

# Strategic Improvement Plan 2021-2025

## Kingscliff Public School 4054



# School vision and context

## School vision statement

Kingscliff Public School is an inclusive and supportive environment with high expectations, where students are encouraged to become independent, resilient, lifelong learners. With a shared vision for respectful relationships between students, staff, parents and community, we strive for excellence in academic, cultural, physical and social development.

## School context

Kingscliff is in a beach side town, situated on the Far North Coast of NSW. the school offers a full and varied curriculum within a supportive learning environment. We are a proud member of the Coastal Learning Community of Public Schools. The school currently has an enrolment of 460 students from across the full socio-economic spectrum. 9% of our students identify as Aboriginal and/or Torres Strait Islander. At Kingscliff Public School we:

- \* have a diverse range of staff, from beginning teachers to those with decades of experience. All are committed to achieving improved outcomes for our students.
- \* aim to provide students with the skills, knowledge and expertise to help master the multi-dimensional abilities required of them for future focused learning.
- \* acknowledge and showcase the academic, sporting, leadership and cultural achievements of our students.
- \* are committed to our core values of Safe, Responsible, Respectful, Resilient (Positive Behaviour for Learning).

Our school is undergoing a major infrastructure project. The hall upgrade was completed in 2020 and work on new classroom facilities, library and outdoor spaces commenced in 2021. This is due to be completed in 2023/24. This project represents a full school rebuild and is very exciting for our community.

Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have achieved one year of progress, in one year of learning. Underpinned by research, staff have engaged in professional learning to better understand the importance of evidence-based practices, differentiated teaching and learning, consistent teacher judgement, assessment and reporting. In addition, the distributive leadership model has grow and develop across the school. (SEF themes: Data skills and Use, Assessment, Reporting and Educational Leadership)

In addressing state-wide priorities, our focus is on progress in reading as well as, comprehension, vocabulary and creating texts. In mathematics, our focus is on whole number and working mathematically. There are high expectations in all classes, and differentiation of class lessons, using visible learning strategies, as well as using the High Potential Gifted Education Policy, to challenge and extend student learning.

To prepare for the new school opening, there will be a continued focus on developing a culture of learning and growth, across many aspects of the school: student leadership and voice, opportunities for teachers as leaders, approaches to wellbeing, community engagement and communication.

Together Kingscliff students will "Catch the Wave of Learning" 2021 - 2025.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to other learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 Similar Size School Group (SSSG) data.

### Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5 Similar Size School Group (SSSG) data.

Achieve by year: 2025

SEF assessment of the element Data Use and Skills indicates improvement from Delivering to Excelling

## Initiatives

### Effective Classroom Practice

Improve classroom practice through teachers identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Teachers engage in high impact professional learning
- Develop and sustain teaching and learning programs which show evidence of revisions and adjustments to address individual student need including high potential and gifted
- Build a professional learning culture which is focused on continuous improvement of teaching and learning.
- Improve the teaching of reading and numeracy through a shift in pedagogical practice and teacher capacity underpinned by current research
- Embed effective feedback strategies to improve student outcomes in reading and numeracy
- Analyse student assessment data to inform practice
- Create collective efficacy and high impact practices with a targeted focus on reading and numeracy

### Data Driven Practices

Teachers use data to check and understand where their students are in their learning and to plan what to do next.

- Engage teachers in high impact professional learning to improve school wide data literacy
- Develop and implement consistent school-wide practices for assessment to monitor, plan and report on student learning
- Collaboratively use school-wide data and assessment to inform planning, identify interventions and modify teaching practice.
- Establish data systems and routines to monitor student achievement and track expected growth for all students..

## Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Teachers involve students in planning to support learning and share expected outcomes.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- The school collects robust evidence of student learning and uses that data to target teaching and track student progress

## 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:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs/PLSP
- SEF SaS
- PAT data
- Check-in assessment data
- Year 1 phonics screening

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Embed evidence-based practices to improve learning

## Evaluation plan for this strategic direction

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- Teaching and learning programs

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.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

## Strategic Direction 2: Partnerships to enhance learning

### Purpose

Fostering positive relationships across the school community to strengthen and enhance an inclusive culture that encompasses all stakeholders.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Tell Them From Me (TTFM) wellbeing data (advocacy, belonging, expectations) improves by a minimum of 4.46% to be at or above the system-negotiated lower target of 90.2%.

#### Attendance >90%

Achieve by year: 2023

Uplift of 8.11% of Year 1 to 6 students attending school at least 90% of the time to meet or exceed the system-negotiated lower bound target of 88.1%.

