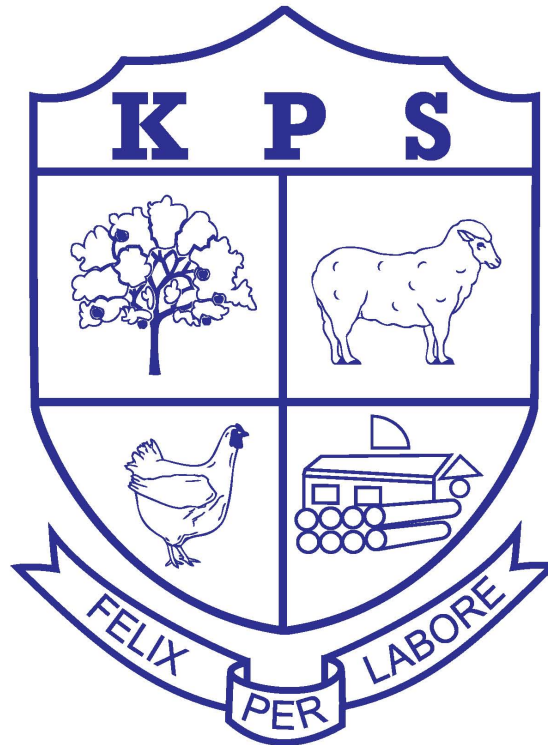


Strategic Improvement Plan 2021-2024

Kootingal Public School 2327



School vision and context

School vision statement

Kootingal Public School has a culture of collaborative practice that has high expectations for all students with the expectation of achievement in all areas of the curriculum. Kootingal Public School prides itself on catering for all students' needs, with an embedded understanding of being safe, supportive and effective learners. This is underpinned by building the capacity and supporting all teaching staff to deliver the highest quality evidenced-based learning programs through collaborative practices. We value and place great importance on student wellbeing, community participation and family involvement in our students' learning, ensuring effective partnerships between the home and school.

School context

Kootingal Public School is a small to medium sized school located at the foothills of the Moonbi Ranges and has a current enrolment of 173 students. Of the 173 students, Kootingal Public School has 26% of students identifying as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Extra-curricular opportunities exist within the school in sport and the creative and performing arts.

The staffing mix is experienced with beginning teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. Our teaching staff is supported by a small SAS team with a SAM, SAO, General Assistant and two fulltime School Learning and Support Officers. Kootingal Public School is also supported through one day school counsellor allocation and currently has 8 classes.

Kootingal Public School is well resourced in technology with three class sets of iPads, two class sets of laptops, full school wifi access and interactive boards in all teaching and learning spaces.

Through our situational analysis, we have identified a need to use data driven practices in line with evidence-based pedagogical practices for the students we serve. Further work is also required in the area of student wellbeing practices across the school K-6 to enhance connectedness and a greater sense of belonging. Through the NAPLAN analysis, the school identified system-negotiated target areas in reading and numeracy. Kootingal Public School will continue its focus on the area of writing and its expansion across the curriculum.

The whole school community, involving staff, parents and the school's Parents and Citizens Association (P&C), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

We will continually monitor our progress towards our success criteria and improvement measures, and our student performance data will determine areas for strengthened focus and success at a cohort and school level. The involvement of the whole school community in this process will be essential for success.

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

Improvement in the % of students achieving Top 2 Bands in NAPLAN Numeracy to the system negotiated lower bound target of 27.7%.

Target year: 2022

Improvement in the % of students achieving Top 2 Bands in NAPLAN Reading to the system negotiated lower bound target of 36.9%.

Target year: 2023

Improvement of the % of students achieving expected growth in NAPLAN Numeracy to the system negotiated lower bound target of 61.6%.

Target year: 2023

Improvement of the % of students achieving expected growth in NAPLAN Reading to the system negotiated lower bound target of 56.4%.

Initiatives

Professional learning communities

Kootingal Public School will develop a professional learning community as educators committed to working collaboratively using action research and recurring collective cycles of learning to enquire into and increase the impact of their teaching practice to achieve improved educational outcomes for all students. This will lead to developing a culture of continuous improvement throughout the school.

Through the professional learning community, Kootingal Public School will increase the impact of their teaching practice to achieve improved educational outcomes for all students with a focus on reading and numeracy.

