

# Strategic Improvement Plan 2021-2024

## Kempsey West Public School 2279



# School vision and context

## School vision statement

At Kempsey West Public School we are committed to developing the potential of every student through a culturally inclusive and relevant curriculum. We provide intensive professional learning for our staff to enable them to deliver high impact teaching. We empower students to embrace challenge and celebrate the success that comes with effort. We foster strong community connections to build open and trusting partnerships, focused on maximising the achievements of every student.

## School context

Kempsey West Public School is the largest and oldest state primary school in Kempsey, located on the Mid North Coast of New South Wales. Our school population is 410 students. KWPS consists of 16 mainstream classes and 6 support classes. The Support Unit caters for students with a range of physical, emotional and intellectual needs. These classes are classified as IM, IO/IS and four Multi Categorical classes. The school is staffed by 27 classroom teachers. Our executive team consists of 5 assistant principals, 1.4FTE Early Action for Success Instructional Leaders, a deputy principal and a principal. The school is in the fifth year of the Early Action for Success initiative. Kempsey West PS caters for an increasing proportion of students coming from lower socio-economic backgrounds and has a Family Occupation and Education Index (FOEI) of 178. The school has historically had a high student mobility rate. Kempsey has a high level of government support agencies that serve the community. The proportion of Aboriginal students enrolled by the school is 52%. A small number of EAL/D background students are enrolled. The school is supported by two Aboriginal Education Officers, a Community Liaison Officer and all classrooms are supported by experienced School Learning Support Officers.

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around writing and number sense.

External (NAPLAN) and internal (student work samples) data sources indicated that students at KWPS were working at well below stage outcomes in the area of writing. Teacher observations indicated many students were reluctant to write and would write for a brief amounts of time on a small range of topics and generally did not display high levels of engagement. Analysis of internal and external school data identified that students were working below the expected level in number, demonstrating the need for professional learning of staff in maths.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by 'What Works Best in Practice'. As the literature suggests we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

The school has been involved in the Early Action for Success (EAFS) strategy since 2017. This strategy is lead by instructional leaders and includes interventionist teachers. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in kindergarten to year 6.

## HCC

In addition to the academic pursuits the school provides a broad range of activities including the Hickeys Creek Campus program, leadership and sporting experiences and has a strong focus on music, dance and environmental education.

# School vision and context

## School vision statement

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## School context

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### **NCCD**

A significant number of students are identified as requiring learning adjustments.

### **Berry St**

This training acknowledges that vulnerable students have developed coping strategies in and out of the classroom and that students who struggle with dysregulation have difficulty connecting and maintaining strong relationships.

# Strategic Direction 1: Student growth and attainment

## Purpose

Improve student achievement of outcomes through a school-wide, systematic approach to effective classroom practice.

## Improvement measures

### Target year: 2022

#### System negotiated target - top two bands

In NAPLAN reading top 2 bands we achieve an uplift of 12.2% from baseline 2019 data.

In NAPLAN numeracy top 2 bands we receive an uplift of 12% from baseline 2019 data.

In NAPLAN reading top 3 bands we achieve an uplift of 14.7% from baseline 2019 data.

In NAPLAN numeracy top 3 bands we receive an uplift of 14.5% from baseline 2019 data.

### Target year: 2023

#### System negotiated target - growth

In NAPLAN reading students achieving expected growth we achieve an uplift of 15.5% from baseline 2019 data.

In NAPLAN numeracy students achieving expected growth we receive an uplift of 7.2% from baseline 2019 data.

### Target year: 2024

#### School level target

On internal PAT assessment data the percentage of students achieving an uplift of 10% from baseline 2021

check in assessments

progressions

## Initiatives

### Effective Classroom Practice

Embed a whole school approach that ensures the most effective based teaching methods optimise learning progress for all students.

- Through timetabled collaborative planning sessions, staff establish teachers establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all student's literacy and numeracy skills.
- Embed targeted intervention support in all classrooms to improve student outcomes (SLSOs).
- A distributed instructional leadership model where executive staff support evidenced based teaching and ongoing improvement through an embedded coaching and mentoring process (timetable funded IL positions and PL position).
- Embed the business manager model to support the delivery of effective classroom practice.
- Ongoing professional learning to embed high impact teaching strategies that continually build teacher capacity to use data to inform their teaching practice and improve student achievement (what works best, data skills and use, high impact teaching strategies).
- Review and refine whole school programming processes and expectations to ensure differentiation and evidenced based and explicit teaching strategies are evident.

### Assessment and reporting

The school has embedded processes for the systematic and reliable use of assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement in reading and numeracy.

- Establish a whole school literacy / numeracy assessment schedule that outlines regular assessment, collation and analysis of student progress to inform next steps in teaching.

## Success criteria for this strategic direction

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 - Effective classroom practice)

The school uses systematic and reliable assessment information to evaluate student learning over time and implement change sin teaching that leads to measurable improvement (SEF - assessment)

All staff work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice. (APST 5.4.3)

## 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.

### Data: Regular scheduled data analysis 5 weekly cycles

Data sources will include:

Internal assessments - PLAN 2, Short Assessments, FELA,

External assessments - PAT Reading, PAT maths, NAPLAN

Surveys

Observations

Document analysis

### Analysis:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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**Target year: 2024**

### SEF

In the element of learning and development in the teaching domain we demonstrate excelling in the themes of collaborative practice and expertise and coaching and mentoring.

In the element of effective classroom practice in the teaching domain we demonstrate excelling in all themes.

