

Strategic Improvement Plan 2021-2024

Killara Public School 3918



School vision and context

School vision statement

To provide an inclusive and personalised learning environment where all students reach their potential and develop their strengths to become respectful, responsible, resilient and successful learners.

School context

Killara Public School is located in northern Sydney and has a student enrolment of 410 students. A strong sense of community is celebrated as a key strength of the school and high-quality educational programs are delivered by professional and supportive staff. A culture of inclusion and personalised learning are key priorities for the school to ensure all students reach their potential.

Our community is culturally diverse with 30% of students born overseas. 46% of our students speak English at home with the remainder speaking other languages (but not limited to) Mandarin, Korean, Cantonese, Hindi and Farsi. Our English as an additional language or dialect (EALD) programs support students who have a background other than English.

The school sees a high level of involvement in extra-curricular activities including sporting and music programs. The school is committed to providing a range of opportunities across the intellectual, creative, physical and social-emotional domains to ensure all students develop their strengths.

Through our situational analysis, we have identified the need to implement regular and systematic collection and analysis of student assessment data to ensure all students achieve growth through explicit teaching of individual learning goals. This will be a focus for collaborative planning of reading and numeracy learning programs as they have been identified as a result of NAPLAN and school based data analysis.

In the area of wellbeing, work will be done so that students feel a sense of advocacy and belonging at school, coupled with high expectations and challenge in learning tasks. A whole school approach to teach and promote wellbeing will be implemented along with continued focus on improving adjustments for individual students.

The school is committed to preparing students for the future. A focus on innovation, particularly through the creative use of ICT and student driven, real life collaborative project work will continue to be a school priority. Sustainability programs will be a priority for student leadership as well as improving the school environment so that more outdoor learning can occur.

In all areas of the plan, the school will collaborate with the school community to build evaluative systems for data analysis to continually monitor the impact of leadership, professional learning, financial and staff resourcing and continue to improve as a school.

Strategic Direction 1: Student growth and attainment

Purpose

To implement data driven practices and explicit teaching and provide personalised learning experiences for all students to develop strengths and achieve their potential.

Improvement measures

Target year: 2022

System Target - Reading

Increase of 8.6% of students achieving in the top two bands in NAPLAN Reading from 67.4% to 76%.

Target year: 2023

System Target - Reading Growth

Increase of 3.3% of students achieving expected growth in NAPLAN reading from 72.7% to 76%.

Target year: 2022

System Target - Numeracy

Increase of 6.7% of students achieving in the top two bands in NAPLAN Numeracy from 70.3% to 77%.

Target year: 2023

System Target - Numeracy Growth

Increase of 2.5% of students achieving expected growth in NAPLAN Numeracy from 77.5% to 80%.

Target year: 2024

Increase the percentage of students who report in the 'High Advocacy/belonging, High Expectations' quadrant so that year 4, 5 and 6 results are in line or above SSSG in the Tell Them From Me survey.

Target year: 2024

Increase of 48% of classroom teachers report confidence

Initiatives

Use of Data to Inform Practice

Improved use of student assessment data, specifically in the areas of literacy and numeracy for teachers to understand where their students are in their learning and plan what to do next. A focus in this area will include:

- Collaborative practices for data review and consistent teacher judgement.
- Development of instructional leadership skills of assistant principals.
- Use of a range of assessment data to track progress and growth for students K-6., specifically in the areas of reading and numeracy.

Explicit Teaching

Teaching programs include explicit teaching of key literacy and numeracy concepts.

A focus on explicit teaching in the areas of Reading and Numeracy will include:

- PL in the explicit teaching of Reading and Numeracy
- A whole-school approach that will create a common language around practice. This consistent use of explicit teaching practices across the whole school supports teachers' use of effective practices.

High Expectations

Learning experiences promote engagement and challenge for every student. Systems that help teachers understand students' strengths and areas for improvement, and provide a variety of meaningful learning opportunities that support every student to achieve their educational potential.

A whole school focus on high expectations and differentiated instruction will include:

- Collaboratively developed school based expectations for achievement and growth in Literacy and Numeracy.

Success criteria for this strategic direction

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.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teacher effectiveness.

An evidence-based whole school approach to explicitly teach reading is evident. Teaching strategies are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth..

An evidence-based whole school approach to explicitly teach numeracy is evident. Teaching strategies are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth..

Evaluation plan for this strategic direction

Data Sources

- NAPLAN, Check-In assessments
- Standardised assessments - PAT
- CARS/STARS assessments
- Benchmark reading levels
- Reading & Numeracy PLAN2 Data
- TEN assessment
- SENA assessments

Evaluation plan

- Leadership team review of data
- Regular Stage review of class based data including reading benchmarks and CARS/STARS.
- Regular stage review of growth between assessments and flagging students who don't make expected growth.

Strategic Direction 1: Student growth and attainment

Improvement measures

(4 or 5) in data informed practices on the annual teaching practice survey from 36% to 84%.

