Strategic Improvement Plan 2021-2024

Kiama Public School 2293

School vision and context

School vision statement

Creating a connected, challenging and collaborative learning community where the whole school community strives to reach academic goals and has a strong sense of belonging.

Empowering students to become confident, inquisitive learners who are kind and thoughtful citizens.

School context

As a proud Department of Education public school, Kiama Public School is located on the South Coast of New South Wales. Kiama Public School has an enrolment of 516 students and supports 20 mainstream class groupings from Kindergarten to Year 6.

Kiama Public School prides itself on engaging students in dynamic learning experiences that encourage them to reach their full potential. These activities and experiences are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Behaviour for Learning practices.

The school has developed and maintained a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room and the Library. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The Library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi-Fi access across the school. Our school has BYOD technology in Stage 3.

Our students are provided with extensive opportunities to engage in a range of extra curricular activities including; band, choir, debating/public speaking, drama, dance, representative sport, robotics, STEM, enrichment groups and garden.

Kiama Public School has strong community support, where parents and carers are partners in their child's education. Teachers and support staff share a culture of professional excellence, continuously learning to provide challenging and engaging experiences to empower our students to become confident and inquisitive learners.

The whole school community, involving students, staff, parents and carers were consulted in a thorough situational analysis to determine high-level areas for improvement and further development. Through our situational analysis, Kiama Public School has identified a need to challenge students in their learning, provide the structures for authentic and robust teacher collaboration to occur with the purpose of enhancing teacher quality and pedagogical practice and enhance data literacy knowledge and practices to drive growth and attainment.

In recent years, Kiama Public School has had a large staff turn over due to retirement and promotion. It was noted that strategic succession planning to ensure the continuity of service, staff capacity and performance is required.

School vision statement

School context

In order to maximise student learning outcomes for every student in reading and numeracy and to achieve system negotiated targets, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Our work in this area will be underpinned by the evidence base provided by What Works Best: 2020 Update. 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.

Staff will also be engaging in regular collegial observations to continue to develop their repertoire of evidence-based teaching strategies to strengthen teacher quality, create a shared dialogue of learning, enhance pedagogical knowledge and challenge students in their learning.

Work will also take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Finally, Kiama Public School will establish well developed and evidence-based practices to monitor and refine whole school approaches to wellbeing and engagement to improve and enhance student learning outcomes and achievement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth and attainment in reading and numeracy, we will implement evidence-based teaching strategies to ensure students consistently perform at high levels on external and internal school performance measures.

Improvement measures

Target year: 2022

An uplift of 6.9% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Reading Assessments.

An uplift of 6.21% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy Assessments.

Target year: 2022

An increase in the number of Aboriginal students in the top three bands in NAPLAN Reading and Numeracy Assessments.

Target year: 2023

An uplift of 8.31% of the percentage of students achieving expected growth in NAPLAN Reading Assessments.

An uplift of 6.16% of the percentage of students achieving expected growth in NAPLAN Numeracy Assessments.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Domain

Assessment is self-assessed at Delivering.

Curriculum is self-assessed at Sustaining and Growing.

Student Performance Measures is self-assessed at Sustaining and Growing.

Initiatives

Evidence Informed Teaching

A shared understanding of effective classroom practice and analysis of data in reading and numeracy underpins our goal of improved student outcomes. This will be achieved by:

- Engaging staff in the formal analysis of current system, school and classroom growth and attainment data to tailor instruction to student strengths, needs and prior learning.

- Documenting the alignment of curriculum and syllabus expectations to assessment tasks and methods, rubrics and monitoring systems.

- Establishing and effectively utilising a whole school structured approach to analysing and using data to understand student progress and achievement.

- Engaging staff in high quality, evidence-based professional learning opportunities and initiatives to enhance pedagogical knowledge and promote best practice. This professional learning will in turn be embedded into daily practice and routinely evaluated therefore enhancing teacher efficacy.

