Strategic Improvement Plan 2021-2024

Kinchela Public School 2303

"Learning in Harmony"

School vision and context

School vision statement

At Kinchela Public School, we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture through high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all our students.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 102 the school is well resourced and staffed. Our staff currently consists of one full time teaching position and a permanent part time teacher 4 days per week. We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our situational analysis has identified a need to continue with embedding quality teaching practices with a focus on Visible Learning and Growth Mindsets.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

Strategic Direction 1: Student growth and attainment

Purpose

To develop student agency and maximise outcomes, the systemic collection of school wide assessment data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Improvement measures

Target year: 2022

System Negotiated Targets

Reading:

+ Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from 2019 baseline.

Numeracy

+Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from 2019 baseline.

Target year: 2023

Reading

Early Stage 1: Increase the percentage of students achieving levels 3-5 in the Understanding Texts sub-element of the literacy learning progressions by 2 % from the 2020 baseline.

Stage 1: Maintain the percentage of students achieving levels 4-6 in the Understanding Texts sub-element of the literacy learning progressions from the 2020 baseline.

Stage 2: Increase the percentage of students achieving levels 6-8 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline.

Stage 3: Increase the percentage of students achieving levels 8-9 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline.

Initiatives

Data Driven Practices - Literacy and Numeracy

Within and across schools, student assessment data is regularly used school-wide to identify student achievement and progress in order to reflect on teaching effectiveness and inform future school directions.

- Student data used by all staff to inform the teaching cycle.
- Embedded systems for evaluative practice is consistent across all sites.
- Culture and deep knowledge of evaluative practice across all sites.

Initiative 2: Developing student agency

Students can identify what they have learnt, why they have learnt it and where to next through goal setting to build deep learning.

- Expert use of Formative Assessment used to inform learning intention, success criteria and feedback.

Visible Learning framework is used to embed expectation and practice across all schools.

Success criteria for this strategic direction

Leader

- The leadership team establishes a professional learning community which focuses on continuous improvement of teaching and learning. (Australian Professional Standards for Teachers (APST) 5.1, 5.3, 2.3, 7.4)
- The leadership team has a sustained focus on improving student progress and achievement in all aspect of student reading and numeracy development. (APST 5.3, 5.4, 2.3)
- Leaders identify trends and patterns in data across and within schools. (APST 5:5, 5:4)
- A shared commitment for all staff to contribute to education networks, supporting the learning of others and development of pedagogy. (APST 6:2, 6:3, 6:4, 7:4)

Teacher

- Consistent use of a common assessment schedule across and within schools. (APST 5:1)
- All staff engage in and model professional discussion with colleagues across schools to evaluate practice, directed at improving professional knowledge and practice and the educational outcomes of all students. (APST 5:4)
- All teachers are skilled in using assessment 'for, as and of' learning. (APAT 5:2, 5:3, 5:4)

Student

- Through feedback processes students co-develop learning goals informed by analysis of internal and external student and achievement data.
- Students can identify and articulate learning goals and assessment progress.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy

Early Stage 1: Maintain the percentage of students achieving levels 3-6 in the Quantifying Number sub-element of the numeracy learning progressions from the 2020 baseline.

Stage 1: Increase the percentage of students achieving levels 6-8 in the Quantifying Number sub-element of the numeracy learning progressions by 7% from the 2020 baseline.

Stage 2: Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 3% from the 2020 baseline.

Stage 3: Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 10% from the 2020 baseline.

Target year: 2024

School Level Target

Reading: 100% of students in Early Stage 1 achieving levels 3-5 and 100% of students in Stage 1 achieving levels 4-6 in the understanding texts sub-elements of the literacy learning progressions

Target year: 2024

School Excellence Framework (Internal)

Learning Domain

In the element of Assessment our Professional Learning Community (PLC) will reach the goal of Excelling for Formative Assessment, Summative Assessment, Student Engagement and Whole school monitoring of student learning.

