

Strategic Improvement Plan 2021-2024

Kyogle Public School 2349



School vision and context

School vision statement

Kyogle Public School community believes that every student should be motivated to achieve their personal best, using high expectations, in a positive and inclusive environment.

School context

Kyogle Public School has a student enrolment of 271 students. The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year 6. Kyogle Public School has 18% of students identify as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds

Within the school there are many groups that strive to benefit our students. These include Stage Teams, a Learning and Support Team, an Aboriginal Education Team and a Positive Behaviour for Learning (PBL) Team.

Extra-curricular opportunities and focus groups occur daily. Numerous teams represent the school in sport. Every day, there are a range of structured activities that students may wish to join. These include: team sports, Art Club, Dance Group, Environment Club, Deadly Crew, Gardening Group, computer room and quiet games. Band, choir and robotics are optional activities given each week. By creating opportunities for these activities, we enable our students to excel through a range of different experiences.

The whole school is committed to the importance of transitions and strong connections between our local Preschools and High Schools to enhance the academic achievement and wellbeing of all students at Kyogle Public School. We have strong partnerships with universities resulting in extra support for our students in the areas of Speech, Occupational Therapy, Dietetics and Social/Welfare programs.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. As a result, teachers will be successfully planning for and delivering quality differentiated instruction to all students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The instructional leader will lead much of this work, with Departmental support staff.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for every student, to build strong foundations in reading and numeracy, with high expectations for academic success. In all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

An uplift of 8% of students achieving top two bands in NAPLAN reading.

Target year: 2022

An uplift of 8.7% of students achieving top two bands in NAPLAN numeracy.

Target year: 2023

An uplift of 7.4% of students achieving expected growth in NAPLAN reading.

Target year: 2023

An uplift of 6.5% of students achieving expected growth in NAPLAN numeracy.

Initiatives

Reading

Expert instructional leadership is used to drive a collaborative, intensive focus on the quality teaching of reading.

- Professional Learning sessions will be supported by the use of the Department of Education's Literacy and Numeracy Professional Learning Suite.
- Sustained and ongoing focus on building teacher expertise in understanding text and fluency, to support all students including Learning Support and Higher Potential in Gifted Education.
- Differentiated, individual learning pathways are provided, with regular systems to track data using informed quality evaluative practices.
- High impact professional learning in data literacy, data analysis and data use in the teaching of reading for all staff.

Numeracy

Improve effective practices school-wide, to ensure research and evidence informed pedagogical practice is underpinned by the syllabus and builds mathematical thinking skills for all students

- Review systems and processes including scope and sequence to ensure all teaching and learning is driven by syllabus outcomes.
- Collaborative, high impact professional learning supports, reviewing the analysis of data, using PLAN 2 Progressions and external data sources, to inform the selection of a variety of teaching strategies in relation to student needs, for all students, including Learning Support and Higher Potential and Gifted Education.
- Expert instructional leadership is used to drive a collaborative, intensive focus on the quality teaching of numeracy, focusing on areas identified through gap analysis processes. These sessions will be supported by the Literacy and Numeracy Professional Learning Suite.

Success criteria for this strategic direction

- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF-Data Skills and Use)
- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF-Student Performance Measures)
- All students articulate, understand and achieve their reading and numeracy goals.
- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Evaluation plan for this strategic direction

The school will use the following data to regularly analyse the effectiveness of the initiatives

- NAPLAN assessment
- Internal student performance data
- Check-in assessments
- PLAN 2
- Scout data
- Student Personalised Learning Plans
- School surveys

The evaluation plan will involve:

- A review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures during stage and professional learning meetings.
- Regular professional discussion around the School Excellence Framework .
- Executive team and whole staff reflective sessions, comparing Kyogle Public School baseline data, using 'What Works Best 2020'.

Strategic Direction 1: Student growth and attainment

Initiatives

- Embed school-wide processes which enable consistent teacher judgement.

Evaluation plan for this strategic direction

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

Strategic Direction 2: Excellence in Teaching

Purpose

Kyogle Public School develops strong, compassionate, motivated and collaborative teachers who focus on exceptional curriculum delivery, resulting in our students becoming life long learners.

Improvement measures

Target year: 2024

100% of teachers to have quality evidence that represents the achievement of their Professional Development Plan goals, based on the Australian Professional Standards.

Target year: 2024

Regular review in relation to evidence informed practice in 100% of classrooms, where teachers are using the School Excellence Cycle.

