

# Strategic Improvement Plan 2021-2024

## Kingsgrove Public School 2307



# School vision and context

## School vision statement

At Kingsgrove Public School we will build a collaborative, data-informed learning community with a shared commitment and accountability to ensure that all students and teachers achieve learning success and growth.

We will inspire students to be compassionate, curious, respectful and resilient learners.

We will achieve this through the provision of quality learning experiences which are engaging, dynamic, innovative and promote critical and creative thinking to best prepare young people to be active and informed citizens of the future.

### **School Motto:**

*Today's students, tomorrow's global citizens*

## School context

Kingsgrove Public School is a comprehensive primary school located in south west Sydney. Set within spacious grounds, our school is located across two campuses and features a K-2 and 3-6 setting. Our school has a support unit with four classes, supporting students with additional needs. We work harmoniously and collaboratively with our local community, preparing today's students to become tomorrow's global citizens. Our school community is culturally and linguistically diverse with 75% of students coming a language background other than English.

Our school has an emphasis on outstanding teaching and learning programs, supported by the ongoing professional learning of staff and commitment to delivering high-quality education for all students. Our data-informed practice is underpinned by current research and driven by a strong focus in the explicit teaching of literacy and numeracy and differentiated learning. A range of extra-curricula activities are also offered to extend and enrich student learning, including: music, dance, band and sporting activities.

We have adopted a holistic and inclusive approach to the development of the emotional and social wellbeing of students, to ensure successful transitions within and across stages of learning and for students to succeed and thrive in all areas of school life. Collaborative planning, together with distributed leadership practices are key features of our school.

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle and around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

### *1. Student Growth and Attainment*

The school has identified a need to use data driven practices that ensure all students have access to stage appropriate learning. The SIP will pivot support to how teachers can plan for and deliver quality differentiated instructions to students personalised needs.

### *2. Excellence in Teaching, Learning and Leading*

The school will focus on embedding a culture of collaborative practice where staff work together with real purpose and high expectations. The school will establish a learning-centred leadership model focusing on student achievement and progress.

### *3.. Engaged, Connected and Authentic Partnerships*

The focus of the wellbeing and engagement of our students remains a priority. Internal and external data, pertaining to student voice and community perceptions and expectations around wellbeing and engagement, will continue to drive our initiatives. Engagement with a strategic and integrated approach to establishing an optimal environment for learning will ensure every student is known, valued and cared for.

# 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 teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

An uplift of 7.1% of Year 3 and 5 students achieving in the top two bands in NAPLAN reading.

### Target year: 2022

An uplift of 7.2% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy.

### Target year: 2023

An uplift of 8.5% of students achieving expected growth in NAPLAN reading.

### Target year: 2023

An uplift of 4.6% of students achieving expected growth in NAPLAN numeracy.

### Target year: 2024

An increased % of K-2 students achieving benchmarks in reading (Understanding Texts Literacy Progressions).

### Target year: 2024

An increased % of K-2 students achieving benchmarks in numeracy (Additive Strategies Progressions).

### Target year: 2024

Moving towards Excelling as measured against the School Excellence Framework in Assessment and Data Skills and Use.

## Initiatives

### Data-Informed Practice

Ensuring high quality assessment and reporting processes for effective whole-school data collection and analysis for responsive curriculum delivery. We will achieve this with:

- High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

- Whole-school systems and processes to routinely and systematically collect, interpret and analyse assessment data to ensure effective collaboration, responsive programming, timely interventions and reliable reporting to parents.

### Personalised Learning

Embedding a whole-school culture of high expectations that enables differentiated and explicit teaching to meet the learning needs of all students in reading and numeracy. We will achieve this through:

- The explicit teaching of reading and numeracy to provide individualised, differentiated and responsive learning opportunities.

- High Impact Professional Learning using an instructional leader model to build teacher capacity in reading and numeracy and inform evidence-based practice ensuring equitable opportunities for all students to learn.

## Success criteria for this strategic direction

- Teachers expertly apply a full range of assessment strategies (formative and summative) determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and the continuous tracking of student progress and achievement in reading and numeracy.

- Students are active partners in learning and can articulate what they are learning, why they are learning it and how they will achieve their goals in reading and numeracy.

- The 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.

- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.

- Student work samples demonstrate personalised success criteria and build on prior learning.

