

Strategic Improvement Plan 2021-2024

Kendall Public School 2280



School vision and context

School vision statement

Kendall Public School community believes that every student should have the opportunity to improve in a learning environment that promotes excellence in learning, high expectations, community partnerships, and connectedness in order to succeed.

School context

Kendall Public School is located on the Mid North Coast of NSW in the Camden Haven area, 30km south of Port Macquarie.

The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 231 students enrolled in 2021. 12% of students identify as Aboriginal. 4% of students have a background of language other than English. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 111. A Multi-Categorical Support Class was established in 2020.

The school has a non teaching Principal, a non teaching Deputy Principal, 2 Assistant Principals, 9 mainstream classroom teachers and 1 Special Education teacher. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, Library, and Literacy and Numeracy Intervention. The Administration staff comprises two full time office staff and 1 GA (0.6). All are permanent. The school currently has 6 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff. Extra-curricular activities such as Sport, Creative and Performing Arts allow students to excel through a range of various opportunities.

The whole school community will continue to be consulted regarding future directions that were identified through the situational analysis which informed our Strategic Improvement Plan. Through this process we have identified the need to further develop the use of data analysis to inform future practice, ensuring that all students achieve and progress in all Key Learning Areas. Continued focus will result in teachers further developing skills in integrating technology into the classroom to sustain high expectations around student engagement. Attendance was also identified as an area that our whole school community needs to strengthen. Through NAPLAN analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Whole school wellbeing processes will be reviewed and planned to ensure that all students connect, succeed, thrive and learn. Community Partnerships with Kendall Public School will be a priority in our School Improvement Plan in order to foster connectedness and belonging into a culture of high community engagement resulting in whole school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve maximum student growth for every student in reading and numeracy, as a staff we will further develop skills in data analysis that will drive its use in teaching, therefore identifying achievements and progress to inform teaching directions and future planning.

Improvement measures

Target year: 2022

Reading

- A minimum of 28% of Year 3 and 5 students achieve in the top two bands of NAPLAN reading. (Lower bound system-negotiated target).

Target year: 2022

Numeracy

- A minimum of 20% of Year 3 and 5 students achieve in the top two bands of NAPLAN numeracy. (Lower bound system-negotiated target).

Target year: 2022

School Excellence Framework

- Maintain Sustaining and Growing in the theme of Data skills and use
- Maintaining Delivering in theme of Student Performance Measures
- Maintaining Excelling in the theme of wellbeing (Individual learning needs)

Target year: 2023

Reading

- A minimum of 43% of Year 3 and 5 students achieving expected growth in NAPLAN reading. (Lower bound system-negotiated target).

Initiatives

Individual Learning Needs

Embed well-developed and evidence-based approaches that regularly monitor and review individual learning needs.

- Implement **explicit teaching in small group tuition sessions** through Mini-Lit (Sage), Macq. Lit. and Quicksmart programs to target support for different phases of student development. PL in Mini-Lit (Sage), Macq. Lit. and Quicksmart programs.
- Engage in effective **collaborative practices** to share and gain expertise in **differentiating** the curriculum in response to individual need.
- Literacy and Numeracy differentiated groups.**

Data Driven Practices

School wide student assessment data is used to identify student achievement and progress in order to inform future school directions.

- PL in **Numeracy Initiative** and **Close Reading**.
- PL for Executive staff to **inform future school directions**.
- PL in **Data literacy and analysis** for all staff.
- Use **Instructional Leaders (IL)** in the school to review and adapt practices through both initiatives. Use IL to mentor and provide dedicated time to **collect, analyse** and make teaching decisions based on analysis.

Success criteria for this strategic direction

- There is school wide collective responsibility for student learning and success, which is shared by parents and students.
- Planning for learning is informed about each student's wellbeing.
- Planning for learning is informed about each student's learning needs in consultation with parents.
- All teachers have a sound understanding of student assessment and data concepts in order to analyse, interpret data which will inform planning, identify interventions and modify teaching practices.
- Learning goals for students are informed by analysis of external and internal data.
- School staff collaborate with the school community to use student data progress and achievement to determine future continuous improvement priorities.

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 directions. This analysis will guide future decisions;

- NAPLAN data
- Scout data
- Check in assessment data
- Macq. Lit. data
- Mini Lit (Sage) data
- Quicksmart data
- Best Start data
- Plan data
- Student PLP's
- Internal qualitative and quantitative data
- Student work samples
- Teacher focus groups

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Numeracy

- A minimum of 38% of Year 3 and 5 students achieving in expected growth in NAPLAN numeracy. (Lower bound system-negotiated target).

