

# Strategic Improvement Plan 2021-2024

## Koonawarra Public School 4409



# School vision and context

## School vision statement

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Our vision at Koonawarra Public School is to harness and create positive learners in a safe environment who are proud to come to school and share success. Our teaching staff work collaboratively across the whole school and share ideas freely. At Koonawarra Public School we aim to develop positive future citizens who have life skills to engage in school, community and culture. All students at Koonawarra Public School are known valued and cared for by all facets of the school community.

## School context

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Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School hosts 3 Special Education classes. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an Autism class, IM class and a Multi-Categorical class and two IST Hearing Support Teachers. Enrolment for 2021 is 283 students. 243 K-6 Students and 40 Preschool Students. 33% of students at Koonawarra Public School are indigenous.

Koonawarra Public School values and celebrates the success of our students, staff and parents to enhance our positive school culture. Our community and student feedback demonstrate that students feel a sense of belonging at school. A majority of our students are able to identify a caring adult who they identify as a helpful and supportive role model in their life.

External data shows that we need to make changes to our teaching practice to increase literacy and numeracy rates of our students. Internal data over the past has demonstrated that it possible to improve and that our students are capable. Areas for improvement will look at the teachers' ability to collect data to closely monitor their students progress and make adjustments to teaching and learning. High quality professional learning will ensure our beginning and newly arrived teachers are teaching using evidence informed pedagogies. Student attendance will also be closely monitored to ensure students are at school to have access to this quality teaching. The area for improvement are our students whose attendance rate is between 85-90% to assist with meeting set targets.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data 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

Proficiency bands

There will be an increase in students achieving in the top 2 bands in reading to 21.4%

There will be an increase in students achieving in the top 2 bands in numeracy to 13.7%

### Target year: 2023

Growth

The expected growth of students in reading will exceed 53.2%

The expected growth of students in numeracy will exceed 50%

### Target year: 2022

Data Analysis systems

100% of teachers will be involved in twice termly data conversations with literacy and numeracy leaders to monitor student progress in reading and numeracy.

### Target year: 2024

PLAN 2 Data

Students will demonstrate a years growth in the sub elements of Understanding Texts and Quantifying Number. This growth will be measured from baseline data

## Initiatives

### Reading

In reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- \* the selection of teaching and learning strategies
- \* impact of implemented strategies on student learning
- \* teacher professional learning
- WLL (Wollongong Literacy Leadership)
- Spirals of Inquiry
- Collaborative Practice
- planned data conversations
- \* school resourcing

### Numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- \* the selection of teaching and learning strategies
- \* impact of implemented strategies on student learning
- \* teacher professional learning
- Starting Strong (K-2), Big Ideas (3-6)
- Spirals of Inquiry
- Collaborative Practice
- planned data conversations
- \* school resourcing

## Success criteria for this strategic direction

Curriculum - All teachers are committed to the development of teaching and learning programs that are dynamic, showing evidence of revisions based on feedback around teaching practice, consistent and reliable assessment and continuous tracking of student progress and achievement. *(SEF - Learning - Curriculum-Teaching and Learning Programs)*

Data Skills and Use - All teachers clearly understand, develop and apply a full range of assessment strategies - assessment of 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- Teaching - Data Skills and Use)*

## Evaluation plan for this strategic direction

Question - To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data - We will use a combination of data sources. These will include:

- \* Internal assessments e.g PLAN2
- \* External assessments e.g NAPLAN, Check-in assessments (if available).
- \* Student voice
- \* Observations
- \* Document analysis

Analysis - This will be embedded to monitor the implementation of the initiatives. This process will occur annually.

Implications - The findings of the analysis will inform:

- \* Future actions

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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collected in Term 1 Week 5.

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### Target year: 2024

Teacher Practice

Increase in teacher ability to independently analyse student data to inform teaching and learning programs. Leader observations will record shift in teacher practice.

## Evaluation plan for this strategic direction

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\* Annual reporting on school progress measures.

# Strategic Direction 2: Thriving - Engaging Students

## Purpose

At our school students will develop skills to become resilient and responsible citizens. Working in partnership with the parents and the school community we will ensure the school environment is pivotal to the growth and development of our students.. This can be achieved by connecting and building trusting and respectful relationship for students to succeed.

## Improvement measures

### Target year: 2022

#### Attendance

To increase the number of students attending at least 90% of the time to exceed 64.4%.

### Target year: 2022

#### Wellbeing

The wellbeing of our students increases as evidenced from data from Tell Them From Me survey in the area of sense of belonging, advocacy and high expectations to exceed 88.7%

### Target year: 2024

Reduction in the amount of students out of class and negative classroom referrals.

## Initiatives

### Attendance

We aim to increase and maintain a high attendance rate and develop a culture within our community around the importance of school attendance.

Initiatives aimed at increasing attendance include:

- streamlined processes for monitoring attendance at a classroom teacher and executive level. Professional learning will be provided to staff in this area.
- introducing of a positive reward system for students who achieve expected attendance rates.
- strengthen communication between home and school.

