

Strategic Improvement Plan 2021-2025

Mount Kuring-gai Public School 4049



School vision and context

School vision statement

The current MKPS motto is to "Grow in Knowledge". In this four-year Strategic Improvement Plan (SIP), our aim will be to grow in the knowledge of, and then to implement, evidence-based best practice: Best practice of teaching, of learning and of nurturing the potential of others. Through this, we will work together to develop all stakeholders to be *willing, able and equipped* for a life of continuous improvement.

School context

Mount Kuring-gai Public School is located on the most northern ridge of the Hornsby Shire and offers a well-rounded and holistic education for all students within a nurturing and supportive environment. The school currently supported the learning of 156 students (2023) from Kindergarten to Year 6, including 28% from a non-English speaking background and one student from an Aboriginal background.

Mount Kuring-gai Public School plays a vital role in promoting the wellbeing and education of its students, and staff are committed to the provision of outstanding intellectual, social, creative and sporting programs aimed at ensuring all students have the opportunity to achieve their personal best in many areas. Literacy, numeracy and knowledge of key disciplines remain the cornerstone of schooling at MKPS, delivered within a school culture focused on the core values of respect, responsibility, resilience and personal best.

At Mount Kuring-gai Public School, we promote a culture of collaboration, inclusiveness and a commitment to excellence across the whole school which is shared and supported by our families and the broader community. The school has a strong focus on wellbeing with the aim of developing students with the personal resources, skills and abilities to lead full and happy lives. Staff have a strong commitment to improved practice with a particular focus on embedding visible learning practices.

Mount Kuring-gai Public School is privileged to be on the land of the Guringai People and we are excited to build a relationship and learn more about the histories and cultures of Aboriginal and Torres Strait Islander Peoples, particularly that of our local area, so that we may honour them and their connection to land and water, through our actions at school. We aim to incorporate authentic learning content and delivery within our teaching and learning practices.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build a strong foundation for academic success, we will further develop and refine data skills and use to benefit the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

Check-in Assessments: Reading

By the end of 2023, Year 4 and 6 students will demonstrate growth in reading between Terms 2 and 4, as measured by the percentage of questions answered correctly in Check In assessments

Year 4 (Week 4) - 2023 Term 2 Baseline: 53.7%

Year 6 (Week 6) - 2023 Term 2 Baseline: %

Numeracy growth

Achieve by year: 2023

Check-in Assessments: Numeracy

By the end of 2023, Year 4 and 6 students will demonstrate growth in numeracy between Terms 2 and 4, as measured by the percentage of questions answered correctly in Check In assessments.

Year 4 (Week 4) - 2023 Term 2 Baseline: 60.8%

Year 6 (Week 6) - 2023 Term 2 Baseline: %

Spelling and Reading Ages

Achieve by year: 2025

Internal School Data

80% of students in Stage 1 will have their spelling age (as measure by the South Australian Spelling Test) and their reading age (as measured by the BURT Word

Initiatives

Data driven practices

Ensure effective strategies and processes for data collection and analysis are used for responsive curriculum delivery.

- School funded IL role to work with teachers using student data to plan targeted intervention and programs in reading and numeracy.
- Regular data meetings with executives, LST and IL to review strategies and processes for collecting and analysing data of literacy and numeracy.
- Professional learning for staff on data collection and differentiation within the areas of literacy and numeracy.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Professional learning in data literacy, data analysis and data use in teaching for all staff, which is linked to gap-analysis data.
- Systematic analysis and use of Literacy and Numeracy Progressions (linked to Strategic Direction 2).

Explicit Teaching

Ensure teachers are using evidence-based explicit teaching strategies to ensure students are provided with accurate models and clearly defined expectations.

- Use data to plan the explicit teaching of literacy and numeracy.
- Data is effectively used to monitor individual progress of students across all ability levels, within reading and numeracy.
- Teachers share a common understanding of evidence-based practices (linked to Strategic Direction 3)

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts and use school-wide assessments to ensure consistency (SEF - Data Skills and Use - Data Literacy).

Teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on student assessment and continuous tracking of student progress and achievement. (SEF - Effective Classroom Practice - Lesson Planning).

