

Strategic Improvement Plan 2021-2024

Kapooka Public School 3923



School vision and context

School vision statement

At Kapooka Public School education is a shared responsibility, with staff and parents working in partnership to generate, maintain and promote excellence and equity to equip students to achieve their personal best and be active and informed citizens in the future.

In the context of a mobile school population we are seeking to prepare our students to meet new educational and social challenges and to develop in them greater self-esteem, self-discipline and motivation to learn and succeed.

School context

Kapooka Public School is a small, dynamic, well-resourced school within a unique natural setting. The students are committed and enthusiastic learners who strive to demonstrate our school values of Respect, Resilience and Responsibility. The students are encouraged to be caring and considerate of one another, developing active and thoughtful citizens of the future.

The majority of our students are transient, with families remaining in Kapooka for approximately 2-3 years. A particular focus of our school is the wellbeing of all students, in particular, ensuring a smooth transition for students into our school and for their families into the wider community.

The school works closely with our parents to provide positive learning outcomes for all students. There is a school-wide, collective responsibility for the learning and wellbeing of all students- we are staffed by caring, committed and experienced staff who have high expectations and develop quality learning experiences with the capacity to meet the needs of all students: emotional, cultural, sporting and academic.

As identified in the Situational Analysis, Kapooka Public School staff, throughout 2021-2024, will maintain a particular focus on the effective teaching of literacy and numeracy, whilst striving for excellence in all areas of schooling and consolidating practices within the school that have seen considerable growth in students.

Kapooka Public School belongs to the Wagga Community of Small Schools providing wider opportunities for social extension and cooperative learning for students as well as professional learning and support for staff with opportunities for the wider community to collaborate and plan for all students in the network.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise individual student learning outcomes in literacy and numeracy, student assessment data is regularly used school-wide to identify student achievement and progress in order to reflect on teaching effectiveness and inform next steps in teaching, resulting in students that are self-motivated, goal driven learners.

To sustain quality teaching practice, there are explicit systems for collaboration, curriculum planning and feedback to ensure classroom practice is best-practice, meeting the educational needs of all students.

Improvement measures

Target year: 2022

Increase the proportion of students in the top 2 Bands of NAPLAN Reading by 12%.

Target year: 2022

Increase the proportion of students in the top 2 Bands of NAPLAN Numeracy by 8%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Reading.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Numeracy.

Initiatives

Data Informed Practices

Embed school systems and processes that support every classroom teacher to regularly and collectively reflect on their data to inform point-of-need learning in reading and numeracy.

Students are active participants in their learning and are able to articulate their learning goals in reading and numeracy.

Researched based high impact professional learning model

Prioritise professional learning to improve teaching practices in reading to enhance student progress and achievement.

Provide targeted support for teachers to implement evidence-based high impact strategies for teaching numeracy.

Success criteria for this strategic direction

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

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 and analysis of quality, valid and reliable data.

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.

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, including highly mobile students and students with atypical enrolment.

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.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, data analysis to inform teaching and learning on student outcomes? Has the researched based high impact professional learning model supported staff to build upon their knowledge in order to improve student outcomes?

Data: These data sources will be collected and analysed by relevant teachers leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Progressions); teaching programs; ; classroom observations; student work samples; coaching records; School Excellence Framework Assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Wellbeing

Purpose

There is a strategic and planned approach to develop whole school wellbeing and learning support processes that support and educate students, allowing them to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the proportion of students attending more than 90% by 2%.

Target year: 2022

Increase the proportion of students reporting a sense of belonging and success at school.

Initiatives

Attendance

The school collects, analyses and uses data to monitor and refine a whole-school approach to wellbeing, attendance and engagement to improve learning outcomes.

A school wide approach to Wellbeing

Students have a strong sense of belonging through wellbeing initiatives and individualised learning in partnership with parents.

Success criteria for this strategic direction

There is an evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is 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.

The school engages in strong collaborations between parents, students and the community that supports transitions and continuity of learning for highly mobile students.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, data analysis to inform Wellbeing practices on student outcomes? To what extent have students demonstrated a strong sense of belonging through wellbeing and individualised learning partnerships?

Data: These data sources will be collected and analysed by relevant teachers leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); attendance data (SCOUT), Tell Them From Me Student, Teacher and Parent surveys; School Excellence Framework Assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.