

Strategic Improvement Plan 2021-2024

Kurmond Public School 2340



School vision and context

School vision statement

Kurmond PS has high expectations of the entire school community whilst having a vision to develop curious, collaborative and resilient learners who are motivated and determined to achieve their full potential. We are a school that encourages and expects safety, responsibility and courtesy and understands that it is only through sustained effort that life long achievement is maintained.

School context

Kurmond Public School is a community minded school. It is located in a semi-rural area of the Hawkesbury Valley. The school has passionate and dedicated staff, who are active in promoting academic excellence, with a strong emphasis on literacy and numeracy.

Kurmond prides itself on the success of academic, cultural, creative and sporting pursuits and embedding practices which have high impact on student progress and achievement. The school has a positive school culture which ensures the emotional wellbeing of the students and staff. Kurmond Public School is supported in its endeavours by a very active and enthusiastic school community including the P&C..

Our school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle which focused on student-centred learning and ensuring teachers have a deep knowledge of the syllabus which is used to implement explicit teaching, using assessment data to differentiate the curriculum.

1. Student growth and attainment - Analysis of the school's NAPLAN data has led to a planned increase of 11% of students from the baseline of achieving the NAPLAN top two bands and above for reading and an increase of 10% of students from the baseline of achieving the NAPLAN top two bands and above for numeracy. Identified areas for improvement from a gap analysis of the Check in assessment include: Looking at the data and the particular strands where there are gaps. In mathematics this is measurement and geometry and in reading it is vocabulary.
2. Captivating curriculum - Internal data analysis has led to initiatives being focused around differentiated learning for all classes focused and quality individualised learning and ongoing collection and analysis of data to inform teaching in a consistent and systematic manner.
3. Collaborative community - we have identified the need to collaborate with other schools, institutions and professionals to share skills and adopt high impact learning strategies. This will involve professional learning for staff and on going connections with parents and students.

Strategic Direction 1: Student growth and attainment

Purpose

Driven by the belief that all students have the capacity to grow and achieve to their full potential, we will develop the capacity of all staff to effectively use data to inform their understanding of student needs. Evidence-based teaching practices will be employed in all classrooms in order to maximise learning outcomes in reading and numeracy for all students.

Improvement measures

Target year: 2024

- Increase of 11% of students from the baseline of achieving the NAPLAN top two bands and above for reading.
- Increase of 10% of students from the baseline of achieving the NAPLAN top two bands and above for numeracy.

Target year: 2022

- A minimum of 62.3% of students achieving expected growth in NAPLAN reading, which is the upper bound of the system-negotiated target.
- A minimum of 59.5% of students achieving expected growth in NAPLAN numeracy, which is the upper bound of the system-negotiated target.

Target year: 2024

- 100% of students completing Kindergarten will have achieved the learning indicators for level 2 within the Additive Strategies sub-element of the National Numeracy Learning Progressions.
- A minimum of 90% of students completing Year 2 will have achieved the learning indicators for level 6 within the Additive Strategies sub-element of the National Numeracy Learning Progressions.
- A minimum of 90% of students completing Year 4 will have achieved the learning indicators for level 8 within the Additive Strategies sub-element of the National Numeracy Learning Progressions.

Initiatives

Initiative 1: Effective Classroom Practice

Build the capacity of staff to use a range of effective and flexible explicit teaching strategies in all key learning areas. Draw on evidence-based practices and educational research to ensure learning is cumulative and systematic. This will include:

- A whole school approach to professional learning to support teachers to understand and employ evidence-based teaching strategies in reading, writing, mathematics and numeracy, in order to optimise learning for all students.
- Systematic allocation of resources, including timetabling, support staff and physical resources, aligned to staff and student needs.
- Adaptable school-wide routines and processes that support a balanced approach to teaching and learning.

Initiative 2: Data skills and use

Embed the systematic monitoring of student progress for all teaching staff. Develop staff skills in the effective use of data to inform practice. This will include:

- Routine collection, analysis and use of assessment data to track student progress and growth, including through the use of the National Literacy and Numeracy Progressions
- Professional learning to support staff to access tools, skills and training to interpret and use data effectively.
- Employment of both qualitative and quantitative data to create a rounded picture of student learning and provide differentiated learning experiences that meet students' needs.

Success criteria for this strategic direction

All teaching and learning programs reflect pedagogically driven practices and explicit teaching of literacy and numeracy skills in all key learning areas. There is evidence of differentiation and revision based on assessment data, feedback and professional reflection.

Class and school timetabling, including support staff and resource allocation, supports the prioritised teaching of reading and numeracy skills.

Data is collected regularly and monitored through ALAN as well as other school systems. Planned and systematic review of this data guides teaching and learning programs as well as the allocation of staffing and resources, including support staff and intervention programs.