## Evaluation plan for this strategic direction

### QDAI System For Evaluation

#### Questions

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

How can the school determine if the systems and processes implemented to achieve a culture for high expectations and personalised learning have been

## Evaluation plan for this strategic direction

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successful?

What is the impact of our data use and assessment processes on students, staff and parents?

### Data

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 data sources* (formative assessments; summative assessments; student PLSPs and PLPs; tracking and monitoring sheets; School Excellence Framework Self Assessment Survey).

- *External data sources* ( NAPLAN - minimum standard and top two bands; Scout - Value added data; Check-in assessment; Best Start; PAT Math and PAT Reading; PLAN2 (Learning Progressions); staff, student and parent surveys; TTFM and Feedback WWB survey - based on survey themes).

### Analysis

What trends are we seeing across year groups and cohorts?

What Works Best (WWB) in explicit teaching, effective feedback and data to inform practice?

The analysis will involve:

- 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 validate conclusions.

- Deep analysis of the data will guide future school planning to provide ongoing improvement and maximise

## Evaluation plan for this strategic direction

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student learning outcomes.

### Implication

How might this information be collated and shared with the community?

- Annual reporting on school progress measures (published in the Annual Report each year).
- School newsletter and social media platform.

# Strategic Direction 2: Excellence in Teaching, Learning and Leading

## Purpose

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In order to facilitate staff, students and parents in a culture of high collaborative practice which draws upon the expertise of the collective, we will establish systemic frameworks to enhance teacher quality and student outcomes.

## Improvement measures

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### Target year: 2024

Moving towards Excelling as measured against the School Excellence Framework in Effective Classroom Practice and Learning and Development.

### Target year: 2024

An increased % of teachers engage with the Collaborative Framework to build their capacity to deliver quality differentiated learning programs and targeted support for all students.

### Target year: 2024

Moving towards Excelling as measured against the School Excellence Framework in Educational Leadership.

## Initiatives

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### Collaborative Practice

Embedding a culture of staff working together with real purpose and high expectations. We will achieve this with:

- A Theory of Action which embraces current research and pedagogy to enable a culture of continuous improvement and transformation in literacy and numeracy.
- A Collaborative Framework (including a model for Instructional Leadership) to enable teachers to plan together, team teach and reflect together and discuss strategies for student engagement and continuous improvement.

### Leadership

Establishing a learning-centred leadership model with explicit directions and purpose, high aspirations for the school and a clear focus on student achievement and progress. We will achieve this through:

- A School Leadership Strategy that focuses on innovation, change and assessment of impact to ensure all members of the school community are given the opportunity to lead.
- System Leadership to foster collaborative networks within and across schools driving a shared responsibility and sustained improvement.

## Success criteria for this strategic direction

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- A Collaborative Framework is effectively implemented to ensure teachers engage in frequent planning, team teaching, and lesson observations, feedback and reflective practices to evaluate impact and modify teaching strategies and programs.
- Teachers collaborate with the school community to identify strategic priorities and develop and implement plans for continuous improvement.
- Program review procedures K-6 are implemented to facilitate consistency of whole school programming.
- Distributive Leadership processes enable all members of the community the opportunity to develop leadership capability and expertise.
- Students have a voice and are authentic partners in determining future directions, plans and processes for school improvement.
- A Professional Development Plan Framework is implemented to ensure teachers are meeting the requirements for every level of maintenance of accreditation.
- School leaders and teachers are active leaders of improvement in other schools as part of a professional learning community with a focus on sharing and observing each other's practice and applying new strategies to enhance student learning.

## Evaluation plan for this strategic direction

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### QDAI System For Evaluation

#### Question

- To what extent have we achieved our purpose and can demonstrate a culture of collaborative practice and leadership at our school?
- What has been the impact of our Collaborative

## Strategic Direction 2: Excellence in Teaching, Learning and Leading

### Evaluation plan for this strategic direction

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Framework and School Leadership Strategy on students, parents and staff?

#### Data

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 data sources* (data conversations; professional learning framework; literacy and numeracy programming templates; staff feedback from professional learning; staff evaluation of literacy and numeracy pedagogies and frameworks; focus groups with staff, parents and students and School Excellence Framework Self-Assessment Survey).

#### Analysis

What trends are we seeing across year groups and cohorts?

What Works Best (WWB) in collaboration and high expectations?