Initiatives

Teachers as Learners

Teachers at all stages of their careers will actively plan and participate in their own professional learning to improve knowledge and practice.

- Professional Development Plans with a focus on identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Expertise sharing and collaboration opportunities through stage sessions facilitated by an Instructional Leader.
- Develop a teacher observation program within the school and across local schools.
- Building capacity and high expectations through differentiated targeted professional learning.
- Teachers demonstrate a thorough understanding of the NSW Syllabus, including embedding Aboriginal perspectives into the curriculum, adding a local focus where possible.

Effective Classroom Practice

Staff will use a systematic approach to school based professional learning, focusing on using data to inform best practice to ensure accountability and rigor in the delivery of explicit teaching and individualised feedback for students.

- Using the 'What Works Best 2020' and 'High Impact Teaching Strategies-Excellence in Teaching and Learning' teachers will consistently evaluate best practice and implement the teaching and learning cycle to accommodate the individual needs of their students.
- Observations will be conducted both internally and externally at local schools to maximise reflection of best practice.
- Supervision is supportive, with the high expectations for all staff and students leading to sustained and

Success criteria for this strategic direction

- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF- Effective classroom practice)
- All teachers will have an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness to meet the needs of all students. (SEF- Curriculum)
- The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF- Educational Leadership)

Evaluation plan for this strategic direction

The school will use the following data to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Personal Development Plans and evidence
- Internal student performance data
- 100% of staff using Plan 2 data to inform teaching practice
- Scout data
- School surveys

The evaluation plan will involve:

- A review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures during stage and professional learning meetings.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions, comparing Kyogle Public School baseline data, using 'What Works Best 2020' and 'High Impact

Strategic Direction 2: Excellence in Teaching

Initiatives

- measurable whole school improvement.
 - 'Assessment For Learning' will be implemented across the whole school to improve Formative Assessment Strategies.
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Evaluation plan for this strategic direction

- Teaching Strategies-Excellence in Teaching and Learning'.
- Term by term review and triangulation of data sources including quantitative, qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Wellbeing

Purpose

Social, emotional and academic development will be achieved in a safe and respectful environment. We will enhance our diversity and connections with community through Aboriginal and cultural perspectives.

Improvement measures

Target year: 2022

An uplift of 5.5% of students attending school more than 90% of the time.

Target year: 2024

Wellbeing data improves across all categories in the 'Tell Them From Me' survey.

Initiatives

Valuing Others - Inclusive Pathways to Success.

Analyse and define a whole school approach to develop integrated, inclusive and student-centred system, that streamlines pathways to learning and wellbeing support.

- Develop a School Learning and Support Officer program to allow for high engagement of students in the school day. All Kyogle Public School students will be supported in the classroom during reading and numeracy sessions.
- Implement the Department of Education 'Student Behaviour Strategy', to support students and teachers with a preventative, student-centered and positive approach to behaviour at school.
- Understanding and valuing the local community cultural perspectives. This includes students being taught 'Bundjalung' language across the school by local indigenous tutors. Teachers will be a part of these lessons to maximise learning through ongoing revision opportunities in class.
- Refine and implement school procedures related to attendance so that every child has the maximum chance to succeed, thrive and learn.

Opportunities

Collaboration with staff, students, parent/carers and school communities to ensure all students achieve success at school.

- Connecting communities through collaboration and engagement in a range of programs associated with other schools and universities that help provide support so that our students can connect, succeed, thrive and learn.
- Strengthening parent/carer involvement in student learning will be consolidated by reviewing current practices and communication.
- Inviting community onsite to help with ongoing projects associated with the teaching of culture. These projects have been designed through the collaboration of the local Aboriginal Educational

Success criteria for this strategic direction

- Kyogle Public School has a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF-Wellbeing)
- Resources are strategically used to achieve improved student outcomes and high quality service delivery. (SEF-School Resources)
- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF-Learning Culture)

Evaluation plan for this strategic direction

The school will use the following data to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Internal student data - attendance and behaviours
- Scout data
- Review of student individual support programs
- School surveys

The evaluation plan will involve:

- A review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures during stage and professional learning meetings.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions, comparing Kyogle Public School baseline data, using the 2021 Student Behaviour Strategy.

Initiatives

Consultative Group.

- Whole School Programs that support student voice and interests will be provided across all key learning areas. These will be done both in class and as extracurricular opportunities.
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