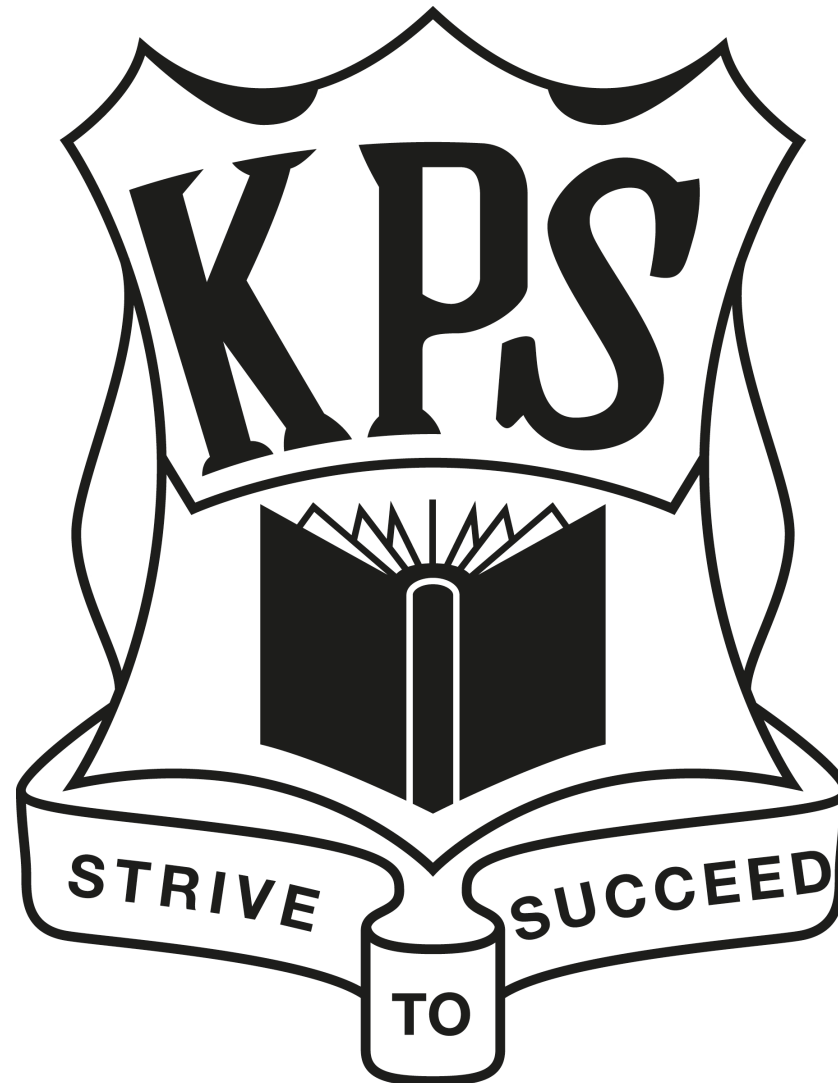


Strategic Improvement Plan 2021-2024

Kingswood Public School 2312



School vision and context

School vision statement

We strive to reach our full potential in a collaborative, inclusive community, where everyone can learn in a safe, stimulating and engaging environment.

School context

Kingswood Public School is a growing school located in Western Sydney, close to Penrith and has a student enrolment of 544. Our school promotes collaborative professional learning and practice, using the Spirals of Inquiry framework and is part of the NOII Network. We have a strong focus on literacy, numeracy and wellbeing, implementing quality programs to improve student engagement and learning outcomes. Our school has strong support from the Parents and Citizens' Association and the school community. Kingswood Public School operates using a stage based model for grouping students in our mainstream classes and has two Stage 3 Opportunity Classes that encompass students from within and beyond our catchment area. Our school is supported by a multicultural community, 76% of our students have a language background other than English and 4% of our students identify as Aboriginal and/or Torres Strait Islander. Our students come from a range of socio-economic backgrounds. Our school offers students opportunities to excel through extra-curricular activities including: sport, dance, choir, debating and public speaking.

Our participation in External Validation in 2020 has driven the development of our Situational Analysis, leading to the identification of the following areas of focus. From the Learning Domain of the School Excellence Framework:

- Wellbeing - To develop a strategic and planned approach to wellbeing that support the wellbeing of all students, allowing them to connect, succeed, thrive and learn.
- Curriculum - To ensure that school leaders and teachers are equipped to implement syllabus changes based on the NSW Curriculum Review.
- Assessment - To further develop and refine our school-wide practices to ensure consistent approaches are used, integrating formative assessment across the school.

