Strategic Improvement Plan 2021-2024

Kingswood Park Public School 4346

School vision and context

School vision statement

Striving to work together to inspire successful and engaged learners for life.

School context

Kingswood Park Public School is located in Western Sydney and has a student enrolment of 141 from Kindergarten to Year 6. The school Preschool that operates 2.5 day programs per week supports students across two groups with 20 in each group and are rated as exceeding National Quality Standards. The majority of students come from a low socio-economic background with 40% of students identifying as Aboriginal and Torres Strait Islander and 19% from English as an Additional Language/Dialect background.

Kingswood Park Public School has a combination of experienced and early career teachers. The school values it's learning community and is focused on maintaining and building strong relationships with staff, parents and students. The school works closely with the Aboriginal Education Consultative Group (AECG), Nepean Community and Neighbourhood Services (NCNS) and the Smith Family to provide support to all families in our community. The school participates in the National School Chaplaincy Program to provide a community liaison role for our families and community.

There is a strong focus on the delivery of differentiated, quality teaching programs with a particular emphasis on literacy and numeracy outcomes. The school embeds Aboriginal perspectives in all key learning areas and has an Aboriginal Education Officer. We provide targeted professional learning to support this focus.. The school promotes participation in sport, dance, music, environmental groups and student leadership. At Kingswood Park Public School we actively engage and communicate with the community using a variety of platforms including KeptMe, SeeSaw and Facebook.

At Kingswood Park Public School, students, staff, parents and other community groups were consulted in the development of the situational analysis, leading to the development of the strategic improvement plan. The analysis has allowed us to identify several areas for future development at Kingswood Park Public School. These are in the areas of literacy and numeracy, collaboration and student and community wellbeing. We continue to use data driven practices to ensure that school and system negotiated targets are met. Differentiation and a high expectation culture leads to students with additional needs, including high potential and gifted students, being identified and successfully catered for.

School performance will be consistently monitored using a wide range of assessment data. This data will continue to inform teaching practice moving forward.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment ensures that our school community is *striving together to inspire successful and engaged learners for life*.

In order to improve student learning outcomes in **reading** and **numeracy** and to build strong foundations for academic success, we will further develop and refine quality teaching practices to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in reading to 24.2%.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in numeracy to 19.9%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above 57.8%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above 56%.

Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading to be above 28.8%.

Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be above 31.9%.

Initiatives

Systematic and explicit reading instruction

Systematic and explicit **reading** instruction is informed by evidence and leads to improved growth and performance in students. It is;

- embedded in all programs
- visible in quality classroom practice
- monitored and tracked across the school
- developed through high impact professional learning to build teacher understanding.

Systematic and explicit numeracy instruction

Systematic and explicit **numeracy** instruction is informed by evidence and leads to improved growth and performance in students. It is;

- embedded in all programs
- visible in quality classroom practice
- monitored and tracked across the school
- developed through high impact professional learning to build teacher understanding.

Success criteria for this strategic direction

- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning (SEF: Curriculum).
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities (SEF: Effective Classroom Practice).
- 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 (SEF: Effective Classroom Practice).
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (SEF: Professional Standards).

Evaluation plan for this strategic direction

Question:

To what extent have the initiatives improved student outcomes in reading and numeracy?

Data:

We will use a combination of data sources which will include:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Assessments - NAPLAN, Check in Assessments, PLAN2, SENA 1-4, Pre and Post testing in Mathematics, Running Records, ALAN Assessments (e.g. Best Start, Phonics screening check, phonological awareness diagnostic, IFSR-NP Number and Place Value)
- Observations
- Interviews and focus groups
- Student voice
- Document analysis (Including PLP, IEP and programs)

Analysis:

Analysis will be embedded through implementation and progress monitoring. The leadership team will annually review progress towards the improvement measures through initiative evaluations (SEF: Educational leadership).

Implications:

The findings of the analysis will inform future actions, effective resourcing and annual reporting on school progress measures.

Strategic Direction 2: Excellence through quality practices

Purpose

Excellence through quality practices ensures that our school community is *striving together to inspire successful and engaged learners for life*.

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are **collaborating** effectively to embed evidence-based explicit teaching practice into their pedagogy.