### Developing a culture of engagement

Strengthening a consistent approach to behaviour management to ensure students are provided with opportunities and an environment that encourages and supports positive relationships, accomplishment and self-regulation.

We aim to develop learning environments which allow students to thrive by providing high quality and engaging learning experiences.

Initiatives aimed at developing a culture of engagement include:

- PBL
- Sharing success at assemblies
- Open classrooms
- Improvements to physical environment to increase engagement on playground.
- Promoting a welcoming classroom environment.
- Student voice and spirals of inquiry

## Success criteria for this strategic direction

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 - Learning Culture- Attendance)*

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning. *(SEF - Learning - Wellbeing- A planned approach to wellbeing)*

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 - Learning Culture- transitions and continuity of learning)*

## Evaluation plan for this strategic direction

Question: What skills are our students developing to become more resilient and responsible citizens?

Data: The school plan will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of the strategic direction. This analysis will guide the school's future directions:

- Attendance data, including Scout enrollment and attendance reports.
- Evidence of individual attendance plans developed in collaboration with students, parents/carers or outside agencies such as DCJ and The Smith Family.
- Evidence of working with communities to improve attendance and engagement such as phone logs, meeting minutes outlining attendance improvement strategies
- Documentation regarding escalation to HSLO or Child Wellbeing Unit around serious concerns for welfare.
- Evidence around parent workshops to inform the

# Strategic Direction 2: Thriving - Engaging Students

## Initiatives

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\*\* What works best\*\* - student engagement

### Continuity of learning

We aim to develop a sustainable whole school process of transition to Kindergarten, to high school and within each grade level.

Initiatives aimed at improving the continuity of learning include:

- Strengthening current transition processes for Kindy and Year 7

- Implementing a whole school transition process - focusing on data

- Implementing a process for supporting/mentoring new staff to the school.

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## Evaluation plan for this strategic direction

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community about the importance of attendance.

- Evidence of programs that build cognitive, social, emotional, physical wellbeing mapped across the school.
- School behavioural data-specifically looking at break downs of green, amber and red data collected through PBL data cycles. Suspension data included in this analysis
- Tell Them from Me data- Positive learning climate (students) and Collaborations- teachers
- AEDI data analysis to inform strategic resourcing in early years.
- Transition programs across the whole school. Induction or mentoring programs for new students and staff.

Analysis: The evaluation plan will involve:

- Regular review of these data sources to ensure we are on track for achieving the intended improvement measures.
- Executive team and whole staff reflective sessions using the SEF elements and themes.
- After each analysis of data adjustments will be made for implementation and progress monitoring short term goals to reassess resourcing and ensure it is being spent/ used efficiently.

Implications: Data analysis will inform future directions.

# Strategic Direction 3: Striving - High Expectations

## Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility with support staff for student improvements and contribute to a student centered, evidence-based learning culture where students succeed in their learning by striving toward and achieving meaningful goals.

## Improvement measures

### Target year: 2024

100% of teaching and learning programs have clear learning intentions and differentiation is evident.

### Target year: 2024

100% of IEPs and PLPs have effective learning goals that are regularly engaged with and evidenced in teaching and learning programs.

## Initiatives

### Visible Learning and Differentiation

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences using visible learning to increase students understanding of their own learning.

We will embed a culture of visible learning through

- explicit/effective feedback
- clear learning goals and intentions
- Professional Learning based on the research of Dylan Willam
- negotiated observations from supervisors. Develop a system for recording observation information around feedback or learning goals/intentions.
- PL around developing SMART goals. Developing consistent language amongst staff.
- Engagement with parents, teachers and students around the effective development and use of IEPs, PLPs

## 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 learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. *(SEF - Learning - Curriculum-Teaching and Learning Programs)*

The whole school community demonstrates inspirational 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 - Learning - Differentiation)*

## Evaluation plan for this strategic direction

Question: Is highly effective teaching taking place?

Data: The school plan will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of the strategic direction. This analysis will guide the school's future directions:

- Internal and external performance data- specifically an increase in the top 2 bands for reading and numeracy
- Tell Them From Me Survey- Effective learning time & Quality Instruction
- Student Voice evidenced in teaching and learning programs
- Students and IEPs and PLPs
- Teaching and learning programs evidenced with differentiation for all levels of ability and Learning Intentions & Success Criteria for Literacy and Numeracy lessons

Analysis: The evaluation plan will involve:

- Regular review of these data sources to ensure we

### Evaluation plan for this strategic direction

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are on track for achieving the intended improvement measures.

- Executive team and whole staff reflective sessions using the SEF elements and themes.
- After each analysis of data, adjustments will be made for implementation and progress monitoring short term goals to reassess resourcing and ensure it is being spent/ used efficiently.

Implications:

- \* Data analysis informs future directions.