

Strategic Improvement Plan 2021-2024

Kirkton Public School 2314



School vision and context

School vision statement

Students have a strong sense of belonging, are engaged in and responsible for their learning and are supported by an informed and active community.

At Kirkton Public School we will feel a sense of belonging through connection, inclusivity and ownership to the school and our own culture. We will identify strengths in ourselves and others and understand how to use these strengths to reach our learning goals. We will use supportive language and take on feedback to create a happy, engaging and productive environment. Staff and students at Kirkton Public School will be excited and happy to come to school and will focus on developing their values of friendship, learning, opportunity, respect and achievement. Staff, parents and students will collaboratively work together to ensure student growth and attainment.

School context

Kirkton Public School has carefully catered for student learning since 1882. Our small school lies within the rural community of Lower Belford, situated 20km east of Singleton. We have a current enrollment of 29 students with a capacity to consider out of zone applications. We are part of the Singleton Learning Community and the Maitland Principal Network

Our school numbers as well as students who identify as Aboriginal or Torres Strait Islanders have fluctuated over the last 10 years. Our student numbers over the previous two years have stabilized and broken a general fall to increase, particularly in our intake for kindergarten. Our FOEI at this point in time is 127.

The previous school planning cycle led to the Kirkton PS community fostering a culture of high expectations and the benefit of high levels of community engagement. We started our journey to ensure programs were personalised, using evidenced based judgments to underpin practice and support student learning.

The whole school community, involving students, staff, parents, and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan to build upon the improvements undertaken in the previous school planning cycle and inform this planning cycle. We have identified some interrelated themes of school excellence for school growth.: continuous improvement -implementation and measurement to inform what is working, how well and why; curriculum provision and differentiation with an emphasis on a high expectations framework; formative and summative assessment - to inform data practice (specifically literacy and data analysis) for measured impact on student growth; and instructional leadership for collective responsibility and action towards measurable growth for every student. This has led to the formation of two areas of focus and strategic direction. Our approach reflects a commitment to a narrow and deep approach to planning and evaluation.

1. Student growth and attainment

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Professional learning around effective assessment and data skills and use will support analysis of the impact of evidence based, explicit teaching pedagogy and what works best. Structures will be strengthened in data collection and analysis to identify students who need intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and authentic partnerships with the whole school community in this process will be essential for success.

2. High Expectations and Engagement

We will embed a high expectations framework through a spiral of inquiry approach to explicit and effective teaching practice that results in measured impact on student learning. So that students can connect, succeed, thrive and learn in a culture of high expectations

School vision and context

School vision statement

School context

and community engagement that is strongly focused on learning and sustained and measurable whole school improvement, we will use an evidence-based, strategic and planned approach to develop whole school wellbeing processes that support all students. A school culture that develops mutually supportive, collaborative and trusting relationships can embed continuous improvement through regular feedback and evaluation and evidence of impact on student outcomes that allow our students to thrive.

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure measurable growth and achievement for every child we will use an evidence informed and individualised approach to quality teaching and effective explicit teaching methods that are informed by authentic data skills and use.

Improvement measures

Target year: 2022

All students showing growth through meeting their negotiated goals in Individual Education Plans (IEPs) where there is a continuity of learning of two terms or more.

Target year: 2023

Uplift to the system's target baseline of 60% of students achieving expected growth in NAPLAN reading where there has been continuity of learning.

Target year: 2023

Uplift to the system's target baseline of 60% of students achieving expected growth in numeracy where there has been continuity of learning for the student.

Target year: 2024

Evidence collected from the School Excellence Framework (SEF) indicates that the school is excelling in the data skills and use element.

Target year: 2024

Improvement in the high expectations of the whole school community to excel against the School Excellence Framework (SEF) element of high expectations and sustain this rating.

Initiatives

1. Data Skills and Use

Why?

Collective responsibility and action towards sustaining a culture of effective evidence based teaching and ongoing improvement ensures that every student makes **measurable** learning progress and gaps in student achievement decrease. Formative and summative assessment practices guide decisions and evaluation and promote student voice and agency, leading to teaching efficacy.

How?.

* *Systems to Support Improved Practice*

In literacy and numeracy we will embed sustainable school systems for collecting data that support a whole school approach to comprehensive data analysis, evaluation of teaching impact and planning for student learning.