## Initiatives

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- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Use the ILs to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- All teachers directly and regularly engage with parents to improve understanding of students learning and strengthen student outcomes (Seesaw, PLPs).
- Embed student feedback processes (rubrics and success criteria) so they can self regulate their learning in reading and numeracy.

## Evaluation plan for this strategic direction

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Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

### Implications:

The findings of the analysis will inform future directions and budget allocations.

## Strategic Direction 2: Culturally rich curriculum

### Purpose

Improve student achievement of outcomes through a school-wide, systematic approach to effective classroom practice.

### Improvement measures

**Target year: 2022**

#### System Negotiated: Attendance

An uplift of 7% of student attending school 90% of the time from the 2019 baseline.

**Target year: 2022**

#### System Negotiated Target: Wellbeing

TTFM student data for increases by 4.5% from 2019 baseline.

**Target year: 2024**

#### School Level Target

A decrease in suspension data by 40% from 2019 baseline

**Target year: 2024**

#### SEF

In the element of **Wellbeing** in the **Learning Domain** we demonstrate excelling in the themes of **A whole school Approach to Wellbeing** and **Behaviour**.

### Initiatives

#### Student Engagement

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

- Build the capacity of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequentially all students.
- Embed the use of Hickeys Creek Campus to support student engagement and culturally rich curriculum. Language on country.
- Embed and extend Dunghutti Language Program in all classes.
- Establish a kitchen program to develop positive food habits through practical experiences.
- Establish and embed wellbeing roles to improve student engagement (DP Wellbeing and class teacher wellbeing).
- Embed strategies to improve student engagement (dance, music, extension activities)

#### Highly effective Classroom Management

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

#### Berry Street Education Model

- Update and embed a whole school policy for student well being and engagement where there is a collective responsibility for student learning and

### Success criteria for this strategic direction

Staff enable success by contributing to a positive, supportive and encouraging learning environment. The school is focused on building individual and collective wellbeing through a climate of care and positivity. (Wellbeing Framework Connect & Succeed)

There is an increase in student engagement (attendance, suspension data).

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF)

All staff develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. (APST 4.3.3)

All staff support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse cultural backgrounds. (APST 1.3.3)

### 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.

**Data: Regular scheduled data analysis 5 weekly cycles**

Data sources will include:

Internal assessments - PLAN 2

External assessments - PAT, NAPLAN

Surveys

## Strategic Direction 2: Culturally rich curriculum

### Initiatives

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success.

- Implementation of the Berry St Educational Model professional learning for all staff to collaboratively unify the language used across the school, modelling and relationships to meet the complex needs of vulnerable students.
  - Review and refine data collection to align with expectation of the new Wellbeing focus (Berry street)
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### Evaluation plan for this strategic direction

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Observations

Document analysis

PDPs have evidence of student engagement programs.

HCC and kitchen program are evident in class programs.

Additional support programs are running at HCC.

#### **Analysis:**

Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

#### **Implications:**

The findings of the analysis will inform future directions and budget allocations.

# Strategic Direction 3: Connect, Succeed, Thrive

## Purpose

Develop an outstanding performance framework within the whole school community to embed a culture of high expectations.

## Improvement measures

Target year: 2024

### School Level Data: TTFM

We achieve and uplift in parents feedback on **Inclusion** of 10% and that the **School supports Learning** of 10% from 2019 baseline.

We achieve and uplift in staff feedback regarding '**the learning culture in classrooms**' by 10% from 2019 baseline.

Target year: 2024

### SEF

In the element of **Learning Culture** in the Learning Domain we demonstrate **excelling** in the theme of **High Expectations**

In the element of **Educational Leadership** in the **Leading Domain** we demonstrate **excelling** in the theme of **Community engagement** and **High Expectations Culture**.

## Initiatives

### School Community

School staff collaborate with the all community stakeholders to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

- Develop a systematic process to obtain feedback from the school community with an effective process to report back to the community on how their feedback was applied.
- Increase parental and community involvement in school activities and student learning through communication opportunities.
- Embed 'Our Work Our Way' strategies to support staff wellbeing.
- Introduction of co-designed cultural programs in partnership with local community agencies.

### Instructional Leadership

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations.

- The leadership team establishes a professional learning community that is focused on continuous improvement of teaching and learning through the ongoing employment and upskilling of ILs across K-6 (Literacy and Numeracy)
- Embedded planning, data conversations and mentoring with all staff K-6 during timetabled sessions each week.
- Embedded Lesson Study model embedded and aligned to IL planning and mentoring focus.

## Success criteria for this strategic direction

Identify a parental and community engagement (PACE) tool to utilise to obtain feedback.

Consult with the P&C, AECG and other parental groups to develop a timeline of structured events of when we would obtain feedback from the community and for what purpose.

Staff self nominate in their PDP for further development as an HALT or instructional leader.

Staff completion of initial NESA Self assessment to enable them to participate in HALT accreditation.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

'Our Work Our Way' strategies improve staff wellbeing.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations. Management practices and processes are responsive to school community feedback.

## 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.

### Data: Regular scheduled data analysis 5 weekly cycles

Data sources will include:

Internal assessments - quick questionnaires for parents at the office and/or events

Completion of Initial NESA Self assessment

## Evaluation plan for this strategic direction

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HAT/LEAD applications

PDP process and completion

External assessments - PACE,

Successful completion of HAT/LEAD (NESA)

PSL confirmation of location on continuum - HITS, SEF?  
TBC

Surveys

Observations

Document analysis

### **Analysis:**

Ongoing analysis will measure the success of initiatives and identify areas for improvement and modification.

### **Implications:**

The findings of the analysis will inform future directions and budget allocations.

All adjustments will be represented in implementation progress monitoring