Success criteria for this strategic direction

Teachers are making pedagogical decisions based on valid and reliable assessment data resulting in improvements in student performance from one teaching and learning cycle to another.

Teaching and learning programs show evidence of revisions based on consistent and reliable student assessment and continuous tracking of student progress and achievement.

All staff have high expectations of student performance.

Targeted interventions are in place to support students to move beyond previous expected benchmarks towards and into proficient bands.

Evaluation plan for this strategic direction

Kootingal Public 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:

- NAPLAN data
- Check-In Assessment data
- Internal school assessment data as outlined in the English and Mathematics assessment schedules
- Student work samples
- Student focus groups.

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.
- Executive team and whole staff reflective sessions.
- Semesterly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Effective collaboration and pedagogy

Purpose

Through a variety of collaborative practices, all teachers are committed to implementing the most effective explicit teaching methods based on thorough analysis of student assessment data, with the highest priority given to evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Improvement measures

Target year: 2024

Kootinjal Public School's professional learning community uses embedded and explicit systems that facilitate professional dialogue and collaboration to drive ongoing school-wide improvement in teaching practice and student results.

Target year: 2024

Teaching and learning programs show evidence of revisions based on consistent and reliable student assessment and continuous tracking of student progress and achievement.

Initiatives

Development of and sustainability of professional learning communities

Kootinjal Public School will develop a professional learning community as educators committed to working collaboratively using action research and recurring collective cycles of learning to enquire into and increase the impact of their teaching practice to achieve improved educational outcomes for all students. This will lead to developing a culture of continuous improvement throughout the school.

Success criteria for this strategic direction

Teachers feel and are trusted to make the best decisions based on valid and reliable assessment data resulting in improvements in student performance from one teaching and learning cycle to another.

Teachers have improved confidence in identifying and adjusting curriculum and pedagogical practices in light of assessment data.

Teaching and learning programs show evidence of revisions based on consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evidence of teachers differentiating curriculum delivery to meet the needs of students at different levels of achievement to support learning and increase challenge.

Evaluation plan for this strategic direction

Kootinjal Public 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:

- Focus group surveys
- Collaboration planning documentation
- Timetabling and meeting schedule
- PDP process
- Teaching and learning program feedback
- Exit slip from professional learning sessions with expert.

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.
- Executive team and whole staff reflective sessions.

Strategic Direction 2: Effective collaboration and pedagogy

Evaluation plan for this strategic direction

- Semesterly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Student wellbeing

Purpose

Kootingal Public School uses practices that support student wellbeing and involves creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills. This whole-school approach is important in addressing the interconnected and interdependent nature of wellbeing.

Improvement measures

Target year: 2024

Tell Them From Me data shows an increased proportion of students reporting a greater sense of belonging from 78% to 85%. These findings demonstrate that students feel accepted and valued by their peers and by others at Kootingal Public School.

Target year: 2024

Collaborative partnerships are built with parents and the broader school community to actively participate in the school and help students to develop positive connections.

Initiatives

A planned approach to wellbeing

Kootingal Public School will develop a framework of wellbeing responses that are strategic and planned across the whole school and are evidence-based practices that are strengths based, preventative, protective and focus on early intervention.

School and community collaborative partnerships

Kootingal Public School establishes closer links with families and the broader community to develop a collaborative partnership. This partnership is based on the building of educational aspiration and ongoing performance improvement.

Success criteria for this strategic direction

Kootingal Public School has a strategic and planned approach to wellbeing across the school that enables students to feel connected, have a greater sense of belonging and feel supported at school.

Students know how to seek and are voluntarily accessing the necessary wellbeing services within the school to enable them feel more supported and enhance their wellbeing.

Parents and carers feel connected to the school and are able to work together to support each other for the education of all students.

Evaluation plan for this strategic direction

Kootingal Public 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:

- Focus group surveys - staff and community
- Tell Them From Me surveys
- Exit slip surveys from professional learning
- Student focus groups.

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.
- Executive team and whole staff reflective sessions.
- Reflective sessions with P&C and community groups
- Semesterly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis of the data will guide future school planning to provide ongoing improvement to maximise student

Strategic Direction 3: Student wellbeing

Evaluation plan for this strategic direction

learning outcomes.