

# Strategic Improvement Plan 2021-2025

## Kemblawarra Public School 4083



# School vision and context

## School vision statement

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The vision of our Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and satisfaction from belonging to and being a valued member of the school and wider community so that they can make the best contribution to the community in which they live. We are committed to building relationships and providing an environment that creates the joy of learning where we grow in harmony together through high expectations and quality learning programs.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture and ensures every student is known, valued and cared for.

## School context

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Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (CoS) and situated in the Illawarra region. We share a border with Port Kembla and Warrawong forming our school name, Kemblawarra Public School.

Our enrolments include 106 K-6 students and 35 Support Class students. Our Kemblawarra Public School Preschool includes up to 70 students and runs on a 5 day fortnight enrolment system. We currently have 5 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool Classes. The school has 23 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles to improve student outcomes. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on school improvement, individual learning needs and meeting those learning needs to best support student growth and development. Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking, drumming, filmmaking and a variety of sporting, gifted and talented opportunities.

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. Our work with the community will continue to strengthen by monitoring our progress to ensure we are working with, working through and working for the improvement of our students and whole school processes.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student-learning outcomes in reading and numeracy, we will develop strong systems and whole school processes to ensure purpose specific curriculum is underpinned by expert knowledge, evaluative practice and evidence based data analysis for every student every day.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

Self-assessment against the School Excellence Framework in the element Data Skills and Use indicates improvement from Delivering to Excelling.

## Initiatives

### Teaching and Learning programs-What we teach

#### Embed a learning culture that allows quality teaching and learning opportunities inclusive of differentiation supporting point of need.

- PL on phonemic awareness
- PL to support deliberate and planned explicit teaching techniques when teaching allowing evidence-based effective teaching strategies to occur.
- PL targeted at teaching effective numeracy skills linked to our Movetoimia program and continuation of the Movetoimia intervention program year 1-6.
- Skill development in numeracy and literacy by building the capacity of teachers to embed aligned learning focuses from the syllabus across all areas of student learning including PL on use of literacy and numeracy progressions to personalise learning and understanding supporting differentiated activities.
- Skill development in play based/Project learning (STEM) to ensure rich intentional teaching guides the focus of each learning activity.
- Development of a whole school programming system that monitors literacy and numeracy delivery within all key learning areas.
- Refine cyclic Assessment and Reporting scope and sequence (PAT/NAPLAN/BEST START/Learning Progressions).
- Develop a curriculum support team to track and monitor growth impact.
- Develop a sustainable observation process to support effective teaching practice.
- Develop a student engagement process to collect and assess student engagement participation and measure sense of belonging data to inform future planning.

### Data driven practices-How we use data

## Success criteria for this strategic direction

- A whole school approach demonstrating the most effective evidence-based teaching methods optimises learning progress for all students, across the full range of abilities.
- Students are aware of and most are showing expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessment.
- The school's value-add trend is positive.
- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.
- Teachers clearly understand, develop and apply a full range of assessment strategies

## Evaluation plan for this strategic direction

### Evaluation Plan: Strategic Direction 1

#### Questions:

- To what extent have we embedded a learning culture that allows quality teaching and learning opportunities inclusive of differentiation supporting point of need?
- To what extent are effective strategies and processes for data analysis and reflection used for responsive curriculum delivery to demonstrate impact and improvement of student outcomes in reading and numeracy?
- To what extent have we increased the capacity of all staff to plan, program and deliver explicit teaching in the domains of reading and numeracy?
- To what extent have we demonstrated student growth in the learning areas of reading and numeracy?

# Strategic Direction 1: Student growth and attainment

## Initiatives

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

- Develop a shared understanding of assessment expectations creating consistent teacher judgement (CTJ)
- PL using the QDAI scaffold
- PL ensuring effective data collection and analysis processes to inform planning, programming and differentiation is embedded and sustainable.  
*Assessment for learning, assessment as learning and assessment of learning.*
- Create a clear whole school professional learning agenda that tracks and measures the impact of accessing professional learning by improving quality teaching to increase student growth ensuring every student, every teacher, every leader and our school improves every year.