- Embedding whole-school practices collecting and analysing robust evidence of student growth to target teaching, track student progress over time and identify school-wide areas for improvement.

Success criteria for this strategic direction

SEF Learning Domain - Assessment

Assessment is systematically used by teachers to capture information about student learning to inform their teaching, adapt their practice and meet student learning needs.

SEF Learning Domain - Curriculum

Teaching and learning practices are evidence-based and differentiated to meet the needs of students at different levels of achievement so that they can develop their knowledge, understanding and skills. Teaching and learning programs are monitored, reviewed and describe expected student progression in knowledge, understanding and outline the assessments that measure them.

SEF Learning Domain - Student Performance Measures

School data demonstrates that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. Students are showing expected growth on internal school progress and achievement data.

SEF Teaching Domain - Data Skills and Use

All teachers review data from internal and external measures to build consistent and comparable judgement of student learning and utilise this information to monitor student progress and achievement when evaluating teaching and learning practices.

Evaluation plan for this strategic direction

The school will use the following QDAI (Question, Data, Analysis, Implication) process to regularly analyse the effectiveness of the initiatives/activities in achieving the purpose and improvement measures of this Strategic Direction.

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching Domain

Data Skills and Use is self-assessed at Delivering.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate improvement of student outcomes in reading and numeracy?

Data:

- The school will use the following data sources to engage in regular analysis and effectiveness of the initiatives in achieving the purpose of the Strategic Direction and the identified Improvement Measures.
- NAPLAN data
- Scout - Value added data
- Targeted Teaching Cycle data analysis and data Meeting analysis
- Student work samples
- Literacy and numeracy PLAN2/Literacy and Numeracy Progressions data
- Teaching and Learning programs

Analysis:

- Routine and regular review of data sources to provide evidence as to whether the school is 'on track' to achieve identified Improvement Measures.
- Regular discussion around the School Excellence Framework, elements and themes and routine plotting of the themes to determine the school's progress towards Improvement Measures and continuous improvement.

Implications:

- The findings of the analysis will inform:
- Future actions and directions of the Strategic Direction.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Evaluation plan for this strategic direction

- Informs future teaching practices and directions.
- Patterns and trends in student progress are continually analysed at a whole school, student cohort and individual teacher level to determine professional learning requirements and plan for school-wide responses.

Strategic Direction 2: Engagement and Challenge

Purpose

In order to establish a culture of challenge and high expectations by promoting optimal conditions for learning across the school, we will engage in a consistent approach to effective learning.

Improvement measures

Target year: 2022

Attendance rates of 90% and above demonstrating a 6.1% uplift.

Target year: 2024

Improvement as measured by the Tell Them From Me Survey:

The School Mean of *Advocacy at School* is measured at New South Wales Government Norm.

The School Mean of Students with a Positive Sense of Belonging demonstrates a 5% uplift.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Domain

Learning Culture is self-assessed at Sustaining and Growing (Attendance).

Wellbeing is self-assessed at Excelling (Behaviour).

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching Domain

Effective Classroom Practice is self-assessed at Sustaining and Growing.

Initiatives

Student Engagement: Challenging Learning

A shared understanding of the importance of a supportive and challenging learning culture underpins our goal of improved student engagement and challenge. This will be achieved by:

- Establishing a culture of collaborative growth through the provision of professional learning to raise the level of relational trust within learning environments where students can take risks with their learning, express opinions, collaborate and engage in high quality dialogue.

- Establishing a school wide culture that demonstrates a clear commitment to self-directed learning, challenge, dialogue, feedback and a common language for learning.

- Developing explicit systems for staff collaboration and feedback to enhance and sustain quality teaching practice.

- Participating in structured lesson observations that focus on how different teaching approaches impact student learning.

