Strategic Improvement Plan 2021-2025

Kent Road Public School 4160

School vision and context

School vision statement

At Kent Road Public School, we believe each student should be challenged to learn and continually improve in a respectful, inclusive, collaborative environment. With a focus on academic growth, wellbeing and lifelong learning, we strive for excellence in an innovative learning environment. Teachers, parents and students work in partnership to achieve high expectations and to ensure every student is known, valued and cared for.

School context

Kent Road Public School is a large metropolitan school located in north-western Sydney catering for students from Kindergarten to Year Six. In 2024 the school year commenced with a student population of 980 students representing more than 60 cultural backgrounds. Approximately 80% of students have a language background other than English. The school culture is that of connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence.

The school completed a situational analysis that identified three areas of focus for this Strategic Improvement Plan, building upon the work undertaken in the previous school planning cycle which focused on building a strong learning culture, building a leading culture and building an engaged community culture.

The leadership team promotes a clear focus on student progress and achievement, evidence-based practices and distributed leadership to deliver continuous improvement in teaching and learning. As students are learning in a collaborative learning environment, the school is committed to supporting its staff to develop their skills to be innovative, expert practitioners.

In 2024 the teaching team is focused on the full implementation of the new Kindergarten-Year Six English and Mathematics syllabuses with a consistent emphasis on explicit teaching. Significant work is underway to refine schoolwide data sources and data collection practices that will reflect the impact of the teaching as well as inform future teaching.

A continued target is to deliver evidence based whole school practices to support student wellbeing. Structures are in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

We will further strengthen our communication procedures with our community by identifying communication preferences, reviewing and refining whole school communication procedures, and by focusing on the communication of information regarding student progress.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and build strong foundations for continued academic success through explicit teaching and data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Phonological Awareness

Achieve by year: 2025

At least 88% of students will achieve Phonological Awareness sub-element 4 (PhA4) of the Literacy Progression by the end of Kindergarten

Explicit Teaching in Writing

Achieve by year: 2025

At least 85% of students in each grade meet the expected

Initiatives

Explicit Teaching in Mathematics

A whole school, evidence based approach will ensure every student develops understanding and fluency in Numeracy through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their reasoning coherently and clearly.

Professional learning for teachers will underpin the successful delivery of explicit teaching, data driven practices and assessment practices.

The systematic collection of data will inform and determine:

- the selection of teaching strategies in relation to student learning needs;
- the impact of the implemented strategies on student learning; and
- teacher professional learning and school resourcing.

Explicit Teaching in Reading

In Reading, we will embed a sustainable, differentiated whole school approach to explicitly teach reading by:

- targeting the teaching of comprehension strategies to enable students to become increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning;
- using research-based pedagogy to drive the effective teaching of reading fluency
- the systematic collection of data to inform and determine differentiated teaching strategies; and
- delivering ongoing teacher professional learning and school resourcing.

Explicit Teaching in Writing

In Writing, we will align the explicit teaching of Writing with effective assessment practices, and establish procedures to use data to plan for writing instruction across the

Success criteria for this strategic direction

Professional learning is planned and delivered to develop teacher understanding and enhance consistent, whole school practices.

Planned, timely collection of assessment data is used responsively as an integral part of classroom instruction.

Valid consistent teacher judgment is evident across the school.

Data and feedback inform future teaching practice and direct learners and learning.

All students articulate, understand and achieve their reading and numeracy learning goals.

EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

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:

- DIBELS data
- NAPLAN data
- PLAN2 data
- Check-in assessment
- Scout - Value added data
- Student work samples
- School based assessment data
- Phonological Awareness data (Kindergarten) and Phonics Screener data (Year One)
- Student PLPs

Strategic Direction 1: Student growth and attainment

Improvement measures

grade level for Writing.

Initiatives

curriculum by:

- delivering professional learning for all teachers to develop understanding of effective assessment practices;
- implementing agreed, schoolwide assessment practices for writing across the curriculum; and
- evaluating the impact of data driven assessment on student writing.

Evaluation plan for this strategic direction

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.
- The alignment of assessment procedures with teaching programs and learning needs.

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Professional practice and expertise

Purpose

To deliver teaching that is innovative, inspiring and differentiated to enhance the learning of each student and to ensure effective and systematic practices are in place so that every student makes measurable learning progress.

The leadership team will ensure alignment of whole school planning practices with quality teaching and learning, supported by distributed leadership and evidence-based practices to deliver continuous improvement.

Improvement measures

Achieve by year: 2025

100% teachers participate in the systematic review and analysis of student assessment data to monitor learning progress, identify trends, and inform future teaching.

Achieve by year: 2025

100% teachers participate in professional practices to develop collaborative teaching competencies, and teaching programs demonstrate agreed, collaborative teaching practices.

Educational Leadership

Achieve by year: 2025

Identified teachers engage in HALT accreditation and/or aspiring leaders professional development.