Evaluation plan for this strategic direction

- Student focus groups
- Parent focus groups
- Teacher Professional Learning survey

The evaluation plan will involve;

- Two stage group planning days per term where Executive staff as IL's will support analysis of collected data
- Progressive Achievement Tests (PAT) tests in numeracy.
- Regular professional and collaborative discussions in PL meetings scheduled once a week
- Executive discussion and meetings
- Mentoring sessions weekly with IL's
- 4 year plan of targeted professional learning in numeracy for all staff

Strategic Direction 2: Engagement

Purpose

To achieve improved student outcomes and high quality service delivery we want to ensure that the technology that supports learning is accessible and expertly integrated into lessons by teachers.

In order for students to connect, succeed, thrive and learn, whole school wellbeing processes will support all students.

Improvement measures

Target year: 2022

To increase the attendance rate from 77.2% to 78.2%.

Target year: 2022

To increase current wellbeing from 87% to 89%.

Target year: 2022

All staff are using available technology and systems.

Initiatives

Attendance

Embed and sustain a culture of high student expectations.

- Establishing clear and consistent expectations for learning and behaviour in regards to attendance.
- Guide and support students towards meeting expectations.
- Engage with parents and carers to encourage them to hold high expectations of their children.

Connecting, succeeding and thriving.

Sustain evidence based change to whole school practices by reviewing current whole school processes.

- Procedure review of behaviour/wellbeing support system. This includes KidsMatter modules and embedding practices from the 'Wellbeing Framework'.
- High impact Professional Learning around 'Trauma informed practice', students with additional needs and MAPA Training.

Technology

Resources are strategically used to improve student outcomes.

- Technology is accessible to staff and students.
- Technology is effectively used to enhance learning and service delivery.

Success criteria for this strategic direction

- Staff regularly and accurately monitor attendance.
- Teachers take prompt action to address attendance issues.
- Attendance data is regularly analysed and is used to inform practice.
- Personalised attendance approaches and strategies are used to improve regular attendance.
- The school community celebrates regular and improved attendance.
- There is a strategic and planned approach to whole school wellbeing processes in order for all students to connect, succeed and thrive.
- Technology that supports learning is available and expertly integrated into lessons by teachers.
- Administrative staff are expert users of available technology and systems.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly review and monitor attendance to achieve the improvement measures of this strategic direction:

- Daily roll marking data from Sentral
- Percentage data from Sentral defining students who are attending less than 90%
- Individual attendance improvement plans
- LST Referrals
- Cohort/class data from Sentral
- Individual student data from Sentral
- Teacher focus groups/surveys
- Administrative support staff focus groups and surveys

The evaluation plan will involve:

- Regular review of these data sources to provide

Strategic Direction 2: Engagement

Evaluation plan for this strategic direction

clarity around how we are tracking with our improvement measures.

- Regular fortnightly review at the Learning Support Team
- Whole staff discussions around data and SEF elements and themes
- Executive reflection
- Parent discussions around high expectations with attendance

Strategic Direction 3: Community Partnerships

Purpose

In order to maximise engagement in learning we will support a culture of high expectations and community engagement so that we build a cohesive educational community that sustains measurable progress and high achievement for all students.

Improvement measures

Target year: 2022

To increase feedback from the school community to 35% of families through surveys and focus group feedback.

Target year: 2022

Increase in the percentage of parents attending student learning meetings for Aboriginal PLPs to 40%.

Initiatives

Community Partnerships

Embed a culture where the school community regularly has opportunities to engage in school activities and be valued in their feedback on school performance.

- Embed and use feedback data from students and families to inform future decisions.
- High impact professional learning around inclusivity for our Aboriginal students including 'Connecting to Country' and '8 Ways'.
- Community Engagement Officer used to review and adapt practice around processes in the school where we can actively engage community.

Success criteria for this strategic direction

- The leadership team measures community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
- The school is recognised as excellent and responsive by its community as we use best practice to embed high expectations and effectively cater for the range of equity issues in the school.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse and review the effectiveness of the initiatives;

- TTFM student survey results
- TTFM parent survey results
- P&C meeting notes
- Data around parent feedback via meetings
- Community focus groups
- Percentage of staff accessing in '8 Ways' and 'Connecting to Country'
- Number of students at Playgroup
- Participations records of advanced open classrooms and Assemblies
- Facebook/Skoolbag/Website feedback
- Number of community organisations associated with our school

The evaluation plan will involve;

- TTFM student surveys in Term 1 and Term 3
- TTFM parent surveys in Term 3
- Monthly P&C meeting notes
- Executive discussions around concerns raised by parents
- Community focus groups each term