From the Teaching Domain of the School Excellence Framework:

- Effective Classroom Practice - To support teachers to identify, understand and implement the most effective explicit teaching methods - with a focus on evidenced based teaching strategies.
- Data Skills and Use - To develop the school's capacity to use data to identify student achievements, and progress in order to reflect on teaching effectiveness and inform future school directions.
- Learning and Development - To continue aligning professional learning to the school Strategic Improvement Plan, with an emphasis on providing explicit systems for collaboration and feedback to sustain quality teaching practice.

From the Leading Domain of the School Excellence Framework:

- Educational Leadership - To further develop the instructional leadership capacity of the leadership team and teacher leaders to support a culture of high expectations and community engagement.

Strategic Direction 1: Student growth and attainment

Purpose

In order 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.

Improvement measures

Target year: 2022

NAPLAN - Top 2 Bands

- Minimum of 59.4% of year 3 and 5 students in the top two bands (or above) in NAPLAN reading.
- Minimum of 57.2% of year 3 and 5 students in the top two bands (or above) in NAPLAN numeracy.

Target year: 2022

Attendance

- Minimum of 81% of students attending school 90% or more of the time.

Target year: 2022

Wellbeing

- All staff understand the Wellbeing Framework for Schools and can identify the 5 domains.
- All staff collaborate to map new and current school Wellbeing practices and their links to the the domains of the Wellbeing Framework.

Target year: 2022

Assessment

- All teachers are using student assessment data to promote consistent and comparable judgments about student learning progress.

Initiatives

Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing our current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-Assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating our whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updates on Sentral.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies to adjust and improve practice.

Attendance

Develop whole school and personalised approaches with the aim of improving regular attendance rates for all students, including those at risk. This will be achieved through:

- Professional learning on attendance policy and procedures for all staff.
- Improved use of school based attendance tracking and monitoring systems.
- Building the knowledge and understanding of our student and parent community.
- Creating a community of collective ownership with the aim to improve attendance rates for all students.
- Investigating and implementing 'incentives' that could support the improvement of our attendance rates.

Curriculum

Ensure the school's curriculum provision and evidence

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*SEF, Learning Domain, Wellbeing, A Planned Approach to Wellbeing, Excelling*).
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (*SEF, Learning Domain, Learning Culture, Attendance, Excelling*).
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (*SEF, Learning Domain, Curriculum, Teaching and Learning Programs, Excelling*).
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (*SEF, Learning Domain, Assessment, Whole School Monitoring of Assessment, Excelling*).
- Feedback from students on their learning is derived from assessments and informs further teaching. (*SEF, Learning Domain, Assessment, Student Engagement, Excelling*).
- English as an Additional Language and/or Dialect and Learning Support Teacher teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs. (*School Identified Success Criteria*).

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:

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Expected Growth

- Minimum of 71.9% of students achieving expected growth in reading.
- Minimum of 61.9% of students achieving expected growth in numeracy.

Target year: 2023

Curriculum

- All teachers are implementing the school's reviewed K-6 English and Mathematics Scope and Sequence based on new syllabus documents.

Target year: 2024

Curriculum

- All teachers are implementing the school's reviewed K-6 Scope and Sequence for All Key Learning Areas based on new syllabus documents.

Initiatives

based teaching practices provide a high expectations framework. This will be achieved through:

- Targeted Literacy and Numeracy professional learning with a focus on New Syllabus Documents and supporting networks provided by the Department of Education such as 'Literacy and Numeracy Hub'.
- Ongoing review of the schools Scope and Sequence documents for teaching and learning programs. Ensuring compliance with the New Syllabus Documents.
- Building on the current knowledge, understanding and use of the Literacy and Numeracy Progressions to support our teaching and learning programs.
- Participation in the Curriculum and Policy Monitoring Pilot to ensure ongoing compliance with NESA requirements.

Assessment

Establish a whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching. This will be achieved through:

- Developing staff knowledge and understanding of assessment types and their purposes through sustained professional learning and collaboration.
- Regular reviews and adjustments of our school based assessment practices and tools to ensure a school wide consistent approach.
- Developing a school based Scope and Sequence that outline the expected assessments for each stage.
- Improved understanding and skills of teachers when giving feedback to students, with a focus on the improvement of practice.
- Embedding opportunities for teachers to participate in the moderation of assessment tasks/opportunities to promote consistent teacher judgement within their stage and across the school.