- Analysis will be embedded within the project through progress and implementation monitoring. The analysis will involve:

- Regular review of these data sources to ensure we are working towards achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

#### Implication

How might this information be collated and shared with the community?

- Annual reporting on school progress measures (published in the Annual Report each year).

## Strategic Direction 2: Excellence in Teaching, Learning and Leading

### Evaluation plan for this strategic direction

- School newsletter and social media platform.

# Strategic Direction 3: Engaged, Connected and Authentic Partnerships

## Purpose

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In order to create the conditions for an optimal learning environment and building strong community connections we will enable all students to develop a strong sense of belonging, ensuring they succeed and thrive in all areas of school life.

## Improvement measures

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### Target year: 2022

An uplift of 5.7% of students attending greater than 90% of the time.

### Target year: 2022

An uplift of 3.6% in student wellbeing using Tell Them From Me data.

### Target year: 2024

An increased % of targeted students meeting their individual and personalised learning goals so that equity gaps are closing.

## Initiatives

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### Optimal Environment for Learning

Strengthening a strategic, integrated, whole school approach to the development of the emotional and social wellbeing of students and the growth of the collective wellbeing. We will achieve this through:

- A multi-tiered, inclusive and student-centred system to support all students, the promotion of positive behaviour to proactive prevention and early intervention through to more targeted individual support.

- A whole school strategy using evidence-based learning and wellbeing programs to enable the aspirations of every student and to nurture growth mindsets and healthy learning habits and behaviours.

### Engagement

Implementing a co-ordinated school-family-community strategy is essential to ensure consistency of practice across these domains so that all students are known, valued and cared for. We will achieve this through:

- A multi-tiered student-centred system, including learning support and attendance monitoring procedures that are aligned with, and responsive to, the diverse needs of our students, staff and school community.

- A strong, collaborative and authentic community partnership to enable shared accountability and collective efficacy.

## Success criteria for this strategic direction

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- Teachers, school leaders, students and parents collaboratively drive the development, implementation and evaluation of Behaviour Procedures, including behaviour incidents and attendance data measured over time.

- Students use a variety of skills and knowledge to build resilience, self-regulation, a growth mindset and make positive choices for learning and wellbeing.

- Teachers use Behaviour Procedures - including Positive Behaviour for Learning Tier 1 Universal support strategies (with a view towards moving to Tier 2 interventions) - to monitor behaviour using the 'continuum of care', explicitly teach behaviour skills and manage challenging behaviour.

- Teachers effectively implement whole school Attendance and LST Procedures.

- Teachers use a criterion-based identification system to identify, refer and provide targeted support for students at risk, including students accessing external services or specialists as required.

- Teachers and school leaders use the Wellbeing Framework Self-Assessment Tool to evaluate wellbeing programs and identify future directions of support so that every student is known, valued and cared for.

- Student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated Personalised Learning Support Plans.

- A working and active P&C participates in curriculum and education aspects at the school, including joint decision making, and evaluation of school procedures.

## Evaluation plan for this strategic direction

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### QDAI System For Evaluation

### Questions

- To what extent have we achieved our purpose and can

## Evaluation plan for this strategic direction

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demonstrate that our school is facilitating an optimal learning environment for student engagement in learning?

- How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?
- What is the impact of our inclusive, student-centered system on promoting positive behaviour and wellbeing for students at our school?

### Data

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 data sources (student feedback and exit slips; Student Representative Council feedback; Learning Support Team referrals; Attendance data; student Wellbeing Journal; Positive Behaviour for Learning data and Personalised Learning and Support Plans, Wellbeing Framework Self-Assessment pre and post data; Positive Behaviour for Learning data and TTFM - Student Wellbeing, Family Satisfaction).

External data sources (Tell Them from Me - Sense of Belonging and School /Advocacy and Expectations for Success, People Matter survey)

### Analysis

What trends are we seeing across year groups and cohorts?

What Work Best (WWB) in wellbeing?

The analysis will involve:

- Regular review of these data sources to ensure we are working towards achieving the intended improvement measures.
- Regular professional discussion around the School

## **Evaluation plan for this strategic direction**

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Excellence Framework elements and themes.

- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to validate conclusions.
- Deep analysis of the data will guide future school planning to provide ongoing improvement and maximise student learning outcomes.

### **Implication**

How might this information be collated and shared with the community?

- Annual reporting on school progress measures (published in the Annual Report each year).
- School newsletter and social media platform.