Connection and Belonging

A shared understanding that wellbeing is supported by practices that enhance students' sense of belonging, where student voice is valued and engagement in learning is promoted. This will be achieved by:

- Strengthening positive learning environments within the school by engaging in ongoing cycles of planning, learning, implementation and evaluation to ensure learning environments remain relevant, consistent and reflects best practice.

- Strengthening school based data collection systems and practices to support student wellbeing, increase student attendance and assist with decision making, implementation and evaluation processes.

- Explicitly teaching effective social/emotional strategies to ensure students can connect, succeed

Success criteria for this strategic direction

SEF Learning Domain - Learning Culture

The whole school community demonstrates high expectations and supports clear improvement aims so that teachers and students can continually improve.

SEF Learning Domain - Wellbeing (Behaviour)

The school has consistently and supportively implemented evidence-based change to whole school practices to ensure effective conditions for learning resulting in an increase in student engagement alongside measurable improvements in wellbeing to enhance student learning outcomes.

SEF Teaching Domain - Effective Classroom Practice

All teachers implement evidence based strategies to engage students in their learning, enhance feedback and effectively utilise dialogue to provide optimal conditions for learning that empower and challenge learners to achieve expected growth and excel in their learning.

SEF Teaching Domain - Effective Classroom Practice (Explicit Teaching)

Teachers demonstrate evidence of embedding explicit teaching techniques such as questioning and assessing to identify the needs of learners and use a range of teaching methods and strategies to explain and break down knowledge.

Evaluation plan for this strategic direction

The school will use the following QDAI (Question, Data, Analysis, Implication) process to regularly analyse the effectiveness of the initiatives/activities in achieving the purpose and improvement measures of this Strategic Direction.

Question:

To what extent have we achieved our purpose and can

Strategic Direction 2: Engagement and Challenge

Improvement measures

Target year: 2024

There is an improvement in the shared understanding and commitment to challenge and high expectations for students, shown in focus groups within the whole school community.

Initiatives

and thrive both in the classroom and in the playground.

- Engaging with the High Potential and Gifted Education Policy and implementing this within the school.
- Providing regular opportunities that promote student voice and utilise this information to drive school improvements.

Evaluation plan for this strategic direction

demonstrate improvement in learning culture, wellbeing and effective classroom practice?

Data:

The school will use the following data sources to engage in regular analysis to evaluate the effectiveness of the initiatives in achieving the purpose of the Strategic Direction and the identified Improvement Measures.

- Teaching and learning programs
- Student work samples
- Student focus groups/student voice
- Tell Them From Me Survey data
- Internal wellbeing data; incident data, student performance data
- Attendance data, including Scout enrolment and attendance reports
- Learning and support team referrals and results
- Annotated behaviour/learning plans (percentages of students meeting goals on their plans)
- Challenging Learning baseline data (including information obtained in learning walks)
- Appreciative Inquiry results
- 2021 - 2024 Teacher and Student SIP survey
- Personalised Learning Pathways
- Individual Education Plans

Analysis:

- Routine and regular review of data sources to provide evidence as to whether the school is 'on track' to achieve identified Improvement Measures.
- Regular discussion around the School Excellence Framework, elements and themes and routine plotting of the themes to determine the school's progress towards Improvement Measures and continuous improvement.

Implications:

Strategic Direction 2: Engagement and Challenge

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future actions and directions of the Strategic Direction.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- Future teaching practices and directions.
- Patterns and trends in student progress are continually analysed at a whole school, student cohort and individual teacher level to determine professional learning requirements and plan for school-wide responses.

Strategic Direction 3: Continuous Improvement

Purpose

In order to support the continuity of learning to drive ongoing school-wide improvement, we will refine systems and practices to promote collaboration and enhance pedagogical knowledge.

Improvement measures

Target year: 2024

Improvement as measured by the Focus on Learning Teacher Survey Report:

Increased performance in the Teaching Strategies Domain within the Teacher Focus on Learning Survey from 7.9 to 8.1.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Domain

Curriculum is self-assessed at Sustaining and Growing.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching Domain

Effective Classroom Practice is self assessed at Sustaining and Growing (Explicit Teaching).