Evaluation plan for this strategic direction

- NAPLAN Data
- Check In Assessment Data
- SCOUT Data
- Student Work Samples
- Literacy and Numeracy PLAN 2 Data
- Student PLPs
- SEF-SaS
- School Based Attendance Data
- Teaching and Learning Programs
- Assessment/Tracking Records
- Tell Them From Me Data
- Sentral Data (Wellbeing and Attendance)

Strategic Direction 2: Effective Classroom Practice

Purpose

In order to improve the quality of our classroom practice, we will develop and implement a school wide approach to coaching, mentoring, data collection and data analysis to ensure all lessons are systematically planned as part of a coherent program that has been collaboratively designed, providing continuous improvement for staff and students.

Improvement measures

Target year: 2022

Coaching and Mentoring

- All teachers engage in professional discussion with their coach/mentor to improve their knowledge and teaching and learning in their classrooms.

Target year: 2022

Data Skills and Use

- All teachers review and student assessment data and compare results.
- The leadership team comprehensively analyses student progress data and effectively communicates findings to staff.

Initiatives

Coaching and Mentoring

Prioritise opportunities for sustained, ongoing formal mentoring and coaching to improve teaching and develop aspiring leaders. This will be achieved through:

- Assistant Principals and teacher leaders working with teachers using data to monitor and assess student progress and design future learning for the whole class, group and individual.
- Targeted professional learning for executive staff in coaching and mentoring to successfully implement these sessions with staff.
- Staff participating in observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- The school identifying expertise within our staff and drawing on this expertise to further develop our professional learning community.
- The leadership team supporting teachers to trial innovative or evidence based, future-focused practices.

Data Skills and Use

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- High impact professional learning in data literacy, analysis and use in teaching for all staff.
- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth and report student results.
- Embedding data informed formative assessment practices as an integral part of instruction.
- Developing a whole school approach to data collection, analysis and using regular opportunities to collaborate in stages and as a whole school.

Success criteria for this strategic direction

- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure ongoing development and improvement of all teachers. (*SEF, Teaching Domain, Learning and Development, Coaching and Mentoring, Excelling*).
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (*SEF, Teaching Domain, Learning and Development, Expertise and Innovation, Excelling*).
- Teachers collaborate with staff in other schools to share and embed good practice. (*SEF, Teaching Domain, Professional Learning, Excelling*).
- Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. (*SEF, Teaching Domain, Data Skills and Use, Data Use in Teaching, Sustaining and Growing*).

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:

- Pre/Post Survey Data from Teachers
- School Based Data Sources
- NAPLAN Data and Check In Assessment Data
- Phonics Check In Assessment Data
- Coaching/Mentoring Plans
- Professional Learning Overviews/Funds

Strategic Direction 3: Educational Leadership

Purpose

For school leaders to recognise, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school community.

Improvement measures

Target year: 2022

School Leadership

- A range of evidence validates judgments at excelling for Educational Leadership.

Target year: 2022

Community Leadership

- Improved effectiveness of partnerships with parents and the community to support Community Leadership Events.

Initiatives

School Leadership

Create a sustained approach to distributed instructional leadership across the school, focusing on a culture of effective evidence based teaching and ongoing improvement. This will be achieved through:

- Sustained, targeted professional learning for the school leadership team focusing on coaching and mentoring approaches.
- Identifying teachers leaders and building on their areas of expertise through professional learning and leadership opportunities.
- Creating a school based leadership framework to support the identification of, and role of leaders across the school.
- Exploring the role statements of each leadership position and developing a school based model to support collaborative performance development and efforts to continually monitor improvement.
- Providing and promoting opportunities for student leadership and student voice to support the leadership of the school.

Community Leadership

Embed opportunities for parents and community members to expertly lead a range of school events such as Aboriginal and Torres Strait Islander and Multicultural initiatives. This will be achieved by:

- Identifying local experts from our community who can lead, support and enhance our teaching practices.
- Creating opportunities to include community leadership in new school initiatives.
- Drawing on our student community to increase leadership opportunities for students.
- Making use of our community of schools to support the implementation of leadership opportunities.

Success criteria for this strategic direction

- All Assistant Principals provide mentoring and/or coaching support facilitating the ongoing development and improvement of all teachers. (*School Identified Success Criteria*).
- A model of distributed instructional leadership is evident across the school. (*School Identified Success Criteria*).
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (*SEF, Leading Domain, Educational Leadership, High Expectations Culture, Excelling*).
- Parents and community members have the opportunity to lead and engage in a range of school-related activities which help build the school as a cohesive educational community. (*Based On - SEF, Leading Domain, Community Engagement, Delivering*)

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:

- Exit Slips from School Events
- Pre/Post data from Teachers
- Tell Them From Me (Parent/Teacher) Data
- Staff Feedback
- Distribution of Funding