

# Strategic Improvement Plan 2021-2024

## Kotara South Public School 4203



# School vision and context

## School vision statement

A school of excellence, demonstrating outstanding school culture and educational success for all.

## School context

Kotara South Public School has a proud tradition of providing a stimulating, rich and relevant education for each of our 347 students through quality teaching and life-long learning practices in a positive, safe and supportive environment. Student excellence is promoted through the partnership between school, students and families, and cultural awareness that 'together we can achieve our very best'.

Our school is situated 7km south from the center of Newcastle, surrounded by a variety of native flora and fauna in a peaceful bush setting, enjoying views of Newcastle and environs. Our students achieve at a high level academically, artistically, socially and in sport, reflecting the values inherent in doing things the 'Kotara South Way'.

The whole school community, involving students, staff, parents, Ethnic Communities Council and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. 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. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put 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. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success (

We have a highly professional, experienced and cohesive staff who in partnership with parents and the community, are committed to fostering a love of learning and maximising quality educational experiences for all students. Kotara South Public School values and encourages excellence.

The school is well resourced and offers a diverse and enriched range of programs to support and challenge and extend our students. We have innovative programs in Literacy and Numeracy as well as outstanding Science, Sport, Public Speaking, Debating, Chess, Creative and Performing Arts, Choir, Technology, Robotics, Leadership and Transition programs for students from Kindergarten through to Year 6.

# School vision and context

## School vision statement

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## School context

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All staff value the use of technology and are proficient in the use of interactive whiteboards to engage students and deliver quality learning experiences. Building the social, emotional and motivational capacity of our students is a focal point of our school and is embedded in all aspects of school life. The students at Kotara South Public School are tolerant, caring and accepting.

Parents are valued, are well informed, and actively participate in all aspects of school life whether it be canteen and classroom volunteer work, participation in special events or school evaluation and planning. The P & C is actively involved and enthusiastically supports the school and its goals. An Out of School Hours (OOSH) operates within the school grounds and now has 100 positions available for our KSPS community. .

We are proud to be able to successfully integrate students with special needs such as those who attend the Hearing Support Unit and Early Intervention class. Students are exposed to signed English and use this in school assemblies. The school encourages a sense of harmony and belonging. Our school represents 1 student from a non English speaking background and fourteen students who identify as Aboriginal and/ or Torres Straight Islander.

Our areas for improvement were informed by an authentic situational analysis, including consultation with community, including The Muloobinbah Aboriginal Education Consultative Committee (AECG).

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in reading and numeracy, building strong foundations for academic success. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students to improve the learning outcomes of students in literacy and numeracy,

## Improvement measures

### Target year: 2023

There will an uplift of 6% of students who achieve expected growth in Reading.

### Target year: 2023

There will an uplift of 6.5% of students who achieve expected growth in Numeracy.

### Target year: 2022

There will an uplift of 7% of students who achieve the top two bands Reading. Trend data will indicate an upward growth.

### Target year: 2022

There will an uplift of 7% of students who achieve the top two bands numeracy. Trend data will indicate an upward growth.

## Initiatives

### Data Driven Practices

An integrated approach to quality teaching practices will underpin a culture of high expectations through:

- Embedding sustainable whole school systems and practices for collecting and analysing data.
- Developing, selecting and using informal and formal diagnostic, formative and summative assessment strategies to assess students learning.
- Evaluating data regularly to inform teaching strategies in relation to student learning needs.

### Personalised Learning

Embedding a learning culture that enables students to receive feedback and achieve their learning goals utilising:

- High impact professional learning on the use of literacy and numeracy progressions.
- Student feedback will provide individualised, explicit, differentiated and responsive learning opportunities.
- Student learning goals directly reflect the a cycle of improvement for literacy and numeracy.

## Success criteria for this strategic direction

- Consistent set of practices for collecting and analysing data across the whole school.
- Every teacher uses consistent formative and assessment practices.
- Collaborative, on-balance judgement of student data to inform the next teaching cycle.
- Teachers actively collecting data to inform the *Where to Next* in literacy and numeracy.
- Teachers programming for differentiated practice to meet the needs of learners.
- Teachers engaging in collaborative practices of coaching and mentoring.
- Growth of ATSI students will meet or exceed the growth of all students.
- Whole systems and processes will reflect the practices of the School Excellence Framework.

## 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. The implications of this analysis will guide the school's future directions, clearly articulating the improvement pathways. Data to inform this analysis will include:

- NAPLAN data
- Scout data
- Literacy and numeracy student work samples
- PLAN2 data
- Student PLPs
- SEF SaS

The evaluation plan will involve:

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

# Strategic Direction 1: Student growth and attainment

## 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.

## Strategic Direction 2: Productive Pedagogies- teaching and leading

### Purpose

All school teaching staff will have an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of every student.

### Improvement measures

#### Target year: 2024

Improvement against the SEF from Delivering to Excelling in the element of *Educational Leadership*.

#### Target year: 2024

Improvement against the SEF from Sustaining and Growing to Excelling in the element of *Learning and Development*.

### Initiatives

#### Quality Teaching Practice

Using identified expertise within the school, supported by external professionals, teachers will:

- develop their quality teaching practices aligned with *What Works Best* and *The Australian Professional Standards for Teachers*.
- collaborate to develop consistent whole school teaching and learning cycles.
- build understanding of contextualised teaching strategies that differentiate and meet the needs of all learners.
- establish support systems for teacher performance and development.

