

Strategic Improvement Plan 2021-2025

Kensington Public School 2283



School vision and context

School vision statement

At Kensington Public School, our vision is to empower every student with the knowledge and skills required to achieve their full potential across all aspects of academic, social, emotional and physical learning. Our teaching, learning and leadership practices are underpinned by our core values of Honor, Knowledge and Community, and foster a culture of high expectations where all students are inspired and challenged to be resilient, critical and creative life-long learners. Kensington Public School values and builds strong partnerships between teachers, students and parents within an inclusive, culturally-rich and nurturing learning environment to ensure the wellbeing of our school community is a priority and all students are known, valued and cared for.

School context

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating at Kensington Public School. There are 430 students enrolled in our school and 69% are students from Language Backgrounds Other than English (LBOTE). The school enjoys an excellent reputation in the community, with a record of high academic success in both mainstream and cross-curriculum achievements.

We are a Positive Behaviour for Learning (PBL) school where students take ownership of their actions and are proud members of the school community. An extensive enrichment program operates in the fields of music, public speaking, debating and the performing arts. Effective integration of ICT into teaching and learning programs, with the use of laptops, tablet technology, 3D Printing, Digital Literacy and Lego Robotics opportunities allows our students to engage in collaboration and innovative design processes. Community Language Programs include Modern Greek and Chinese and play a pivotal role in developing understandings of Greek and Chinese language and culture.

Our student body is supported by an active and generous parent community in many diverse ways, including donations of time, resources, parent-initiated programs, support of staff and the organisation of learning programs. The dedicated staff is committed to providing a positive, inclusive and caring learning environment for every student.

Our situational analysis identified specific areas for improvement in student growth and attainment, wellbeing and engagement, and teaching and leading. NAPLAN analysis and internal data identified students would benefit from a continued focus in the areas of reading and numeracy. Our high expectations for student growth and achievement will be demonstrated through a responsive, relevant and challenging curriculum and evidence-based teaching strategies which ensure all students effectively develop their knowledge, understanding and skills.

Individual student performance will be closely monitored through whole school formative and summative assessment practices and comprehensive data analysis to identify learning progress, set personal learning goals and provide regular feedback to students and parents to ensure each student is reaching their full potential, and that targeted interventions are provided to ensure continued growth.

A focus on student wellbeing with an emphasis on student engagement will build a sense of belonging to our school. Students will be encouraged to contribute their own ideas, collaborate with peers and develop their creative thinking skills. Students will actively participate in decision-making at school through meaningful opportunities and leadership.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven and evidence based teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

- An increasing number of students in Years 3-5 demonstrate numeracy growth, using PAT-numeracy as a data source.

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

- An increasing number of students in Years 3-5 demonstrate reading comprehension growth, using PAT-reading as a data source.

Initiatives

Effective Use of Assessment

Data driven practices ensure effective strategies and processes for data analysis and reflection are used for identifying student achievement and responsive curriculum delivery.

- Deliver professional learning in interpreting and triangulating data sets to accurately inform student progress, track cohort and whole-school trends in reading and numeracy.
- Research and implement appropriate school-wide norm-referenced assessments that enable rigorous monitoring of student growth in reading and numeracy as a component of a school-wide assessment schedule.
- Develop a deep knowledge of and flexibly implement effective assessment strategies to gather reliable and valid information about student achievement and growth as an ongoing and integral part of the teaching and learning cycle..
- Collaboratively plan effective teaching and learning sequences in response to assessment data.

Quality Teaching Practices

Embed high expectations for student growth through teaching and learning that is transparent, explicit and enables students to achieve their learning goals.

- Deliver professional learning to build teachers' shared understanding of and skills to implement high-impact teaching strategies.
- Deliver professional learning to deepen understanding of curriculum knowledge in numeracy and reading to ensure all lessons focus on big ideas, scaffold learning and provide high challenge.
- Develop a professional learning community to facilitate collaborative planning, monitoring and reflecting on teaching practice and student learning to lift student engagement and achievement.
- Build systems for self-reflection and feedback to

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 in meeting the needs of all students. (SEF - Curriculum, Assessment)
- 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)
- Student assessment data 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)
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)
- All students demonstrate growth in their learning.

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 direction.

- Internal school assessment data
- NAPLAN data
- Student work samples
- Lesson observation
- Literacy and numeracy PLAN2 data

Strategic Direction 1: Student growth and attainment

Initiatives

sustain quality teaching practice.