Teachers regularly engage in professional learning based on evidence-based practices and there is evidence of implementation of the strategies in all classrooms.

Evaluation plan for this strategic direction

Question - In what ways have teaching strategies changed as a result of this focus? What did we learn about teachers' capacity to collect, analyse and act on student data? What can we learn about our impact on student achievement?

Data -

- Internal and external assessment data, including NAPLAN, Check-in assessment, Best Start and PLAN2
- QTR Fidelity analysis
- Teaching and learning programs
- TTFM - students, staff and parents
- Intervention teachers' focus groups data
- Student work samples
- Students' PLPs and ILPs

Strategic Direction 1: Student growth and attainment

Improvement measures

- 100% of students completing Year 6 will have achieved the learning indicators for level 8 within the Additive Strategies sub-element of the National Numeracy Learning Progressions.

Target year: 2024

- A minimum of 90% of students completing Kindergarten will have achieved the learning indicators for level 4 within the Understanding texts sub-element of the National Literacy Learning Progressions.
- A minimum of 90% of students in Year 2 will have achieved the learning indicators for level 6 within the Understanding texts sub-element of the National Literacy Learning Progressions.
- A minimum of 90% of students in Year 4 will have achieved the learning indicators for level 8 within the Understanding texts sub-element of the National Literacy Learning Progressions.
- A minimum of 90% of students in Year 6 will have achieved the learning indicators for level 9 within the Understanding texts sub-element of the National Literacy Learning Progressions.

Target year: 2024

- Value-added data in Scout for K to 3, 3 to 5 and 5 to 7 to indicate Excelling.

Target year: 2024

- In the Learning Domain of the School Excellence Framework, the school is identified as Excelling in the element of School Performance Measures.
- In the Teaching Domain of the School Excellence Framework, the school is identified as Excelling in the element of Effective Classroom Practice and Data Skills and Use.

Evaluation plan for this strategic direction

- SEF Assessment and External Validation

Analysis - Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implication - The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 2: Captivating curriculum

Purpose

In order to maximise student engagement and achievement, all staff will have a deep understanding of all aspects of the curriculum. A broad range of assessment strategies will be embedded in teaching programs, ensuring that learning experiences are responsive to the needs of all students and guided by research-based practice. We will promote high expectations and a love of learning in staff, students and the community, empowering them through an awareness of their own progress and the desire to pursue continued growth.

Improvement measures

Target year: 2024

- 100% of teaching programs and classroom practices demonstrate evidence-based, effective teaching practices that are responsive to students needs.
- Differentiation is evident in all teaching and learning programs, reflecting the full range of abilities of students.

Target year: 2024

- In the Learning Domain of the School Excellence Framework, the school is identified as Excelling in the elements of Curriculum and Assessment.
- In the Teaching Domain of the School Excellence Framework, the school is identified as Excelling in the element of Learning and Development.

Target year: 2024

- Embedded assessment practices are sustained, reflected in 100% of teaching and learning programs and whole-school schedule that includes feedback to staff, parents and students.
- Systematic tracking of students' progress that drives further growth and improvement is reflected in school wide documentation and practices.

Initiatives

Initiative 1: Engaging, personalised curriculum

Ensure that all teaching and learning programs are systematically planned, dynamic and meet the learning needs of all students. Incorporate effective, evidence-based teaching methods into planning, including collaborative practice, to optimise learning. This is achieved through:

- Professional learning to build curriculum content knowledge and promote innovative and evidence-informed teaching practices, aligned to identified areas of need, including staff professional learning plans, student achievement data and system priorities.
- Identification of expert staff to mentor and support all teachers to build curriculum knowledge and pedagogical practice for the development of teaching and learning programs, including PLPs and ILPs, that meet the needs of all students.
- Collaborative practices embedded in school processes, including cooperative planning, mentoring, feedback and joint teaching.

Initiative 2: Effective Assessment Practices

Integrate quality assessment as a part of all teaching and learning programs, in all key learning areas. Continuously track student progress and achievement, and use this to inform future teaching and learning experiences. This will be achieved by:

- Development and implementation of regular, valid, flexible and continuous assessment processes that are understood by teachers, students and parents
- Longitudinal monitoring of the progress and achievement of all students through continuous tracking aligned to the syllabus and the National Literacy and Numeracy Learning Progressions
- Targeted professional learning to build teacher capacity to develop, identify and implement rigorous

Success criteria for this strategic direction

Teachers identify, promote and model evidence-based effective teaching strategies to optimise learning for all students.

All teaching and learning programs are dynamic and ensure that all students are challenged. There is evidence of revisions and adjustments, based on student progress and feedback, that lead to improved learning.

Assessment is embedded in daily classroom instruction, and used flexibly and responsively by teachers. Data is collected and analysed regularly in order to evaluate student learning over time and make changes that lead to improvement.