Teaching Domain

Evaluation plan for this strategic direction

Question

How and in what ways can we measure the extent to which staff increased capacity has enabled student agency and positively impacted growth and attainment?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction. This analysis will guide the schools future directions:

- student learning goals.
- Student reflection and agency data (Student learning goals, ILP, PLP, Learning Maps, TTFM, Student voice)
- Internal and external tracking and monitoring data NAPLAN/check-in assessment, PLAN 2, Essential Assessment, Progressions, work samples
- work samples,
- teaching and learning programs,
- community focus groups,
- Staff reflection and observation data (AITSL (teacher and leadership self-assessment tool, LP/PDP, Walkthrough),
- budget spend

Analysis Plan

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 teams and within and across school

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Improvement measures

In the element of Data Skills and Use The PLC is working at Excelling in the areas of Data use in Teaching, Data use in Planning

In the element of Learning and Development the PLC is working at excelling for Collaborative practice and feedback, Coaching and mentoring , professional learning and expertise and innovation.

Evaluation plan for this strategic direction

staffing teams 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?'

Implications

The findings of the analysis will inform:

- implementation and progress monitoring.
- Annual reporting on school progress measures

Strategic Direction 2: A systematic approach to improve the health and wellbeing of our whole school community

Purpose

To embed, communicate and implement an inclusive strategy that enhances cognitive, social, emotional, physical and spiritual wellbeing in students through highly effective whole-school evidenced based strategies.

Improvement measures

Target year: 2022

System Negotiated Target:Attendance

Achieve and uplift in the students attending more than 90% of the time by 8.5% from the 2020 baseline..

Target year: 2024

School Level Target

- TTFM Wellbeing data (advocacy, belonging, expectations) increases 9.5% from the 2020 baseline survey data.
- A 25% reduction in recorded negative behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020.

Target year: 2024

School Excellence Framework

In the element of **Wellbeing** in the **Learning Domain** we demonstrate excelling in the themes of **A Planned Approach to Wellbeing** and **Individual Learning Need**s.

In the element of Educational Leadership in the Leading Domain we demonstrate excelling in the theme of Community Engagement.

Initiatives

Embedded Whole-School Wellbeing processes

There is a school-wide collective responsibility for student learning and wellbeing, which is shared by parents and students. Planning for learning is informed by sound holistic information about each child's wellbeing and learning needs in consultation with parents/carers.

- Review and improve the Individual Learning/Behaviour Plans process for students to include extensive information, regular monitoring and parent/student connection. (ASPT: 7:3)
- Develop strong wellbeing processes within the school that ensure staff understanding and regularly reflect upon policy and practice based on the Wellbeing Framework.. (PL schedules, Wellbeing meetings etc.)
- Clear expectations of behaviour co-developed by staff, students and parents. with explicit teaching programs to support student understanding and application. (Visible Learning Expectations, Social and Emotional Lessons, Learning Maps.)
- Implementation of Visible Learning Plan for the school through ongoing PL, reflections, feedback and surveys that involve all stakeholders.
- Walk-through and observation process embedded to ensure all targeted wellbeing areas are being monitored for impact and effectiveness in classrooms.

Wellbeing and engagement

The school is recognised as excellent and responsive by it's parents/carers because it uses best practice to embed a culture of High Expectations and effectively caters for the range of equity issues in the school.

- Engaging parent in the ILP/Behaviour Plans and Visible Learning journey through online portals, focus groups, parent sessions and classroom involvement to understand their child's goals and expectations.(Learning Maps, Seesaw/Dojo,

Success criteria for this strategic direction

Leader

There is a strategic and planned approach to develop whole school well being processes that support the wellbeing of all students so they can connect, succeed thrive and learn. (APST 4:4)(APST 1:4)ASPT 1:5)(ASPT 4:3) Principal Standards: Leading improvement, innovation and change.

Teacher

All staff collaborate to support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds. (APST 1.3.3)(APST 1:4)

Student

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Evaluation plan for this strategic direction

*100% of students meeting learning goals in Individual Learning Plans by the end of 2024.

*Students

Evaluation plan

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

D. Wellbeing Framework Self-assessment pre and post data.

Professional Development Plans.

Personal Attendance Plans.

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Initiatives

- Regular Surveys and Feedback that capture the ongoing views and perceptions of student and families in regards to learning and behaviour expectations.

- Review and refinement of current communication strategies in consultation with parents to address local needs.

- PL and support from local agencies to develop broader school based community programs.

Evaluation plan for this strategic direction

Incident reports.

Suspension data.

Extra-curricular group data.

Inspired and Passionate Teachers

Visible Learning surveys

SOLO

SCOUT - Attendance/Suspension and behaviour data

ILP's against PLAN2 data.

TTFM - Student wellbeing, family satisfaction.

School Developed focused surveys (Visible Learning)

Walk-through and Observation data

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.