

# Strategic Improvement Plan 2021-2025

## 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 currently 454 students and is increasing. KWPS consists of 19 mainstream classes and 6 support classes. The Support Unit (Learning Hub) 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 35 teachers. Our executive team consists of five assistant principals, an assistant principal curriculum and instruction, an assistant principal teacher mentor, a senior leader community engagement (SLCE) and a principal.

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 175. 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 56%. A small number of English as additional language/dialect (EAL/D) background students are enrolled. The school is supported by two Aboriginal education officers and all classrooms are supported by experienced school learning support officers (SLSOs).

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 literacy 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.

### Connected Communities (CC)

The school is part of The Connected Community strategy. The Connected Communities strategy is an approach that schools and communities can use to strengthen the educational outcomes for Aboriginal students and all students. It brings the community closer with the school, brings in Aboriginal culture, and allows the school to work with government and non-government groups to help support the education of the school's students.

# School vision and context

## School vision statement

---

## School context

---

### National Consistent Collection of Data (NCCD)

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

# 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

### Reading growth

Achieve by year: 2023

#### System negotiated target - growth

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Walking Together, Working Together DOE & AECG Partnerships Agreement 2020-2030

Achieve by year: 2025

### Walking Together, Working Together DOE & AECG Partnerships Agreement 2020-2030

- 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.

### Internal School Reading Data

Achieve by year: 2025

#### School level target

- At least 80% of K-2 students achieve end of year benchmarks determined by the literacy progressions using internal school reading data.

Achieve by year: 2025

## Initiatives

### Effective Classroom Practice

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

- Through collaborative planning sessions, staff 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.
- 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.
- 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).
- Embed targeted intervention support in all classrooms to improve student outcomes.

### Data Driven Practice

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.
- 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.
- School leaders work with teachers to monitor and assess student progress and design future learning

## 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 in 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 5.4.2, 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

---

### Connected Communities Key Deliverables

- Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievements are improving.
- Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the needs of all students in their class.

### SEF

Achieve by year: 2025

### 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.

### Internal School Numeracy Data

Achieve by year: 2025

- At least 80% of K-2 students achieve end of year benchmarks determined by the numeracy progressions using internal school data.

## Initiatives

---

on a whole class, group and individual level.

- Embed student feedback processes (rubrics and success criteria) so they can self regulate their learning in reading and numeracy.
- Embedded planning, data conversations and mentoring with all staff K-6.

## Evaluation plan for this strategic direction

---

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: Engagement

## Purpose

Improve student achievement of outcomes by increasing student engagement and sense of well-being in a culturally responsive curriculum.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

### System Negotiated: Attendance

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

### Wellbeing

Achieve by year: 2023

### System Negotiated Target: Wellbeing

TTFM student data for Advocacy, Expectations and Belonging increases by 4.5% from baseline.

Achieve by year: 2025

### School Level Target

A decrease in suspension data by 40% from baseline

Achieve by year: 2025

### 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**.

Achieve by year: 2025

### Connected Communities Key Deliverables

- Attendance rates for Aboriginal students are equal to the state average.

Achieve by year: 2025

## 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)

### Student Wellbeing

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.

- Update and embed a whole school policy for student well being and engagement where there is a collective responsibility for student learning and success.
- Staff to collaboratively unify the language used

## 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)

Staff develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience. (APST 4.3.2, 4.3.3)

Staff support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse cultural backgrounds. (APST 1.3.2, 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: Engagement

## Improvement measures

---

### School Level Target

An increase of 15% in parents/carers following school attendance procedures to explain when students are absent or arriving late.

Achieve by year: 2025

### School Level Target

School data shows a 15% reduction in late arrivals.

### Increase Attendance of Aboriginal Students

Achieve by year: 2025

- Improve attendance of Aboriginal students 20% from baseline.

## Initiatives

---

across the school, modelling and relationships to meet the complex needs of vulnerable students.

---

## Evaluation plan for this strategic direction

---

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: Connection

## Purpose

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

## Improvement measures

### TTFM

Achieve by year: 2025

#### School Level Data: TTFM

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

Achieve by year: 2025

### 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**.

#### Connected Communities Key Deliverables - Parents

Achieve by year: 2025

#### Connected Communities Key Deliverables

- An increase in Aboriginal families and community members actively engaged in the school.

### Wellbeing

Achieve by year: 2023

### TTFM Staff

Achieve by year: 2025

#### School Level Data: TTFM

We achieve an uplift in staff feedback regarding **'the**

## Initiatives

### Community Connection

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

- Increase parental and community involvement in school activities and student learning through communication opportunities.
- Introduction of co-designed cultural programs in partnership with local community agencies.
- 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.

### Transition

To support students and families at key transition points to build strong connections with all stakeholders.

- Preschool and Kempsey West P.S.
- Kempsey West P.S. and high schools.

## 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.

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

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

Surveys

Observations

Document analysis

### Analysis:

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

### Implications:



# Strategic Direction 3: Connection

## Improvement measures

---

*learning culture in classrooms*' by 10% from baseline.

### Connected Communities Key Deliverables - staff

Achieve by year: 2025

### Connected Communities Key Deliverables

- An increase of 20% of staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class from baseline.
- 

## Evaluation plan for this strategic direction

---

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

All adjustments will be represented in implementation progress monitoring