Staff use systematic and reliable assessment information to evaluate student learning over time including reading level, reading age and spelling age (SEF - Assessment - Whole School Monitoring of Student Learning).

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)

Within a whole-school approach, the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF - Effective Classroom Practice - Explicit teaching)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can we demonstrate the impact and improvement of student outcomes in Reading and Numeracy?

Data:

We will use a combination of internal and external data sources. These will include:

- NAPLAN
- SCOUT - Value added

Strategic Direction 1: Student growth and attainment

Improvement measures

Recognition test) at or above their chronological age, showing positive growth throughout the year.

SEF - Data Skills and Use

Achieve by year: 2025

SEF - Data Skills and Use

We will receive a rating of Excelling for all themes within Data Skills and Use in the SEF.

Evaluation plan for this strategic direction

- Check In Assessments
- Reading ages
- Reading levels
- Spelling ages
- Surveys
- Student work samples
- Individual Education Plans
- Teaching and Learning programs
- SEF

Analysis:

Analysis will be embedded within the key initiatives through progress and implementation monitoring of targeted activities. The school will review the progress towards the achievement measure at least annually.

Implications:

The analysis will inform:

- Future directions
- Annual reporting on school progress measures (as published in the Annual School Report).

Strategic Direction 2: Culture of Feedback

Purpose

Building a culture of feedback across the whole-school context will ensure continuous improvement by enabling a cyclic dialogue amongst all stakeholders, giving and receiving information, to ensure our vision is aligned and moving forward.

Improvement measures

Achieve by year: 2025

Progressions:

>87% of K-2 students will achieve within the expected end of year progression cluster for Phonic Knowledge and Word Recognition (K - 3-4, 1 - 5, 2 - 7-8), Phonological Awareness (K - 3-4, 1 - 5), Quantifying Numbers (K - 5-6, 1 - 7, 2 - 8) and Additive Strategies (K - 3, 1 - 4-5, 2 - 6).

Achieve by year: 2025

TTFM Parent Survey

Parent survey - Two-way communication - Parents are Informed - to be at least 0.1 above government norm.

Achieve by year: 2025

TTFM Student Survey

Student survey - Explicit teaching practices & feedback - to be at least 0.2 above the government norm.

Achieve by year: 2025

TTFM Student Survey

Student survey - High Skills and High Challenge - to have at least 50% of students identifying in this quadrant.

Achieve by year: 2025

TTFM Staff Survey

Staff survey - Data Informs Practice - to be at least 0.2

Initiatives

Personalised Learning

Personalise learning for all students within the school through the use of feedback, assessments and differentiation.

- Embed learning intentions and success criteria across all classes to allow students to self-assess their learning and identify their next steps moving forward.
- Involve parents in the educative process through a variety of communication platforms.
- Professional Learning on how to differentiate teaching and learning based on formative assessment, feedback and student goals.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiation and responsive learning opportunities.
- Professional learning on use of Literacy and Numeracy Progressions to personalise learning and understanding.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Feedback

Embed a learning culture across the whole school that enables students, staff and parents to create and receive feedback to inform progress.

- Utilise the 'What Works Best' 2020 document and other professional learning on Effective Feedback to upskill staff, students and the community to successfully give and receive feedback.
- Utilising peer and teacher feedback to plan and develop personalised learning goals.
- Students, parents and staff give and receive feedback on their learning to drive teaching and

Success criteria for this strategic direction

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy Progressions.

All teachers utilise assessment data effectively to plan for teaching and set student learning goals. Formative assessment is practised expertly by teachers (SEF - Assessment - Formative Assessment).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs (SEF - Curriculum - Differentiation).

Visible learning practices, including learning intentions, success criteria and feedback are an embedded practice in all learning spaces across the school. Students can articulate what they are learning and how they can achieve the success criteria.

Families are actively engaged in their child's learning, working in close partnership with the school to receive and provide feedback and have access to student goals and progress throughout each year (SEF - Reporting - Parent Engagement).

Teachers routinely review learning with students both in class and on work submitted, ensuring students have a clear understanding of how to improve. Feedback informs teaching practice and directs learning and learners through self and peer evaluation (SEF - Effective Classroom Practice - Feedback).

