

Strategic Improvement Plan 2021-2024

Kentlyn Public School 2285



School vision and context

School vision statement

At Kentlyn Public School, our vision is to provide an inclusive, child centred learning environment where all students are catered for and supported to achieve their full potential. We educate the whole child, with a focus on academic, creative, social and physical domains of learning, prioritising positive engagement and mental and emotional wellbeing.

We strive for all students to achieve academic excellence, with teachers and the school community holding high expectations for success, and students having a sense of pride and ownership of their learning. The success of the school is underpinned by positive partnerships with parents and the wider community, and a commitment to developing students as responsible local and global citizens.

Kentlyn Public School is a school where every student is known, cared for and valued. Our School Motto of "Always Our Best" complements our premise of "Together We Can - Learning for Life".

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 114 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. It is our belief and practice of putting every student at the centre of all decision making.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Kentlyn Public School is committed to continuous improvement and delivering quality education to all our students K-6.

Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education. A comprehensive curriculum complements our core values and is characterised by a strong focus in English and Maths; proactive welfare programs provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel. Students are celebrated as safe, respectful learners with awards for merit, Positive Behaviour for Learning (PBL) and Learner Quality Awards. The opportunity for students to have a voice in decision making takes place through our Student Representative Council, which includes students from K-6, and student forums. Parents, community members and our local schools play a vital role in the life of the school. These strong partnerships contribute to the outstanding quality of education.

Kentlyn Public School and Ruse Public School have united to create a professional learning community. We are two schools working together under the same school plan, continually deepening our knowledge, reflecting on our methods and improving our practices to address shared challenges. Over the last four years, we have established an authentic and symbiotic relationship to ensure our students receive best educational practice, **every single day**. Our vision for both schools is the pursuit of excellence for **every student, every day in every classroom**. We are proud of our combined achievements thus far and look forward to expanding this success into the future.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment. There will continue to be a strong focus on student attendance and student engagement through the use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve explicit teaching practices and improved differentiated instruction our teachers will reflect on their own teaching practices against a number of metrics receiving quality feedback.

Improvement measures

Target year: 2022

Increase the percentage of students achieving top two bands in NAPLAN reading by at least 5.4% to meet or exceed the school's lower bound target by 2022.

Target year: 2022

Increase the percentage of students achieving top two bands in NAPLAN numeracy by at least 6.8% to meet or exceed the school's lower bound target by 2022.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by at least 7.3% to meet or exceed the school's lower bound target by 2023.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy by at least 6.5% to meet or exceed the school's lower bound target by 2023.

Initiatives

Reading

We will place a strong emphasis on the science of reading to create confident readers.

We will implement explicit and direct instruction in reading.

We will differentiate reading instruction and effectively implement intervention to ensure all students are learning at their point of need.

Numeracy

We will place a strong emphasis on research into mathematics instruction to create confident mathematicians.

We will implement explicit and direct instruction in mathematics instruction.

We will differentiate mathematics instruction and utilise intervention to ensure all students are learning at their point of need.

Success criteria for this strategic direction

Explicit teaching strategies are identified, promoted and modelled through quality professional learning and students' learning improvement is monitored, demonstrating growth.

The school leadership team, as Instructional Leaders, model effective teaching and support a culture of high expectations, resulting in sustained and measurable whole school improvement

Students receiving intervention will achieve their individualised goals which are based on current data and are regularly reviewed and refined.

Differentiated teaching and learning programs reflect effective evidence based teaching methods. All teachers explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.

All students articulate, understand and achieve their literacy and numeracy learning goals. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and associated Improvement Measures?

Data: The school will use a range of data sources to regularly analyse the effectiveness of the initiative and monitor progress in Reading and Numeracy: Data Sources will include:

- Scout Data (NAPLAN, Check-in assessments)
- PAT-R data
- PLAN 2 Data
- Phonics Screeners

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 2: Evaluative Educators

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain collaborative processes for collecting and analysing formative and summative assessment data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2024

Whole school growth in the theme of 'Data use in Teaching' from Delivering to Excelling in the School Excellence Framework element of Data Skills and Use.