## Evaluation plan for this strategic direction

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### Data:

Evidence of activity (what did we do?):

- Differentiated teaching programs reflective of IEPs, grouped activities for reading and numeracy and individual adjustment.
- Schedule for formative, diagnostic and summative assessment tracking using school identified internal processes including PLAN2 for Quantifying number, Fluency, Phonological awareness, phonic knowledge and word recognition, Understanding texts and Creating texts.
- Internal DoE assessment conducted for baseline data for Phonological awareness diagnostic and IfSR Number and place value.
- Professional Development Plans
- Reading groups, differentiated to meet the needs of all students. Targeted reading groups through COVID support funds.
- School debating group. To support and build the confidence of students to be able to talk in front of their peers and adults.
- Professional Learning Schedule is mapped to the SIP, APST and the SEF
- Assessment Schedule indicates periodical collection of Teaching and Learning Programs, Student Work Samples and PLAN 2 data.
- Meeting minutes, Professional Development Plans

Evidence of quality (how well did we do it?):

- Executive review programs twice termly to meet the requirements of syllabus outcomes and student differentiation, with teacher consultation and feedback.
- Scheduled 'Check ins' with class observations to monitor delivery of programs.
- Learning support team monitor regular updating of PLAN2 Data for selected progressions.
- Evidence of impact (what difference did it make?):

## Evaluation plan for this strategic direction

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- PLAN2 data, NAPLAN data, Student performance data in SCOUT.
- Teachers monitoring students' progress through anecdotal records and adjust teaching and learning accordingly.
- Teachers use Literacy and Numeracy progressions as a tool to close any learning gaps.
- Observation and reflection of teaching practice is made against APST criteria. Executive review teaching programs and student work samples, termly, in-line with standards from the NSW Syllabus, Literacy and Numeracy Learning Progressions and ACARA.

Evidence of impact (what difference did it make?):

- Student performance data in NAPLAN/SCOUT.
- AITSL Teacher Self-Assessment Tool reports.
- Teacher Accreditation data SCOUT/NESA.

### Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through strategic progress measure evaluations.

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures through Executive team and whole staff reflective sessions.

### Implications:

The findings of the analysis will inform:

- Future directions
- Effective resourcing to support building teacher capacity and program support.
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

# Strategic Direction 2: Resilience

## Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all students so they can connect, succeed, thrive and learn through strategic and deliberate transition to school processes every day.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending at least 90% of the time to 70%.

### Wellbeing

Achieve by year: 2023

The % of students demonstrating positive wellbeing as shown through TTFM data will exceed 88.9%.

Achieve by year: 2025

Whole school processes for attendance and transition regulation are available for the community to access.

## Initiatives

### Wellbeing- Attendance

- Developing a firm set of processes directly related to our context for managing attendance, attendance communication to families and attendance procedures to ensure every student is accessing a quality education every school day to improve student outcomes.
- Continue to develop a more refined system for tracking student welfare (youth worker program), to ensure every student is known, valued and cared for.

### Wellbeing-Whole School Processes and Transitions

- Revise and continue the development of a whole school initiative when managing complex behaviours and management systems to support
- Development of a clear process and program for P/K/6 and mobility transitions ensuring all children make a strong start in life and learning and make a successful transition to school.
- Refine a whole school induction process for casual and new staff.
- Embed Calmer Classrooms through PL across the school to allow development for maintaining a positive attachment to school and enthusiasm for learning ensuring every student is engaged and challenged to continue to learn.
- Review PBL, BehaveAbility and School Welfare systems to align in a clear process and document.

## Success criteria for this strategic direction

- All students have regular opportunities to meet with an identified staff member who can provide support.
- Whole school practices are demonstrating measurable improvements in wellbeing and engagement to support learning.
- Strong collaborations between parents, students and the community inform and support continuity of learning for all students at P/K/6 and mobility transition points.
- All families are connected and using communicative platforms provided by the school to ensure teachers, parents and the community are working together to ensure student absences do not affect learning outcomes.
- The leadership team collects information about the school's induction processes to ensure effective practices are occurring.

## Evaluation plan for this strategic direction

### Evaluation Plan: Strategic Direction 2

#### Questions:

- How do we identify and monitor calm, safe learning environments to ensure we provide a culture that supports the welfare of all students?
- To what extent have we improved the wellbeing outcomes for students across the school and what changes did we initiate to ensure student wellbeing is positively impacted?
- To what extent have we improved attendance, engagement and transition processes?
- How engaged are families with whole school processes and their child's learning?

