

Strategic Improvement Plan 2021-2025

Kenthurst Public School 2284



School vision and context

School vision statement

Kenthurst Public School aims to provide an innovative, inclusive and engaging curriculum. The Kenthurst community believes that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is for our school community to be partners in learning. This will enable self-directed and expert learners through high level collaboration and effective teaching.

School context

Established in 1883, Kenthurst Public School is set in a semi-rural environment in North-Western Sydney, and has a current school enrolment of 209.. Students come from a range of socioeconomic backgrounds, with one child identifying as Aboriginal and 20% from an English as an Additional Language or Dialect (EAL/D).

Kenthurst Public School has a combination of experienced and early career teachers. The school values its community, and is focused on maintaining and building strong partnerships with staff, parents and students. There is a continuing focus to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, Science, Technology, Engineering and Mathematics (STEM) and Creative and Critical Thinking opportunities into teaching and learning.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice. We will enable students to understand their own learning so that they can develop goals and reflect on their achievements.

Improvement measures

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.

Reading growth

Achieve by year: 2023

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.

Initiatives

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use internal and external student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Utilise evidence-based teaching strategies to improve learning outcomes for Aboriginal students.
- Ensure every Aboriginal student has a PLP that is developed in genuine partnership with Aboriginal students, their parents or carers and teachers.
- PL on effective feedback (CESE What works best: Effective feedback MyPL course).
- Planned stage meetings (K-2; 3-6) to reflect on effective feedback and learning goals - twice a term/ every five weeks.

Data Informed Practices

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Assessments are developed/sourced and used regularly across stages to help promote consistent and comparable judgement of student learning.
- Regular monitoring of student learning progress to identify skill gaps for improvement and areas for extension.
- Assessment schedule across the school for numeracy and literacy.
- Collaborative approach to assessment and data collection, where K-2 and 3-6 staff work together to

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- The achievements of Aboriginal students match or better the outcomes of all students
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.
- Collaboration is evident across the stages in regards to effective feedback and student learning goals.

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. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Check In Assessment
- Student work samples
- Literacy and numeracy PLAN 2 version 3 data
- Student PLPs
- Reflect, Plan, Act, Guide - Turning Policy Into Action (Aboriginal Education)
- MultiLit Assessment Data
- Internal Data Sources

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Initiatives

improve learning outcomes.

Evaluation plan for this strategic direction

- 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.
- In collaboration with parents/caregivers, develop, implement and regularly monitor each Aboriginal student's Personalised Learning Pathway (PLP) to ensure their engagement, wellbeing and aspirations are met.

After analysing the data a determination will be made as to the future of the four years' work and "Where to next?"

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. We will ensure resilient and optimistic students make informed decisions and choices for their wellbeing, establishing a positive and cohesive school community.

Improvement measures

Wellbeing

Achieve by year: 2023

- TTFM Wellbeing data - Students with a positive sense of belonging. School mean of 73% (2020) increases to 80% (Semester 2)

Achieve by year: 2023

- TTFM Wellbeing data - Students are interested and motivated in their own learning. School mean of 65% increases to 75% (Semester 2)

Achieve by year: 2025

- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.

Attendance >90%

Achieve by year: 2023

- Increase 10% of students attending more than 90% of the time (from 69.5% to 79.5%), with an ongoing goal of 80-90% of students attending more than 90% of the time.

Initiatives

Positive Behaviour for Learning (PBL)

Strengthen the Positive Behaviour for Learning program to be a proactive whole-school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. This initiative will be achieved through:

- Professional development in PBL for all staff
- Consistent reflection and analysis of our PBL data
- Frequent consultation with staff and the parent community in regards to the PBL
- PBL team meet regularly and advise staff on weekly/fortnightly goals
- Term meetings for all staff to reflect on data and identify areas of need
- Increase student voice activities
- Students will play a vital role in connecting and communicating with the school community - school newsletter team

Involved, connected and engaged community

Families will be actively involved in the planning of school activities and will become genuine partners in the delivery of educational services of the school. Community involvement will be encouraged and nurtured. This will be achieved through:

- Professional Learning for staff on ways to communicate effectively with parents/carers
- Parents provided with opportunities to engage in information evenings such as English, Mathematics, NAPLAN, Cyber Safety and supporting learning at home
- Review the school's homework policy and activities to reflect consultative input from all members of the school community
- Recognise and communicate Aboriginal student achievements to parents/caregivers, their extended

Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex learning and/or behaviour difficulties.
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.
- Consistent monitoring, analysis and reflection of our PBL data.
- Ongoing monitoring and reviewing of data.
- Consistent communication procedures, informing and intensifying support for students in the school environment at point of need.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D.

Professional Development Plans.

PBL data

Incident reports on Sentral

TTFM - Student wellbeing, family satisfaction.

Feedback from staff, families and students

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Initiatives

families and the wider community.

Evaluation plan for this strategic direction

Anecdotal records maintained on parent/community commentary

SEF Validation

Reflect, Plan, Act Guide - Turning Policy Into Action

A. Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.

Strategic Direction 3: High Expectations and a Continuous Improvement Culture

Purpose

To uplift and inspire highly professional, well-resourced teachers who demonstrate a deep commitment to the exploration of ways to improve professional practice. Learning will be optimized through the highly effective, explicit, evidence-based teaching practices being delivered in high quality learning environments. A school wide culture of high expectations focusing on literacy and numeracy development. Assessment practices will be rich and effective to identify students' learning needs. This information will be vital to the regular and timely communication of learning progress with families.

Improvement measures

Achieve by year: 2025

- Tell Them From Me (TTFM) teacher survey data (three-year averages) shows improvement in the following drivers of student learning: 'Collaboration' (7.2 to 8.2); 'Learning Culture' (7.1 to 8.0).
- Annual TTFM student survey data improves in the following drivers of student outcomes: 'Explicit teaching practices and feedback' (from 6.2 to 7.0); 'Expectations for Success (High Expectations)' (6.9 to 8.1).
- School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' or 'Sustaining and growing' to 'Excelling' in the following themes: Lesson planning; Improvement of practice; Collaborative practice and feedback; Professional learning; Instructional leadership; High expectations culture.

Achieve by year: 2025

School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' to 'Sustaining and growing' or 'Excelling' in the following themes:

- Lesson planning;
- Improvement of practice;
- Collaborative practice and feedback;
- Professional learning;

Initiatives

High Performance Culture

Enhance a high performance culture by clearly promoting a common vision and purpose. Staff will commit to an investment in their own professional growth and contribute positively to a culture of innovation and collaborative learning.

Staff will engage in high impact professional learning to improve practice. There will be an ongoing commitment to the provision of time for teachers to participate in the collaborative planning and development.

Exhibit high expectations for each Aboriginal student. Build and support a culture of high expectations and community engagement, resulting in improved educational outcomes for Aboriginal learners.

Success criteria for this strategic direction

- Teachers ensure the most effective evidence-based teaching methods optimise learning progress for all students.
- The school is focused on continuous improvement of teaching and learning.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question:

- To what extent has the quality of teaching practice improved as a result of teachers' engagement?

Data:

- TTFM teacher and student SCOUT data
- Teacher professional development plans
- SCOUT school dashboard student performance data
- PLAN2 data
- Reflect, Plan, Act Guide - Turning Policy Into Action

Analysis

- Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications:

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures

Strategic Direction 3: High Expectations and a Continuous Improvement Culture

Improvement measures

- Instructional leadership;
 - High expectations culture.
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Evaluation plan for this strategic direction

- Ongoing implementation and progress monitoring