Targeted, systematic, teacher-driven improvement cycles are a sustained and embedded practice across the school, with teachers applying evidenced-based practices to inform teaching and learning.

Evaluation plan for this strategic direction

Question - How are we able to ensure teaching and learning programs and classroom practices reflect effective, evidence-based practices that meet the needs of all students? How have our ideas changed regarding the range and type of assessments used across all curriculum areas in order to monitor student progress?

Data -

- Internal and external assessment data
- TTFM - students, staff and parents
- Teaching and learning programs
- Assessment schedules
- Learning Walks
- Pre-and post teacher and student surveys
- Effect-size data
- PLPs and ILPs

Strategic Direction 2: Captivating curriculum

Improvement measures

Target year: 2024

- The High Impact Professional Learning model informs all professional learning within the school. Evaluation and feedback facilitates further improvements and promotes effective strategies that result in student growth and attainment.
- The school is identified as Excelling across all five elements.

Initiatives

and consistent assessment tasks

Evaluation plan for this strategic direction

Analysis - Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implication - The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 3: Collaborative community

Purpose

We envisage a school community who value the importance of lifelong learning and where every child is known, valued and cared for. To ensure that every student can connect, succeed, thrive and learn, we will build strategic, collaborative partnerships with the broader school community. We will have a planned approach that values the role of all stakeholders as part of this journey.

Improvement measures

Target year: 2024

- 100% of staff have embedded Quality Teaching elements in their teaching and learning programs and classroom practice.
- 90% of all staff have participated in Quality Teaching Rounds at least twice over the four-year cycle.
- All aspects of the Quality Teaching Rounds fidelity process are embedded in practice across the school.

Target year: 2022

- Increase the percentage of students attending >90% of the time to 88%, which is above the lower bound of the system-negotiated target.
- Wellbeing data to increase to be above the lower-bound of the system-negotiated target of 90.0%

Target year: 2024

- In the Learning Domain of the School Excellence Framework, the school is identified as Excelling in the element of Learning Culture.
- In the Leadership Domain of the School Excellence Framework, maintain Excelling in the element of Educational Leadership.

Initiatives

Initiative 1: Professional Partnerships

Engage in high-impact, professional learning centred on collaborative practice through Quality Teaching Rounds (QTR). Develop a learning community which is focused on continuous improvement in teaching and learning. Foster a culture of collective responsibility for student learning and success. This will be achieved through:

- Participation in high-quality professional learning in partnership with the University of Newcastle in order to promote high performance and sustained improvement across the school.
- Engage in high impact practices, including regular professional dialogue and analysis of teaching practices, in order to embed effective, evidence-based pedagogies across all curriculum areas.
- Establishment of a professional learning community, both within the school and beyond, that are focused on continuous improvement of teaching and learning.

Initiative 2: Educational Leadership

Empower students, staff and the broader community to become self-directed learners who are motivated to deliver their best and continually improve. Embed a learning culture that promotes creativity, engagement and the achievement of learning goals. This will be achieved through:

- Establishment of shared high expectations for student achievement, engagement and wellbeing through authentic partnerships with parents and the broader community that ensure every student is known, valued and cared for.
- Expert use of pedagogically-based learning strategies, including learning intentions, success criteria, formative assessment and feedback in all classrooms
- Identification, establishment and articulation of personalised learning goals that reflect high expectations for all learners.

Success criteria for this strategic direction

Teachers, parents and the wider community work together to support and maintain a culture of high expectations focused on continuous improvement.

Wide-spread, positive, respectful relationships are evident amongst staff, students and parents, promoting wellbeing and optimum learning conditions.

The school has strategic partnerships with community partners that promote and support continuous improvement in teaching and learning.

The principal and school leadership team model instructional leadership and promote a culture of high expectations for staff and students, resulting in sustained and measurable whole school improvement.

Evaluation plan for this strategic direction

Question - In what ways have we improved as a result of teachers having engaged in QTR? In what ways have we not improved? What does the data reveal about the collaborative culture across the school? In what ways would students identify their learning has improved as a result of QTR? In what ways would our students identify as being known, valued and cared for?

Data -

- Internal and external assessment data, including NAPLAN, PAT Assessments and PLAN2
- QTR Fidelity analysis
- Teaching and learning programs
- TTFM - students, staff and parents
- Pre-and post teacher and student surveys
- Teacher Professional Development Plans
- Attendance and wellbeing data

Analysis - Analysis will be embedded through implementation and progress monitoring. The school will

Strategic Direction 3: Collaborative community

Initiatives

- Promote involvement in a broad range of community groups that promote student engagement and achievement, including the AECG, Hawkesbury PSSA and the Colo Learning Community.
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Evaluation plan for this strategic direction

annually review progress towards the improvement measures through annual progress measure evaluations.

Implication - The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring