

Strategic Improvement Plan 2021-2025

Kurrajong North Public School 2344



School vision and context

School vision statement

Kurrajong North Public School believes in providing a supportive, inclusive and stimulating environment which is relevant, challenging and comprehensive. Our vision is to provide equitable opportunities for all students to maximise their potential and become self-driven learners through promoting a culture of quality education, high expectations and effective feedback.

We see our parents and broader community as valued partners in developing the ethos of our school. We believe that developing collaborative partnerships within and beyond our school will enable our students to become global citizens who follow our core school values - respect, responsibility and resilience. As a small community small we strive for collaborative practice, open communication and a commitment to the pursuit of excellence.

School context

Kurrajong North Public School is a dynamic primary school nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin. Student enrolments have ranged between 68 and 88 over the last five years. At present 8% of our students identify as Aboriginal and 12% from a non-English speaking background. The Darug and Kurrajong people, the traditional custodians of the community, have a strong representation and presence in the school.

The school has a strong focus on academic excellence in literacy and numeracy and offers a comprehensive student support program in these areas based on ongoing assessment. The school offers a comprehensive extra-curricular program utilising the skills of accredited coaches to deliver programs in dance, athletics and gymnastics. Opportunities are also provided to enable students to develop their debating and public speaking skills as well as creative talents.

Kurrajong North Public School has one Teaching Principal who delivers Learning and Support programs and three full-time classroom teachers. There is an Assistant Principal, Curriculum and Instruction one day per week who also works an additional day every week as out teacher librarian. The school's School Administration and Support Staff include one School Administrative Manager, one part-time School Administrative Officer, one School Learning Support Officer and a part-time General Assistant.

Kurrajong North Public School is well supported by a highly active and engaged parent community and P&C. The school is a valued member of the Colo Learning Community comprising of the nine local primary schools who are feeder schools to Colo High School. Kurrajong North Public School also has strong ties with the Small Schools Community which is made up of twelve primary schools across the Hawkesbury and Windsor networks.

Kurrajong North Public School has undertaken a comprehensive Situational Analysis which has involved deep consultative processes with the school community and key stakeholders including the staff, students, parent community and the broader community, to develop the Strategic Improvement Plan 2021-2024. The school will be working towards 2 strategic directions which were determined through further consultation with the school community and addressed the needs identified across learning, teaching and leading. The strategic directions include *Student Growth and Attainment* with a focus on reading and numeracy across 'Effective Classroom Practice' and 'Effective Use in Data', and *Excellence in Collaborative Practice and Inclusivity* with a focus on strengthening a 'Personalised Learning Culture' and establishing strong partnerships through 'Collaboration and Community Engagement'.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy in order to build strong foundations for success, we will further develop, refine and sustain evidence-based teaching practices that are responsive to data-driven learning needs of our students. We will provide an environment of high expectations and effective feedback where student learning is regularly monitored to guide the direction of explicit teaching and engaging learning programs. .

Improvement measures

Numeracy growth

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

School Excellence Framework

- School Excellence Framework element 'Professional Standards - Literacy and numeracy focus' - Excelling
- School Excellence Framework element 'Effective classroom practice' - Excelling
- School Excellence Framework element 'Data skills and use' - Excelling

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Aboriginal students in reading in Year 3 and 5 for 2023

Initiatives

Effective Classroom Practice

Embed a learning culture of high expectations, effective feedback and explicit teaching across reading and numeracy outcomes to meet the needs of all students, especially Aboriginal and EALD students.

This will include:

- Deep research, application and reflection in Effective Feedback, High Expectations and Explicit Teaching.
- High impact collegial programming and teacher-to-teacher class observations utilising learning sprints to support effective and consistent classroom practice structures.
- Review and adapt classroom practice which is responsive to student learning needs and formative assessment.
- Embed high impact professional learning structures to build teacher capabilities in differentiation and explicit instruction..

Effective Use of Data

Embed sustainable systems and processes in data collection, analysis and reflection to inform teaching, differentiate curriculum and provide effective feedback to maximise reading and numeracy learning outcomes for all students.

This will include:

- Systematic, deep and visible analysis of internal and external data to track student growth.
- High impact professional learning in data literacy, data analysis and data use to inform programming and differentiation, including guided instruction in Literacy and Numeracy Progressions.
- High impact professional learning in using formative assessment to differentiate for student needs, including strategies such as Learning Intentions and Success Criteria, Effective feedback and assessment.

Success criteria for this strategic direction

Teaching Domain - Professional standards

Literacy & Numeracy focus

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teaching Domain - Effective Classroom Practice

Lesson Planning

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Explicit Teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Feedback

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teaching Domain - Data Skills & Use

Data literacy

Strategic Direction 1: Student growth and attainment

Improvement measures

compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Aboriginal students in numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

- Embed deep Learning and Support systems to support teachers in developing their capacity in effective data use and curriculum differentiation.
- Work collaboratively with partner schools to share and embed effective data use.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data analysis

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

Data use in teaching

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 achievement, and reflecting on teaching effectiveness.

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:

- The school achieving system negotiated targets for Top 2 bands and expected growth in reading and numeracy
- Classroom observations and reflection/evaluation templates
- Analysis of NAPLAN data - Yearly
- Analysis of Check-In data - Termly
- Analysis of Internal School Data - Termly
- Analysis of Progression Data. Students will be

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

tracked using the progressions and have learning goals that are linked to their identified areas of need. Feedback from students on their learning derived from classroom programs and assessments inform further teaching.