Achieve by year: 2025

SEF assessment of the element, Educational Leadership indicates improvement from sustaining and growing to excelling.

### Initiatives

#### Partnerships in Leading

The school supports a culture of high expectations and community engagement resulting in sustained and measureable whole school improvement.

- Sustain practices of distributive instructional leadership
- Build the schools profile and reputation as a leader in delivering quality educational outcomes
- Support teacher performance development and efforts to continuously monitor and improve
- Sustain existing practices for formalised student leadership
- Establish processes to promote student voice
- Promote engagement and collaboration with all stakeholders
- Enhance our culture of high expectations for our First Nations students

#### Partners in Learning

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

- Demonstrate aspirational expectations of learning progress and achievement for all students.
- Strengthen relationships with First Nations people and communities
- Collaborate with all stakeholders to ensure continuity of learning for all students at transition points
- Creating strong links to with our local community to create and enhance authentic learning experiences

#### Partners in Wellbeing

There are whole school wellbeing processes that support

### Success criteria for this strategic direction

- The school has a profile and reputation as delivering quality educational outcomes and student wellbeing
- Successful practices of distributed instructional leadership are underpinned by community engagement, student voice and First Nations connections.
- The school engages in strong partnerships between parents, students and the community that inform and support continuity of learning.
- Positive, respectful relationships are evident and widespread among students, staff and community to promote student wellbeing and to ensure optimal conditions for student learning across the whole school

### 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:

- NAPLAN data
- Scout - Value added data
- Student PLPs and PLSPs
- TTFM
- PAT test data
- Literacy and numeracy PLAN2 data
- IfSR -NP Number and place value data
- Best Start data
- Internal school collected data (wellbeing, behaviour, academic)
- Student work samples

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

## Strategic Direction 2: Partnerships to enhance learning

### Initiatives

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the wellbeing of all students so they can connect, succeed, thrive and learn.

- Review and refine our strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students.
  - Develop a communication strategy to improve and streamline our community engagement protocols and procedures
  - Promote school wide, collective responsibility for student learning and success, which is shared by families and students.
  - Engage in strong collaborations between parents, students and the community to inform and support the wellbeing of all students.
  - Sustain school-wide practices to support student wellbeing
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### Evaluation plan for this strategic direction

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the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

# Strategic Direction 3: Leading Change and Enhanced Pedagogy

## Purpose

Improve student achievement, engagement and motivation for learning through innovative classroom practice.

## Improvement measures

### Learning Intentions and Success Criteria

Achieve by year: 2025

Learning intentions and Success Criteria is embedded practice.

### High Potential and Gifted Education

Achieve by year: 2025

The High Potential and Gifted Education (HPGE) policy attitudes and teaching practices survey shows that all teachers effectively implement the HPGE policy.

### Effective Classroom Practice

Achieve by year: 2025

SEF assessment of the element, Effective Classroom Practice indicates improvement from sustaining and growing to excelling.

## Initiatives

### Innovative Classroom Practice

The school is committed to ongoing improvement and pedagogical excellence using the most up to date, evidence based practice.

- Sustain and grow school wide evidence-based pedagogy that optimises learning progress for all students
- Review and adapt practice to ensure lessons are systematically planned, referencing student information including progress and achievement data, curriculum requirements, and student feedback
- Model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning
- Create a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions.

### High Expectations

Teachers hold high expectations of their students and themselves. Teachers know their students well, value them as learners, and understand how to support and excel their learning.

- Adopt a school-wide approach to learning scaffolds and the use of metalanguage.
- Use student data to inform the expected standard
- Model goal setting and work with students to develop SMART goals.
- Establish and use Curriculum Support to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level
- Consistent implementation of learning dispositions
- Create an environment where feedback is elicited by teachers to inform their practice

## Success criteria for this strategic direction

- Teachers frequently collaborate through formalised processes
- All teachers are committed to identifying, understanding and implementing the most effective, evidence based teaching methods.
- Teachers routinely review learning, ensuring all students have a clear understanding of how to improve
- Students demonstrate deep understanding and apply learning in other contexts.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence

## 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:

- Teaching and learning programs
- NAPLAN data
- Scout - Value added data
- Student PLPs and PLSPs
- TTFM
- PAT test data
- Literacy and numeracy PLAN2 data
- IfSR -NP Number and place value data
- Best Start data
- Internal school collected data
- Student work samples
- PDP's

The evaluation plan will involve:

## Strategic Direction 3: Leading Change and Enhanced Pedagogy

### Evaluation plan for this strategic direction

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- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'