Evaluation plan for this strategic direction

- Student and teacher focus groups

Evaluation will involve:

- Gathering and analysing baseline data
- Regular review of data sources to monitor student progress
- Term by term review of strategic direction progress

Strategic Direction 2: Collaborative Culture

Purpose

Students are supported by evidence-based systems and practices to promote a positive learning environment, active student voice and overall sense of belonging at school. Teachers and parents/carers build strong connections through clear and transparent communication and a mutual respect of the home-school partnership.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 92.08% in 2023 to 93.18% by 2027.

Initiatives

Empowered Students

A supportive and productive learning environment that builds school pride through inclusion, collaboration and student voice.

- Develop a common language for staff, students and parents to talk about student agency through professional development and parent workshops.
- Understand school-wide data sets to track cohort and whole-school trends in student agency.
- Create opportunities for student voice to be heard in school planning and decision making.
- Develop knowledge of and capacity teachers to support student voice and agency by participating in targeted professional development.

Home-School Partnerships

Home-school partnerships are highly valued and foster a shared responsibility for student learning and community trust in school responsiveness.

- Develop a shared understanding with parents and carers of curriculum, policies and processes to support student learning.
- Create opportunities for parent and carer voice to be heard in school planning and decision making.
- Evaluate and monitor family and community engagement practices using the School Assessment Tool.

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing)
- Students, staff and community work positively together in a variety of key initiatives.
- All staff have a deep understanding of student voice and use this to plan their teaching and learning programs.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF - Leading / Community satisfaction)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes (SEF- Reporting, Parent engagement)
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Learning culture)

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Momentum behaviour records
- Tell Them From Me Student Surveys
- Student focus groups/surveys
- Teacher feedback

Strategic Direction 2: Collaborative Culture

Evaluation plan for this strategic direction

- Parent surveys and focus groups

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Student engagement

Purpose

Students are actively involved in the learning process. They are empowered to learn and achieve by taking ownership through meaningful activities that develop self-regulation and self-reflection, and equips them with the knowledge, skills and dispositions for lifelong learning.

Initiatives

Student Self-regulation and Reflection

Ensure effective teaching strategies are used to construct a responsive curriculum which develops student self-regulation and self-reflection skills.

- Professional learning in developing teacher's deep understanding of how students learn and linking this to the teaching and learning cycle to inform sequenced programs which scaffolds student learning.
- Collect and grow baseline data to understand student schema and use this to inform responsive planning.
- Embed the use of thinking tools, planners and organisers to enable both teachers and students to understand where students are at in their thinking and learning, and support students to process new knowledge and skills.
- Collaboratively develop challenging learning goals and monitor progress towards achievement.

Creative and Design Thinking

Add scope and sequence of thinking and reflection tools across K-6. Whole school google document to be created for each stage to deposit resources/ toolkits that address this.

Deliver innovative, evidence-based teaching and learning programs that promote the development of student's creativity and problem-solving skills.

- Maintain and extend the relationship with Sydney Opera House Creative Leadership program to provide professional learning opportunities for all teachers in creative thinking.
- Embed the Creativity Framework into planning practices across KLAs to promote teaching and learning activities which facilitate deep student engagement in learning.
- Embed the use of the design thinking process and

Success criteria for this strategic direction

- 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)
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)
- All teachers are committed to utilising their knowledge of the design thinking process and the creativity framework to designing and implementing engaging units of work focused on the development of student's self-regulation and self-reflection skills.
- Teachers build student capacity to monitor and evaluate their own progress and achievement. Students confidently use think charts, learning intentions and success criteria and reflect on their progress towards achieving learning goals.
- The design thinking process and the assessment of 'soft skills' is embedded into well-sequenced Science and Technology units of work from Kindergarten to Year 6, designed to explicitly build deep levels of thinking and application.
- Teachers select and use a range of resources, including digital tools, to enhance learning and incorporate real-life contexts and learning beyond the classroom.

Evaluation plan for this strategic direction

Evaluation Plan

The school will use the below-listed data sources to regularly analyse the effectiveness of the initiatives and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- TTFM survey data

Strategic Direction 3: Student engagement

Initiatives

- play based learning approaches into teaching and learning cycles to facilitate the development of creative problem-solving.
 - Identify and develop assessment strategies to identify and monitor the development of students' creative thinking skills.
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Evaluation plan for this strategic direction

- Professional Development Plans
- Professional learning evaluation
- Program evaluation
- Teacher and student focus groups
- Lesson Observation
- Student work samples
- Student learning goals

Evaluation will involve:

- Gathering and analysing baseline data
- Regular review of data sources to monitor student progress
- Term by term review of strategic direction progress