Achieved by:

- *embedding* cycles of evidence-informed *inquiry* and knowledge-building into teaching pedagogy and professional learning;
- Initiating and planning professional learning opportunities to develop, source and collaborate around assessment;
- Implementing support meetings to analyse data collaboratively and promote consistent and comparable judgment of student learning in order to differentiate learning for all students;
- Developing and utilising systems to monitor student learning progress and identify skill gaps for improvement and areas for extension; and
- Implement processes for student voice in assessment and ownership of learning goals.

* *Quality Professional Learning*

Success criteria for this strategic direction

Initiative 1

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievements and reflecting on teaching effectiveness.

The learning goals for students are informed by analysis of internal and external student progress achievement data.

Progress towards goals is monitored through collection of quality, valid and reliable data.

Reporting on school performance is based on valid and reliable data and analysis.

Initiative 2

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students.

Evaluation plan for this strategic direction

Question:

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

Data

Strategic Direction 1: Student growth and attainment

Initiatives

Professional development for staff to:

- develop deep syllabus knowledge and pedagogy to support all students to achieve expected growth;
- clearly understand, develop and apply a full range of assessment strategies (assessment for, as and of learning);
- develop data skills to ensure all teachers are experts at analysing and evaluating student performance data to inform next steps; and
- Select from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to progress learning.

2. Individualised Planning For Every Child

Why?

Individualised planning ensures high expectations for every student and student learning success. Collaborative planning enables parents and the community to support, enable and reinforce the aspirations and learning of every student. This fosters a strong sense of meaning and purpose for students as they become confident and resilient learners.

How?

** Partnerships and voice (students, parents and relevant stakeholders)*

Achieved by:

- Clear goals in literacy and numeracy so that students can articulate their learning and understand what they need to learn next to enable continuous improvement;
- Embedded and shared learning intentions and success criteria in literacy and numeracy teaching practice;
- A rigorous IEP process where teachers consult with

Evaluation plan for this strategic direction

A range of data will be considered and evaluated such as:

Learning intentions and success criteria visible in all classrooms and teacher programs for aspects of student learning (numeracy, reading & writing);

Evidence of learning goals that are informed by analysis (IEPs);

Assessment processes and samples will show a variety of formative and summative strategies to demonstrate assessment for, as, and of learning;

Improvement in learning as monitored against PLAN 2 learning progressions and syllabus outcomes;

Student results (internal and external);

Student voice and feedback in IEPs;

Teaching and learning programs;

Evidencing teachers' practices that meet the learning and wellbeing needs of students, such as revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement;.

100% of students will have an individual education plan and specific goals that show evidence of revision each term;

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

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring each term at five weekly intervals. Annually the school will formally review progress towards the improvement measures.

What are we doing? How well are we doing it? How do we know? What next for what matters most?

Strategic Direction 1: Student growth and attainment

Initiatives

students, parents and relevant stakeholders in planning to support learning; and

- Establishing authentic student self and peer evaluation as part of assessment processes.

**Systems and processes*

Processes are in place and systems support teachers to differentiate curriculum delivery to meet the needs of all students at different levels of achievement, including adjustments to support learning or increase challenge.

Achieved by:

- Evaluation and review of Learning and Support processes and systems for referral, tracking and support;
- Professional learning for staff to ensure best practice for individual education plans and student goals; and
- Implementation of IEP meetings for all students and regular systematic review with parent and student engagement to improve understanding of student learning and strengthen student outcomes.

Evaluation plan for this strategic direction

Implications

The findings of the analysis will inform:

* Future actions

What strengths we can build upon? What move next will have the largest impact? Where is our greatest area of need? Where to next?

To be communicated through:

- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website);
- Consultation with AECG;
- P&C meeting Principal's report once a term;
- regular updates in the school newsletter; and
- School Facebook posts of student or staff learning activities and experiences that tag the initiative or target being worked towards.

Strategic Direction 2: High Expectations and Engagement.

Purpose

So that students can connect, succeed, thrive and learn in a culture of high expectations, we will foster community engagement that is strongly focused on learning. We will use an evidence-based, strategic and planned approach to develop whole school wellbeing processes that support all students and enable sustained and measurable whole school improvement.

Improvement measures

Target year: 2022

Increase and maintain student attendance to 94% of the time or greater .