Initiatives

- A targeted approach for high performance and gifted (HP&G) students and implementation of the new HP&G policy.
- Learning experiences that enrich and extent students across intellectual, creative, social-emotional and physical domains of potential.

Evaluation plan for this strategic direction

- Term updating and review of PLAN2 data for reading, writing and numeracy.
- Develop K-2 reflection tool for a wellbeing survey.

Strategic Direction 2: Wellbeing - Partnerships and Engagement

Purpose

To develop partnerships, programs and learning environments that strengthen social, emotional, cognitive and physical development to create a positive effect on engagement and success in learning across the school community.

Improvement measures

Target year: 2024

Increase of 8% of students who report a positive sense of belonging from 72% to 81%.

Target year: 2024

Increase of 3% of students who report positive relationships from 87% to 90%.

Target year: 2024

Increase of 5% of students who report being interested and motivated from 75% to 80%.

Target year: 2024

Maintain a positive trend and increase by at least 2% of students who report as valuing schooling from 95% to 97%.

Target year: 2024

Reduction of the number of Sentral-recorded major incidents, with yearly numbers tracking in a downward trend.

Target year: 2022

System Target - Attendance

Increase the rate of attendance from 91.8% over 90% of the time to 95.5%.

Target year: 2023

System Target - Wellbeing

Initiatives

Wellbeing

Support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement. and by fostering positive relationships across the school community.

A whole school approach to wellbeing will include:

- Implementing strategies for student wellbeing to proactively teach healthy coping strategies, resilience and self-regulation.
- Implementing targeted support for different phases of student development and for students who may be at risk.
- Using collaborative strategies across the school community to support the wellbeing of students.

Student engagement

Support wellbeing through a combination of responsive and preventative strategies to engage students in learning.

A whole school approach to behaviour management will:

- Create positive learning environments that support students to be on task and display positive learning behaviours.
- Positively redirect students to meet school and classroom behaviour expectations when they show behaviour that may impact their own and other students' learning.

Success criteria for this strategic direction

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

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

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.

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

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

Evaluation plan for this strategic direction

Data Sources

- TTFM Data
- Sentral Incident Reports
- Teacher survey - classroom management questions.
- Attendance Data

Evaluation Plan

- Leadership team review of wellbeing data and sharing with staff and school community
- Leadership team review of teacher survey and modify if more detailed information is required.
- PBL committee - Sentral data

Strategic Direction 2: Wellbeing - Partnerships and Engagement

Improvement measures

Increase of 5% of students who report positive wellbeing from 82.3% to 87%.

Strategic Direction 3: Future-Focused Learning - Innovation & Collaboration

Purpose

To develop learning programs with a focus on innovation and collaboration to prepare students for rewarding lives as engaged global citizens in a complex and dynamic society.

Improvement measures

Target year: 2024

All teaching programs demonstrate use of higher order ICT applications.

Target year: 2024

In the teaching practice survey, an increase of 30% of teachers report that technology is embedded in their teaching from 45% to 75%.

Target year: 2024

80% of teachers report that they regularly work in partnership with colleagues through co-teaching.

Target year: 2024

80% of teachers report that they regularly engage in lesson observations as part of their professional learning.

Target year: 2024

Evidence of sustainable practices are seen around the school environment.

Target year: 2024

80% of teachers report confidence in developing project-based learning opportunities in the annual teaching practice survey.

Initiatives

Innovation

Innovative use of ICT is evident throughout the school

- development of teacher's knowledge of innovative ICT applications and resources
- Teachers and students regularly refer to the K-6 scope and sequence of ICT skills and creative applications
- professional learning for teachers in embedding new higher order applications within programs, with the support of the ICT specialist teacher
- Teachers engaging in team teaching opportunities to enhance their ICT knowledge to implement skills learnt in teaching and learning.
- Implementation of Future-Focused outcomes including a focus on sustainability and outdoor learning.

Collaboration

To build a culture of collaboration that values the sharing of ideas and advice in non-threatening ways. Teachers will recognise their own expertise, feel comfortable in offering it, while also open to accepting the advice and feedback from others.

- Teachers engage in professional learning opportunities to gain expertise in the evidence-based practice of co-teaching and work in partnership with colleagues to achieve shared collaboration goals.
- Time will be regularly dedicated throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.
- Professional learning across all aspects of the school play will include opportunity for staff to engage in structured lesson observations that focus on how different teaching approaches impact on student learning.

Success criteria for this strategic direction

Technology that supports learning is available and expertly integrated in to lessons by teachers.

Teachers implement innovative or future focused practices.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, stages and for particular student groups.

Teachers collaborate with staff in others schools to embed good practice.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Evaluation plan for this strategic direction

Data Sources

- Blooms Digital Taxonomy matrix
- Teaching programs - ICT and outdoor learning
- Teaching Practice Survey
- Project-Based Learning Reflections
- Parent focus groups

Evaluation Plan

- Stage review of programs using Blooms Digital Taxonomy matrix
- ICT Committee - regular review of teaching programs.
- Teaching Practice survey to question more detail about staff collaboration and team teaching.