Initiatives

Effective Collaborative Practices

School leaders create a strong culture in which collaborative planning, reflection, peer coaching and staff wellbeing are embedded in everyday school life so that teachers at all stages of their teaching careers are supported, and support one another, to continuously develop their skills and knowledge through:

- mentoring and coaching
- creating a shared vision
- classroom observations
- professional development routines
- on-going professional dialogue
- effective collaborative partnerships

Data to Inform Practice

To continue to refine whole school assessment procedures and practices to ensure consistent methods of data collection enable accurate comparisons of student progress over time.

- establish a whole school framework for collecting data to collaboratively monitor and reflect on student progress, and inform teaching
- consistent use of success criteria, learning intentions and feedback
- qualitative and quantitative assessment data
- consistent rigorous data collection
- internal and external assessment data
- Literacy and Numeracy Progressions

Educational Leadership

To continue to provide opportunities for teachers to develop their leadership capacity through:

- distributed leadership to collaboratively lead curriculum development and implementation;

Success criteria for this strategic direction

- The school uses embedded and explicit processes to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing, school-wide improvement int teaching practices and student outcomes.
- 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.
- Teachers 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.
- Teachers routinely review learning with each student and provide feedback to enable all students to have a clear understanding of how to improve.
- Establish a professional learning community to support teachers seeking Highly Accomplished Lead Teacher accreditation.

Evaluation plan for this strategic direction

Effective Collaborative practices

- Classroom/peer observations, records and documentation
- Student performance data
- PDP
- Teaching and learning programs
- Collaborative partnerships
- Student voice/feedback

Strategic Direction 2: Professional practice and expertise

Initiatives

- fostering professional learning communities focused on continuous improvement of teaching and learning;
- supporting teachers to pursue accreditation at HALT and/or aspiring leadership.

Evaluation plan for this strategic direction

Data to Inform Practice

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:

- Annual school report
- PLAN2
- Internal assessment tracking
- SIP milestones
- Professional learning
- Lesson plans
- Check-in assessments

Educational Leadership

- Teachers are supported to engage with the HALT process and/or middle leadership strategy to develop their leadership skills.

Strategic Direction 3: Cultivating Wellbeing and Engagement

Purpose

To provide a learning environment with a collective focus on wellbeing, engagement and achievement, that enhances the social, emotional, cognitive and physical development of each student, and builds strong partnerships with the school community.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 94.38% in 2026 to 94.76% by 2027.

Thriving

Achieve by year: 2025

100% of teachers implement agreed strategies to deliver programs to support students' social, emotional, cognitive and physical growth.

Wellbeing

Achieve by year: 2025

At least 87% of students report a strong sense of advocacy and a strong sense of belonging.

Initiatives

Wellbeing

The school will expand its wellbeing practices to further promote social, emotional, behavioural and academic engagement, and to foster positive relationships across the school community.

A whole school approach to wellbeing will include:

- The implementation of the Aristotle program to develop students' self-regulation, emotional intelligence and resilience;
- Professional learning for staff and parents;
- Delivering differentiated instruction and effective feedback to challenge student to learn and focus on continuous improvement;
- Enhancing opportunities to develop student voice to increase engagement;
- Collaboration with parents to improve understanding in the area of wellbeing.

High Expectations

Learning experiences promote engagement and challenge for every student.

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

- Implementation of High Potential and Gifted Education procedures for identifying, tracking and supporting HP&G students;
- Differentiated instruction and effective feedback challenges students to learn new things and encourage continuous improvement; and
- Engagement in the Digital Classroom Strategy to integrate technology across teaching and learning.

Attendance

The school will continue to promote high expectations for attendance. Systematic, planned, whole school

Success criteria for this strategic direction

Data collected through the implementation of the Aristotle program indicates increasing understanding of emotional intelligence.

Data shows consistently high levels of student attendance, and a reduction in partial absences.

Students feel successful and challenged in their learning, and can articulate if the learning is at an appropriate level. Differentiated learning is planned and implemented to support students at all levels of learning.

Teaching programs include universal, differentiated and personalised strategies to support students with disability.

The school's Tell Them From Me data reflects students have a strong sense of advocacy and belonging. Consistent, positive recognition and behaviour management systems are implemented across the school.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the intended improvement measures.

- Aristotle baseline data and progress monitoring
- School behaviour data
- Scout data
- Statewide system data
- School plan milestones and reporting
- Staff meeting (agenda, minutes)
- Tell Them From Me data
- Parent attendance and response to planned activities

The evaluation plan will involve:

- Review of the school procedures for identifying HP&G students.

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Strategic Direction 3: Cultivating Wellbeing and Engagement

Initiatives

attendance procedures are in place to ensure students and the school community understand the importance of regular school attendance.

- The School Attendance Policy and procedures inform the day to day actions to manage and promote attendance; and
- Communication through the school website and newsletter reinforces and celebrates attendance.

Evaluation plan for this strategic direction

- Regular professional discussion around differentiated learning and teacher documentation.
- Term by term review and triangulation of data sources.
- Executive team and whole staff reflective sessions.