#### A Culture of Coaching and Collaboration

Distributed instructional leadership will grow a culture of high expectations in learning and development for the whole school community. The leadership team will model and build capacity of teachers by:

- leading, mentoring and coaching with a focus on instructional leadership.
- critically engaging in and evaluating professional learning to promote effective strategies that improve teaching and learning.
- implementing a whole-school approach to sharing expertise using contemporary content knowledge.
- using evidence-based innovative practices, staff will implement a well-sequenced curriculum to meet the needs of all students.

### Success criteria for this strategic direction

- All teachers mapping PDP goals against *The Standards*, reflecting the school's vision and progress measures, and actively working towards their goals in a planned way. Teachers will actively reflect on and evaluate professional learning to guide their professional development.
- Use of consistent practice through collegial observations, coaching dialog, collective moderation conversations and collaborative planning.
- Collaborative practice to develop on-balance judgement of personal teaching practice.
- Teachers using evidence of learning, formative and summative assessments, and feedback to inform planning.
- Instructional Leadership that drives high expectations across the learning community, using assessment and data to inform the teaching and learning cycle.
- A community of practice is created through whole-school professional development and observational feed-forward. Teachers apply a range of evidence-based strategies and reflect on formative/summative assessment data.

### Evaluation plan for this strategic direction

Through the use of external student performance measures,(NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records, we will know where all students are sitting against common data points.

After an analysis, the school will use the above-mentioned data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. Following a school-wide analysis, our data will determine our next steps, and budget allocation.

## Strategic Direction 2: Productive Pedagogies- teaching and leading

### Evaluation plan for this strategic direction

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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 directions. This analysis will guide the schools future directions. The forms of data used will be:

- Internal assessment, eg. Running Records
- External assessment, eg. NAPLAN
- Scout data
- Assessment spreadsheet for data collection across KLA's
- Sentral reports and tracking data (minor, major, severe behaviours)
- Student work samples
- SEF SaS- School wide processes for addressing improvement in Student Performance Measure and Data Skills and Use.
- Surveys
- Observations and coaching conversation records
- Student voice and exit slips
- Document Analysis
- PDP's

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.

## Strategic Direction 3: Being Well- A KSPS culture

### Purpose

The purpose is to create a supportive whole school culture where both teachers and students are seen as learners who focus on nurturing curiosity and creativity. When students regularly attend school they are able to connect, succeed, thrive, and learn. The school provides enriched educational programs involving the ability to think creatively, work collaboratively and independently to solve problems, and to apply new skills to real-world situations.

### Improvement measures

#### Target year: 2024

A minimum of 93.7% of students will have a sense of positive wellbeing.

#### Target year: 2024

Achieve Excelling in the SEF element of Wellbeing., specifically in the areas of caring for students, a planned approach to wellbeing, catering for individual learning needs and behaviour.

#### Target year: 2022

A minimum of 87.1% of students will attend school more than 90% of the time. (Baseline- 81.83%)

### Initiatives

#### Being Well

When students are valued, known and cared for they know and trust the adults around them. At KSPS we embed the practice of each student having a 'Go2' staff member. This will underpin a planned approach to wellbeing. The practices of:

- each student nominates a staff member who they feel comfortable to go to if they have something they would like advice or support about. These staff members are called their 'Go2'.
- students know that their Go2 is someone you feel comfortable to "go to" if you have been trying to work through an issue but you are still stuck on it. A Go2 staff member will help you to problem-solve your own issue, they won't try and solve your problem for you.

#### Connect | Succeed | Thrive

Embedding capabilities of the Five Keys to Success: Confidence, Persistence, Resilience, Organisation, Getting Along: Students develop skills to reflect positively and shape their behaviour in the school/community context. Stretch...building confidence and resilience

An enabling school environment: Students have opportunities to exercise self regulation, choice, ethical decision making and responsibilities

The school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Expectations are developed in consultation with students, staff and community to ensure positive and effective partnerships for learning.

#### Attendance and Participation

Attendance data is regularly analysed and used to inform whole school, stage and class practices, procedures and

### Success criteria for this strategic direction

The school measures community satisfaction through TTFM. Annual completion of the TTFM survey is in place to support a whole-school approach to monitor wellbeing factors.

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

All students, including Aboriginal and Torres Strait Islander students, reach their potential.

Students have positive and respectful relationships with each other, their teachers and the community

Students are succeeding in their learning and showing growth in the Five Keys to Success.

Students are recognised, respected and valued: attendance, assembly awards, phone calls home, school postcards sent home in the mail.

There is a school-wide, collective responsibility for student attendance, learning and success, which is shared by parents and students. All staff will follow the systems and practices of the DoE Attendance policy.

### Evaluation plan for this strategic direction

The school uses research, evidence-based strategies and innovative thinking when successfully delivering ongoing school improvement. A whole school approach to teaching and learning ensures effective evidenced-based teaching methods optimise learning progress for all students.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

All staff implement project-based learning across the KLAs and inter-school relationships are established to



## Strategic Direction 3: Being Well- A KSPS culture

### Initiatives

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planning.

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. Follow DoE Policy and Procedures

Teachers, parents and the community work to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

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### Evaluation plan for this strategic direction

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support sharing of planning, programming and expertise SEF-Effective Classroom Practice).

All staff represented as a GO2 teacher supporting our students both socially and emotionally, as well as academically.

Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

Attendance data: as an Executive and LST we will use:

- 3 weekly monitoring and tracking in LST and Executive meetings.
- Sentral Attendance Data reports
- TTFM
- SCOUT Data
- Glenrock attendance information
- KSPS Good news Postcards

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.