Target year: 2024

Evidence collected against the School Excellence Framework indicates that the school is excelling in the area of learning culture.

Target year: 2024

Improvement in the school's planned approach to wellbeing and support for individualised learning when measured against the School Excellence Framework (SEF) will show through evidence that they are demonstrating all theme descriptors for excelling in the element of wellbeing.

Initiatives

1. Connect, Succeed, Thrive and Learn

Why?

To create teaching and learning environments that enable students to be healthy, happy, engaged and successful we will focus on building individual and collective wellbeing through embedding a culture of evidence based high quality teaching and learning practice and underpinning this with a whole school approach to wellbeing

How?

**High Quality Teaching and Learning*

Embed a school-wide learning culture steeped in evidence based pedagogy and collaboration through high impact professional development for staff to:

- Select evidence based explicit teaching strategies to identify and cater for all student learning needs;
- Select effective strategies to differentiate learning;
- Select from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to progress learning; and
- Support the implementation of authentic Aboriginal and Torres Strait Islander perspectives across all Key Learning Areas.

**Whole School Approach to Wellbeing*

A planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. will be achieved by:

- The school collection, analysis and use of data, including student, parent and staff feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning;
- Determination of wellbeing targets that align with the

Success criteria for this strategic direction

Initiative 1

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

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

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Initiative 2

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful? To what extent?

Data

Strategic Direction 2: High Expectations and Engagement.

Initiatives

- specific context or need and align these to student wellbeing improvement measures;
- Engagement with professional learning to build staff capacity and understandings of the domains of the Wellbeing Framework for Schools and classroom and school-wide strategies to build holistic student wellbeing;
- Promotion of a positive self-identity for students and their families; and
- Provision of learning experiences that focus on giving students voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

2. School Culture and Partnerships

Why?

A school culture that develops mutually supportive, collaborative and trusting relationships can embed continuous improvement through regular feedback and evaluation and evidence of impact on student outcomes that allow our students to thrive.

How?

**High Expectations Framework*

A high expectations framework ensures supports are in place to nurture success in learning for every student, scaffold student purpose and focus on meaningful goals. This provides an environment which allows students to thrive by delivering high quality learning experiences through:

- Effective and collaborative IEP processes so that students strive toward and achieve meaningful goals;
- High quality teaching programs that reflect differentiation and individual student goals;
- School wide goal setting, differentiated learning and assessment; and

Evaluation plan for this strategic direction

A range of data will be considered and evaluated to show improvement in the school's planned approach to wellbeing to excelling as measured against the School Excellence Framework (SEF) and improvement in process and practices to excel in support for individualised learning needs as measured against the School Excellence Framework (SEF) including:

Attendance data, including Scout enrollment and attendance reports;

LST profiles and review of processes;

Progress measured against the Wellbeing For School Excellence Evaluation Support Tool.;

Individual education plans and their specific goals and evidence that these are authentic working documents;

Feedback through surveys, polls and target groups (Parents and the wider community, staff, students).

Analysis

What is the extent of the positive impact on wellbeing and how can we tell?

Analysis will be embedded within the initiatives through progress and implementation monitoring internally each term at five weekly intervals Annually the school will formally review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

** Future actions*

What strengths we can build upon? What move next will have the largest impact? Where is our greatest area of need? Where to next?

To be communicated through:

Strategic Direction 2: High Expectations and Engagement.

Initiatives

- Utilisation of research based school improvement tools to drive improved learning outcomes for students.

**Partnerships and Engagement*

There is a demonstrated commitment within the school community that all students make learning progress.
Achieved by:

- Partnerships with parents and students to support clear improvement aims and planning for learning;
- Procedures are in place to ensure effective communication, and to monitor and evaluate the intended impact of the school's partnerships;
- Teachers, parents and community work together to support attendance. Data is regularly analysed to inform planning and there is a collective responsibility for consistent and systematic processes to support attendance; and
- Transition processes support continuity of learning for all students by engaging in strong collaborations between parents, students and the community.

Evaluation plan for this strategic direction

- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website);
- Consultation with AECG;
- P&C meeting Principal's report minimum once a term;
- regular updates in the school newsletter; and
- School Facebook posts of student or staff learning activities and experiences that tag the initiative or target being worked towards.