#### Data:

Evidence of activity (what did we do?):

- Attendance flow chart designed to inform staff of

### Evaluation plan for this strategic direction

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- steps to follow when recording student absences.
- LST processes inclusive of the HSLO engagement for managing repeat attendance concerns.
- LST monitor attendance weekly on a school spread sheet.
- School flow chart on step by step processes for behaviour management and student wellbeing.
- Youth worker reviewing the Wellbeing Wall and redesigning a traffic light system for monitoring student wellbeing concerns and check ins.
- Induction support video for casual teachers on support classes.
- Reviewed Student Welfare Policy procedures.
- Recording of positive and negative incidents on Sentral.
- Designed a matrix for classifying minor and major behaviours for recording and analysing specific behaviour data.
- Connecting all parents/carers to Class Dojo and teachers communicating to parents/carers through Class Dojo.
- Implemented a buddy program for P/K transitions and enrolment meeting process reviewed to include deliberate preschool classing for out of area enrolments.
- Additional advertisement for Preschool program and school enrolments.

Evidence of quality (how well did we do it?):

- Sustained reduction in negative incidents/suspensions for each individual student over time in Sentral.
- Sustained, measurable improvement in attendance across the whole school, attendance measured against local, regional and state targets.
- Increased numbers of students engaging in preschool, kindergarten and high school transition programs.

### Evaluation plan for this strategic direction

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Evidence of impact (what difference did it make?):

- Student welfare data in Sentral and EBS Central.
- Attendance data through Sentral and EBS, referral data to LAS team, response and improvement data from HSLO referrals
- Subscriptions and numbers of engagement to Facebook, Skoolloop and ClassDojo.
- Data gathered through TTFM surveys
- Engagement numbers in transition programs tracked

#### Analysis:

Regular review of these data sources will be conducted to determine if we are on track for achieving our intended improvement measures.

Term by term review and triangulation of data sources will be required to corroborate conclusions.

#### Implications:

Detailed analysis of the data will be utilised to inform further school planning and ensure we are achieving the success criteria of our initiatives to maintain safe and structured environments supporting high attendance enabling students to connect, succeed and thrive .



# Strategic Direction 3: Community Cohesion

## Purpose

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In order to support our learning community to thrive and grow we will establish a connected culture so that students, staff and the community contribute to a collaborative learning environment focused on whole school improvement.

## Improvement measures

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Achieve by year: 2025

The school has a functioning P&C acting as partners in the education process and represent the voice of parents through councillors and delegates

Achieve by year: 2025

Whole school community engagement projects are functioning successfully with measurable community participation

Achieve by year: 2025

The living classroom initiative is complete with all areas accessible as a learning or recreational space

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## Initiatives

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### Strong Relationships-Community Champion

- 1. Development of community relations and engagement procedures and program.
  - 2. Reinstate P&C.
  - 3. Continue developing the Living Classroom initiative to support sustainability programs, community partnership contributions, community engagement participation and curriculum programs.
  - 4. PaTCH Program available every year to upskill parents/carers with basic literacy and numeracy skills and support strong relationships with parent helpers.
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## Success criteria for this strategic direction

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- The school demonstrates effective partnerships with the community and is recognised as excellent and responsive by using best practice to embed a culture of high expectations.
- Teachers directly and regularly engage with parents to improve educational opportunity to strengthen student outcomes.
- The living classroom is being regularly utilised as a community learning space to promote quality teaching and learning activities.

## Evaluation plan for this strategic direction

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### Evaluation Plan: Strategic Direction 3

#### Questions:

- What systems/processes did we embed to support the analysis and reporting of student and school performance data? How well are these enhancing the ongoing tracking, monitoring and improvement of our performance?
- How engaged are our community members in contributing to school initiatives and programs?
- To what extent did we strengthen stakeholder collaboration and engagement across the school?

#### Data:

Evidence of activity (what did we do?):

- Collection of attendance at community events.
- Budget for Popes Produce 1 day per week as expertise in sustainability PL and garden maintenance systems.
- Communicated to the community the intention of reinstating the P&C through communicative platforms.
- Reviewed systems to support COVID safe activities to encourage community participation.

## Evaluation plan for this strategic direction

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Evidence of quality (how well did we do it?):

- Direct feedback from community satisfaction surveys and key stakeholders.
- Access to PL
- TTFM survey

Evidence of impact (what difference did it make?):

- SEF-sas tool reports

### **Analysis:**

Regular review of these data sources will be conducted to determine if we are on track for achieving our intended improvement measures.

Term by term review and triangulation of data sources will be required to corroborate conclusions.

### **Implications:**

Detailed analysis of the data will be utilised to inform further school planning and ensure we are achieving the success criteria of our initiatives to strengthen community relationships and deliver strong teaching practice and school performance.