In order to maximise the learning outcomes for every student, all staff will **use data** to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Target year: 2024

A range of evidence shows on-balance judgement improving from Delivering to Excelling in the element of Data Skills and Use.

Target year: 2024

A range of evidence shows on-balance judgement improving from Delivering to Excelling in the element of Learning and Development.

Target year: 2024

A range of evidence shows on-balance judgement improving from Delivering to Excelling in the element of Assessment.

Initiatives

Collaboration

We develop a culture of professional collaboration where we work together to create stronger professional practice. This will be achieved through:

- Embedding explicit systems for teacher collaboration to create, review and adapt innovative teaching and learning programs for new syllabus documents that align with NESA monitoring processes.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Establish procedures that build the capabilities and understandings of all staff to incorporate learning across the curriculum content.

Data skills and use

Ensure effective strategies and processes for data analysis and reflection are used for responsive assessment. This will be achieved through:

- Reviewing and adapting practice to ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embedding and using professional learning models to provide opportunities for analysis of data to create consistent teacher judgement whole school.
- 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.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results (SEF: Learning and Development).
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (SEF: Learning and Development).
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis (SEF: Data Skills and Use).
- Teachers clearly 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 (SEF: Data Skills and Use).
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments (SEF: Assessment).

Evaluation plan for this strategic direction

Question:

To what extent has the collaborative culture across the

Strategic Direction 2: Excellence through quality practices

Evaluation plan for this strategic direction

school improved?

To what extent has collaboration and effective use of data improved student outcomes?

Data:

We will use a combination of data sources which will include:

- Assessments - NAPLAN, Best Start, Check in Assessments, PLAN2, whole school writing data collection/data wall
- SCOUT Data (e.g. Tell Them From Me teacher and student surveys, school dashboard, student performance data)
- Observations
- Interviews and focus groups
- Student voice
- Document analysis (Including PDP, PLP, IEP and programs)
- SEF S-aS

Analysis:

Analysis will be embedded through implementation and progress monitoring. The leadership team will annually review progress towards the improvement measures through initiative evaluations (SEF: Educational leadership).

Implications:

The findings of the analysis will inform future actions, effective resourcing and annual reporting on school progress measures.

Strategic Direction 3: Striving together

Purpose

Striving together is the key premise of our school vision statement to ensure that our school community is *striving together to inspire successful and engaged learners for life*.

We will establish a **learning culture** of high expectations and positive connections for a cohesive school community that is purposeful, flexible and dynamic in order to meet the diverse needs of our students, staff and community.

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing **whole school wellbeing** and attendance processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% of the time to 65.7%.

Target year: 2022

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above 88%.

Target year: 2024

A range of evidence shows on-balance judgement improving from Delivering to Excelling in the element of Learning Culture.

Target year: 2024

A range of evidence shows on-balance judgement improving from Delivering to Excelling in the element of Wellbeing.

Initiatives

Learning Culture

Embed a learning culture that enables students to connect, thrive, succeed. This will be achieved through:

- Creating a culture of high expectations, where every minute of every day is purposeful, valuable and engaging for all students.
- Continuing to build connections and seek input from all key stakeholders to support our school community.
- Strengthening parent and community relationships to grow family/school partnerships.

Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced regularly.
- Creating teaching and learning environments that enable students to be healthy, happy, engaged and successful.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF: Learning Culture).
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment (SEF: Learning Culture).
- 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).
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF: Wellbeing).
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF: Wellbeing).
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools (SEF: School planning, implementation and reporting).

Evaluation plan for this strategic direction

Question:

To what extent have new systems and processes enhanced student wellbeing and the learning culture of the school?

Strategic Direction 3: Striving together

Evaluation plan for this strategic direction

Data:

- SCOUT Data (e.g. Tell Them From Me teacher and student surveys, school dashboard, student performance data)
- Attendance data collection/data wall
- Sentral data collected by PBL and Learning Support Teams
- Observations
- Interviews and focus groups
- Student voice
- Document analysis (Including PDP, PLP, IEP and programs)
- SEF S-aS

Analysis:

Analysis will be embedded through implementation and progress monitoring. The leadership team will annually review progress towards the improvement measures through initiative evaluations (SEF: Educational leadership).

Implications:

The findings of the analysis will inform future actions, effective resourcing and annual reporting on school progress measures.