Feedback from students on their learning derived from assessments informs further teaching (SEF - Assessment - Student Engagement).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate the impact and improvement of student outcomes?

Strategic Direction 2: Culture of Feedback

Improvement measures

above government norm

Achieve by year: 2025

TTFM Staff Survey

Staff survey - Learning Culture - to be at least 0.2 above government norm

Wellbeing

Achieve by year: 2023

Wellbeing Target

By 2022, TTFM Wellbeing data (advocacy, belonging, expectations) increases to between 91.3% - 96.3% (range).

Initiatives

learning programs.

Evaluation plan for this strategic direction

Data:

We will use a combination of internal and external data sources. These will include:

- TTFM surveys
- Literacy & Numeracy Progressions
- Internal surveys (student voice)
- Student work samples
- Individual Education Plans
- Teaching and Learning programs

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review the progress towards the achievement measure annually.

Implications:

The analysis will inform:

- Future directions
- Annual reporting on school progress measures (as published in the Annual School Report).

Strategic Direction 3: Contemporary Leaders and Learners

Purpose

In order to prepare leaders and learners for the future, we will focus on contemporary pedagogies and ensure that skills, processes and related practices are taught, mastered and attained across the whole-school context.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance Target:

By 2022, percentage of students attending school to be within the range of 88% - 93% (range).

Achieve by year: 2025

Lesson Moderation:

When participating in lesson moderation, all staff score within a 5-10% margin of judgement.

Achieve by year: 2025

TTFM - Student Survey

Student survey - Student engagement - to be at least 0.2 above government norm

Achieve by year: 2025

TTFM - Student Survey

Students - The things that I learn at school, will help to prepare me for the future. At least 95% of students agree with this statement.

Achieve by year: 2025

TTFM - Staff Survey

Staff Survey - Leadership - to be at least 0.2 above government norm.

Initiatives

Collaborative Practice

Collaborative practices will be embedded across the school to support consistent teacher judgement.

- Lesson Moderation to improve teacher judgement and align with whole-school teaching practice and staff professional growth to improve student engagement.
- Focus on explicit teaching and innovative practices including; critical and creative thinking, student engagement, general capabilities in response to current research
- Work alongside our community of schools to participate in Lesson Moderation and other moderation activities.
- Allocate time each term for stage teams to meet to work on (consistent teacher judgement) moderation of student work and collaborative programming.
- Continuous monitoring of community understanding of teaching and learning practices and the links between student attendance and engagement - respond with appropriate information sessions and communication as required.

Building Capacity

Provide opportunities at all levels (students, staff & families) for leadership growth to build a strong, pipeline of leaders

- Embedding a culture of distributive leadership. The strengths and expertise of our students, staff and community are utilised to upskill others to build their capacity.
- Implement evaluative thinking, where staff and students continually monitor their teaching and learning, review its impact and improve their practice.
- Investigate current research based practices most approach for the MKPS context and participate in

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture - Attendance).

All teachers engage in assessment moderation activities regularly to ensure consistency of teacher judgement against state outcomes (SEF - Assessment - Whole School Monitoring of Student Learning).

Evidence of professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers (SEF - Learning and Development - Collaborative Practice and Feedback).

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (SEF - Effective Classroom Practice - Explicit Teaching).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate the impact and improvement of student outcomes?

Data:

We will use a combination of internal and external data sources. These will include:

Strategic Direction 3: Contemporary Leaders and Learners

Improvement measures

Achieve by year: 2025

TTFM - Parent Survey

Parent survey - Our school provides innovative learning experiences that prepares students for the future - at least 85% of parents agree with this statement.

Achieve by year: 2025

TTFM - Parent Survey

Parent survey - Our school is focused on 'always getting better' at what we do? - at least 90% of parents agree with this statement.

Initiatives

related professional learning.

Evaluation plan for this strategic direction

- TTFM surveys
- Internal surveys
- Teaching and Learning programs
- Lesson moderation feedback sheets
- Attendance data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review the progress towards the achievement measure annually.

Implications:

The analysis will inform:

- Future directions
- Annual reporting on school progress measures (as published in the Annual School Report).