Target year: 2024

Improvement as measured by the School Excellence Framework:

Leading Domain

Educational Leadership is self-assessed at Sustaining and Growing (High Expectations Culture).

Initiatives

Collective Teacher Efficacy

School structures and processes will provide teachers with opportunities to build instructional and curriculum knowledge, collaborate with colleagues and work collectively to solve problems of practice and make a positive impact on student outcomes. This will be achieved by:

- Embedding the culture, climate, processes and protocols of classroom observation, feedback and coaching to support professional development and encourage reflective practice.

- Building school and classroom leadership capability through identifying and solving problems of practice as part of an ongoing cycle of improvement.

- Collaborating as teaching professionals and analyse their own and others' teaching in professional learning communities to ensure their pedagogy aligns with Quality Teaching practices that are shown through research to improve student outcomes

Curriculum

Curriculum planning, assessment and feedback are driven by a thorough knowledge of the curriculum and a deep knowledge of students' progress and achievement developed through the use of high-quality common assessment tasks and rigorous moderation processes. This will be achieved by:

- Engaging in professional learning to develop a deep understanding of the revised syllabi and utilise this knowledge to effectively program, implement and evaluate teaching and learning programs to enhance student learning outcomes based on identified needs.

- Revising teaching and learning programs in line with the new syllabi.

- Revising school assessments in line with the new syllabi.

Success criteria for this strategic direction

SEF Learning Domain - Curriculum

The school monitors and reviews its curriculum provision to ensure it meets the changing requirements of the students at the Department of Education in order to ensure continued challenge and maximise learning.

SEF Teaching Domain - Learning and Development (Professional Learning)

Teachers will engage in regular collaborative practice reflection sessions as part of a professional learning community to enhance best practice, reflect upon feedback provided and trial innovative or evidence-based practices to ensure every student is improving every year.

SEF Teaching Domain - Effective Classroom Practice (Explicit Teaching)

Teachers are confident in sharing their problems of practice and challenges and are open to supporting other teachers' areas for development as well as addressing their own. They are supported to identify effective strategies in response to identified areas for development, both for themselves and their colleagues.

SEF Leading Domain - Educational Leadership (High Expectations Culture)

The leadership team establishes a professional learning community to collaboratively review teaching practices to facilitate whole school improvement and affirm teaching practice quality.

Evaluation plan for this strategic direction

The school will use the following QDAI (Question, Data, Analysis, Implications) process to regularly analyse the effectiveness of the initiatives/activities in achieving the purpose and improvement measures of this Strategic Direction.

Question:

Initiatives

- Revising reporting to parents about student achievement in line with the new syllabi.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate improvement of student outcomes in reading and numeracy?

Data:

The school will use the following data sources to engage in regular analysis and effectiveness of the initiatives in achieving the purpose of the Strategic Direction and the identified Improvement Measures:

- NAPLAN data
- Scout - Value added data
- Lesson cycle data analysis observing problems of practice
- Student work samples
- Professional learning evaluations and impact
- Quality Teaching Rounds observation records and lesson analysis
- LEED survey data
- Internal assessment measures
- Tell Them From Me Teacher Focus on Learning Survey
- Teaching and Learning Program feedback

Analysis:

- Routine and regular review of data sources to provide evidence as to whether the school is 'on track' to achieve identified Improvement Measures.
- Regular discussion around the School Excellence Framework, elements and themes and routine plotting of the themes to determine the school's progress towards Improvement Measures and continuous improvement.
- Future teaching practices and directions.

Implications

The findings of the analysis will inform:

Strategic Direction 3: Continuous Improvement

Evaluation plan for this strategic direction

- Future actions and directions of the Strategic Direction.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- Patterns and trends in student progress are continually analysed at a whole school, student cohort and individual teacher level to determine professional learning requirements and plan for school-wide responses.