- Deep reflection on SEF Elements - Professional Standards, Effective classroom practice and Data Skills and Use
- Teaching and Learning Program Analysis - Termly

The evaluation plan will involve:

- High quality assessment practices being used by all teachers in literacy and numeracy. Assessment will be used flexibly and responsively as an integral part of daily classroom instruction.
- Effective analysis of student data will be used consistently to guide educational decisions, eg programs, student progress, reflecting on teaching practice.
- Collaborative practice sessions will be used to achieve consistent teacher judgement across grade and stage teams.
- Principal tracking school progress using the School Excellence Framework elements and themes.
- Use of QTSS funding to support teachers in delivering effective classroom practice.

Strategic Direction 2: Excellence in Collaborative Practice & Inclusivity

Purpose

To strengthen partnerships with our school community and partner schools which enable improved student learning and teacher capability. We will develop processes which are collaborative, supportive and inclusive within and beyond the school. Our school community will establish a culture of high expectations, shared authentic learning and effective partnerships to address the wellbeing, curriculum and cultural needs of students.

Improvement measures

Achieve by year: 2022

Staff collaborative practice and collegial partnerships

- Teaching programs embed strategies to record effective feedback, high expectations and explicit teaching.
- 80% of teachers participate in-class observations to gain a collective understanding of best practice across the school.
- 20% of teachers engage in collegial discussion across the network to share best practice.
- 40% teachers participate in high-quality collaborative practice across the school network

Achieve by year: 2023

School Excellence Framework

- School Excellence Framework element 'Learning Culture' - Sustaining and Growing
- School Excellence Framework element 'Learning and Development' - Sustaining and Growing
- School Excellence Framework element 'Wellbeing' - Sustaining and Growing

Achieve by year: 2025

School community partnerships

- 70% of parents/carers connect with their child's teacher through Class Dojo to reflect on and contribute to student learning journey.

Initiatives

Personalised Learning Culture

Students, parents/carers and teachers establish a collective responsibility for personalising student learning and success to develop self-driven learners who strive to maximise their potential and are well-supported.

This will include:

- Authentic and regular consultation between teachers, parents/carers and students to strengthen student outcomes through developing shared learning goals, wellbeing checks, Individualised learning plans and 3 Way Interviews, especially for Aboriginal and EALD students.
- Personalised student learning goals shared by students, parents and teachers, with a focus on Learning Intentions and Success Criteria and effective feedback.
- Explicit and concise parent instructional videos/slideshows to ensure school transparency and shared metalanguage.
- High impact parent workshops to target areas of need and understanding of curriculum delivery and school initiatives, in particular explicit instruction, high expectations and effective feedback, and daily classroom routines.
- Teacher/parent workshops to develop a shared value and understanding of school reports as a means to reflect on student learning, growth, next steps and improvement measures.

Collaboration & Community Engagement

Establish high-quality partnerships and collaborative practice across the school community and the wider network to strive for school excellence and exceptional wellbeing processes. Staff will engage with the wider community to ensure that curriculum delivery and school initiatives are engaging, authentic, inclusive, diverse, cultural and meet the needs of all students.

Success criteria for this strategic direction

Learning Domain - Learning Culture

High Expectations

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.

Learning Domain - Wellbeing

A planned approach to wellbeing

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

Attendance

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

Individual learning needs

There is a 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.

Learning Domain - Reporting

Student reports

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Parent engagement

Strategic Direction 2: Excellence in Collaborative Practice & Inclusivity

Improvement measures

- 100% of parents/carers actively contribute to Student Adjustment and Support Programs and Personalised Learning Pathways documents
- 30% of parents/carers contribute to their child's learning goals on a regular basis with a commitment to developing a shared responsibility for learning.

Attendance (>90%)

Achieve by year: 2023

Attendance

- 95% of students attend school at least 90% of the time.

Initiatives

This will include:

- Review current Positive Behaviour for Learning, Learning and Support and wellbeing processes to ensure their alignment with the Wellbeing Framework and School Excellence Framework.
- Establish rigorous systems and processes for staff to collaborate with the school community and partner schools for schoolwide improvement in authentic learning opportunities and applied learning initiatives.
- Effective partnerships with the parent community to build on the richness of culture within the community, including the Aboriginal culture.

Excellence in Attendance

- Regular analysis of attendance data, highlighting student of concern for additional monitoring
- Regular community engagement through newsletters, P&C meetings and school messaging
- Evaluation of school-wide attendance monitoring practices

Success criteria for this strategic direction

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received

Teaching Domain - Learning & Development

Collaborative practice and feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Professional learning

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Expertise and innovation

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and employ effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

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:

- Analysis of parent/teacher survey information

Strategic Direction 2: Excellence in Collaborative Practice & Inclusivity

Evaluation plan for this strategic direction

- Analysis of Sentral wellbeing data
- Deep reflection on SEF Elements - Learning Culture, Wellbeing, Learning & Development, Reporting
- Teaching and Learning timetabling and programming
- Community engagement initiatives tracked and recorded in Sentral - Meetings

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.
- Principal tracking school progress using the School Excellence Framework elements and themes.
- Regular and concise tracking of initiatives and community partnerships, including parent community and broader community.
- Collaborative practice sessions will be used to achieve consistent teacher judgement across grade and stage teams.
- Collaborative practice involving the school community and partner schools in developing strong partnerships and student growth.