Target year: 2024

Increase our Check-In Assessment Data Numeracy in proficiency bands by 10% for the same cohort each year, based on 2020 data.

Target year: 2024

An increase of 8% of students in Years 3-6 achieving a growth effect size of 0.4 or higher in Progressive Achievement Test Maths and Progressive Achievement Test Reading based on 2020 data.

Target year: 2024

Increase results on the LEED, Improvement Innovation & Change - What Works Best Survey by 0.15 in the areas of Collaboration and Use of Data to Inform practice, based on 2020 data.

Target year: 2024

Increase our Check-In Assessment Data in Reading and Numeracy in proficiency bands by 8% for the same cohort each year, based on 2020 data.

Initiatives

Assessment

We will place a strong emphasis on strengthening teachers' data skills and use through professional learning and instructional leadership.

Student assessment data will be used school-wide to monitor student progress, reflect on and evaluate teaching effectiveness and drive future directions.

Collaboration

We will improve collaboration structures within the school, focusing on ongoing evaluation and improvement of teaching and learning through enhanced data literacies.

We will strengthen existing collaborative professional learning communities, sharing best practice and resources across our networks.

Success criteria for this strategic direction

Initiative 1: Assessment- Success Criteria

All teachers understand, develop and apply a full range of summative and formative assessment strategies in reading and numeracy. They analyse, interpret and extrapolate data and collaboratively use this to inform teaching directions, monitor student progress, and evaluate teaching effectiveness.

Initiative 2: Collaboration- Success Criteria

There are explicit systems for collaboration and feedback to sustain quality teaching practices. This drives ongoing school wide improvement in teaching practice and student results.

School staff collaborate within a professional learning community across Ruse and Kentlyn Public Schools. They use student data to evaluate teaching and learning and to refine improvement plans.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and associated Improvement Measures?

Data: The school will use a range of data sources to regularly analyse the effectiveness of the initiatives. These sources include:

- Check-in assessment
- PAT data
- LEED Improvement, Innovative and Change Survey
- SEF S-aS
- Lesson observation and feedback

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: The findings of the analysis will be used to

Strategic Direction 2: Evaluative Educators

Evaluation plan for this strategic direction

assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 3: Connectedness and Inclusivity

Purpose

All students feel that they belong and are known, valued and cared for through supportive relationships and systematic approaches that aim to have a high impact on the learning outcomes of all students.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% by at least 3.4% to meet or exceed the school's 2022 lower bound target.

Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our baseline.

Target year: 2022

Increase TTFM Wellbeing data (advocacy, belonging, expectations) by at least 2.7% to achieve or exceed our lower bound target.

Target year: 2024

An uplift of 0.4 for each Standard on Pivots, students perception survey based on 2021, Term 1 data.

Target year: 2024

Increase results on the LEED, Improvement Innovation & Change - What Works Best Survey by 0.05 in the areas of Classroom Management and Wellbeing, based on 2020 data.

Initiatives

Attendance and Connection

Implementing a whole school approach to improving student attendance, consistent with the Campbelltown Attendance Strategy, to embed a collective responsibility and accountability for student success.

Strengthen attendance procedures and attendance rates. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The school is focused on building individual and collective wellbeing through a climate of care and positivity.

Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Inclusiveness and High Expectations

The entire school community will promote and have high expectations of themselves and others to improve student outcomes.

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

Deepening of knowledge of teaching students with specific needs through high quality professional learning.

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are embedded. Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes.

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.

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Students have a strong sense of meaning and purpose.

Aboriginal and Torres Strait Islander students are meeting and or exceeding their peers' academic results.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and associated Improvement Measures?

Data: The school will use a range of data sources to regularly analyse the effectiveness of the initiative. These sources include:

- TTFM Data
- Attendance Data in SCOUT
- PIVOT Survey
- LEED, Improvement Innovation & Change - What Works Best Survey
- Data re: students attending 80 - 89%
- Student feedback

Evaluation plan for this strategic direction

- Daily attendance rates; personal attendance plans; HSLO/ASLO data; 5 weekly attendance data letters;

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.