaluation plan for this strategic direction

### Question:

How and in what ways can we determine that classroom teachers identify, implement and apply effective assessment and explicit teaching methods in reading and numeracy?

### Data:

- Meeting minutes
- Mentoring notes
- Observation/walk through
- Program supervision/evaluations

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### SEF

- Effective Classroom Practice-Excelling-Explicit Teaching
- Curriculum-Excelling-Teaching & Learning Programs

## Strategic Direction 2: Collaboration

### Purpose

To embed a whole school community culture of trust, collaboration and feedback, which embraces change and innovation within professional learning communities, that lead to demonstrated improvement in the educational outcomes of all students.

### Improvement measures

#### Target year: 2022

##### System Negotiated

- TTFM teacher survey indicates that in collaboration we are at a school mean of 9 or above.
- TTFM parent survey indicates that a school mean of at or above 8 for safety at school.

from 2020 baseline.

#### Target year: 2024

##### School Level

- Internal transition, school and external agency partnership data shows that there is a 60% increase in satisfaction.

from 2020 baseline.

#### Target year: 2024

##### SEF

- Educational Leadership - Excelling In Community Engagement
- Learning Culture - Excelling In Transition and Continuity of Learning and High Expectations

### Initiatives

#### Enablers for Collaboration (student/staff) (drivers)

School leaders build a culture of trust and collaboration where change and innovation based on research and evidence can flourish through systems for learning, development, coaching and mentoring

- Through embedded mentoring in **collaborative planning** explicit teaching and learning cycles reflect ongoing assessment and data informed practice.
- The Leadership team drive **Staff** to enable reflective practice and set PDP goals to show clear links to the Strategic Directions and teaching standards to build leadership pathways within and beyond classrooms.
- **Collaborative and co-teaching** model (within and across hubs) developed and includes ongoing observation that supports improvement of practice. (Formal and informal)

#### Practices for Collaboration (staff)

Staff initiate, engage and implement professional dialogue within, across schools and the wider community that is informed by **feedback, analysis of current research and practice to improve the educational outcomes of students.**

- Professional Learning (WWB) focus on high quality feedback; Teacher/Student, Peer to Peer (staff and students)
- Formalised systems for to support staff and student to identify explicit and effective teaching and learning practices and goals.
- Development of and maintaining sustained relationships outside of the school towards student growth are evident in curriculum, wellbeing and transitions and supported across the whole school

### Success criteria for this strategic direction

All staff engage in effective evidence- based teaching methods that optimise learning progress for all students across the full range of abilities.

All teachers have expert contemporary content knowledge and deploy effective teaching practices. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Staff are engaged in meaningful relationships across schools and the wider community to enhance student outcomes

### Evaluation plan for this strategic direction

#### Questions

How and in what ways can we measure improvement and determine a whole school and community culture of trust, collaboration and feedback?

#### Data Sources

- Inter-agency survey
- TTFM - Student, Staff and Community
- Mentoring notes
- AITSL Self-Evaluation
- PDP reflections
- Walk-thru data

# Strategic Direction 3: Wellbeing

## Purpose

Establish whole school practices that support staff and students through an inclusive and safe environment that ensure connectedness, engagement and promotion of physical, social and emotional wellbeing.

## Improvement measures

### Target year: 2022

#### Systems negotiated

- 78.8% of students reporting a positive sense of wellbeing based on TTFM
- An increase of 6% attendance or above

from 2019 baseline.

### Target year: 2024

#### Internal

- External partnership survey (Flourish) demonstrates an increase in staff wellbeing of 40% increase shown through systems and structures
- 90% of students reporting that they feel good about their culture based on TTFM
- 90% of students reporting that teachers understand their culture based on TTFM
- from 2020 baseline.

### Target year: 2024

#### SEF

- All themes of Wellbeing at Excelling

## Initiatives

### Supporting an inclusive and Safe Environment

*The Executive Team model effective leadership and support all staff to engage in ongoing professional, physical, social and emotional development and wellbeing.*

- PL and planning time for staff to develop inclusive programs and strategies to build self-awareness and self-management with students (Personal and Social Capabilities)
- Connections are informed to ensure Aboriginal Perspectives and culture are embedded across the schools and Aboriginal students feel connected. Staff check-in and wellbeing practices built in to meetings and staffroom processes to support staff wellbeing.
- PL for staff on wellbeing practice to enhance/improve personal mental health.

### Explicit Teaching and Expectations for all students

*Students learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.*

- Plan, analyse and program strategies to build student capacity in personal and social skills
- Positive behaviour management and teaching of common expectations across all settings.
- Systems and structures are embedded to promote student attendance growth

## Success criteria for this strategic direction

A school focused on individual and collective wellbeing through a climate of care and positivity

The school has implemented evidenced- based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students are self-aware and regulate their own emotions and behaviours.

Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Students are connected with their cultural backgrounds.

Increased student attendance rates with support from the whole school community.

## Evaluation plan for this strategic direction

### Questions

What impact has improved school wellbeing practices had on supporting students and staff to feel more connected and engaged?

### Data Sources

- Flourish data
- TTFM - Belonging targets
- Attendance targets
- People Matter survey - Staff
- Personal and Social Skills Development Checklist