

Strategic Improvement Plan 2021-2025

Killarney Vale Public School 4426



School vision and context

School vision statement

Killarney Vale Public School provides a safe, engaging and inclusive learning environment. High expectations, student centred goal setting and strong community connections provide our students with the best opportunity to achieve academic growth.

School context

Killarney Vale Public School provides a vibrant learning environment where all students have the opportunity to achieve to their full potential in every aspect of the curriculum. The school has 17 mainstream classes from Kindergarten to Year 6 and three classes which support students with additional needs. Our students are encouraged to live out the school's motto of 'Forward to a Better World'. Killarney Vale Public School's professional and highly skilled teachers are committed to providing quality, differentiated learning experiences for all students. Implementing research based programs aligned to the NSW Department of Education syllabus guidelines is a school priority. The school has completed a situational analysis that has identified areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and demonstrate growth. Further work will need to occur around how teachers can ensure that they are employing evidence-informed best practice within their classroom as well as having high expectations for all students. A triangulation analysis of our NAPLAN data and other external and internal data sets outlines the need for a focus on improving attendance and strengthening the social and emotional skills of our students.

Students and families work in partnership with the school to set aspirational educational goals which provide the pathway for ongoing academic growth. Learning programs are focused on providing engaging experiences for students that target their specific needs. Formative assessment is utilised to ensure we meet students at their point of need and develop processes to accurately monitor student achievement so that resources can be allocated appropriately. Structures will be put in place to identify students not showing improvement and our Learning and Support Teachers will deliver intensive learning programs; achieving maximum improvement and maintaining high expectations for all students.

Killarney Vale Public School is always striving to improve and enhance educational and social opportunities for all students using evidence-informed best practice. Staff members are involved in professional learning and evaluation of school programs leading to improvement of teacher quality. The school uses embedded and explicit systems that facilitate professional collaboration and effective practice.

Aboriginal Education is a priority at Killarney Vale Public School and is authentically embedded in all aspects of our school life. Students and families work in partnership with the Kuriwa Aboriginal Education Consultative Group and other community groups to celebrate a rich cultural heritage. Our school has an established alliance with the Tuggerah Lakes Learning Community and is supported by a dedicated and passionate Parents & Citizens Association. Killarney Vale Public School has a strong commitment to student wellbeing and inclusivity focusing on the social and emotional development of our students. Our Student Leadership team is active in decision-making for the school, empowering student voice.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will continue to collect and analyse data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Achieve by year: 2025

To achieve the 2024 school measured targets for all students;

- 85% of Year 2 students achieve within or above the sound grade.
- 80% of Kindergarten students will demonstrate a vocab of 40 or more sight words.
- PAT - Each grade 2-6 displays growth compared to the norm.
- CARs - 90% of Stage 2 and 80% of Stage 3 students show growth.
- Essential Assessment

- 80% of all students are at or above expected understanding (Number and Algebra).

- 85% of all students are at or above expected understanding (Measurement and Geometry)

- 85% of all students are at or above expected understanding (Statistics and Probability)

- Soundwaves - Spelling Diagnostic Test - More than 75% of students at or above Middle Comparison Range

Numeracy growth

Achieve by year: 2023

All students demonstrate numeracy growth and achievement from Term 1 to term 4 using PAT as a key data point.

Initiatives

Use of data to inform practice

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

- **Professional learning** for all staff in data analysis with a focus on using data to inform teaching.
- Review and adapt practice to ensure reliable assessment strategies are used to analyse **student progress**, evaluate growth over time and report student achievement.
- Embed data informed **formative assessment** practices as an integral part of daily instruction in every classroom.

Targeted Interventions

Improved teaching practice with a focus on personalised learning practices in literacy and numeracy across the school.

- **Aboriginal Learning and Support** Teachers analyse collected data to establish learning groups for targeted Aboriginal students. Explicit literacy and numeracy learning goals are personalised to meet individual student learning needs ensuring growth is evident.
- **Learning and Support** Teachers analyse collected data to establish learning groups. Explicit lessons are developed and students are assessed every 5 weeks to ensure that progress is monitored and growth is evident.

Success criteria for this strategic direction

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 direction, monitoring and assessing student progress and achievement.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to meet the needs of students through individual, group and whole school instruction.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

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

Learning and Support 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

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of students outcomes in literacy and numeracy?

Data:

We will triangulate data sources to regularly analyse the effectiveness of the initiatives. These will include:

- NAPLAN data
- Scout - Value added data
- LaST Learning sprint data analysis
- Student work samples

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase in the percentage of students achieving growth from 2022 to 2023 using PAT numeracy.

Improvement in the percentage of Aboriginal students achieving growth in Numeracy using PAT as a key data point.

Reading growth

Achieve by year: 2023

All students demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.

Increase in the percentage of students achieving growth from 2022 to 2023 using PAT reading.

Evaluation plan for this strategic direction

- Essential Assessment and SENA
- CARs, PAT, ReST and South Australian Spelling test
- Student
- PLPs
- Student focus groups.

Analysis:

Analysis will be embedded within the initiatives through progress implementation monitoring.

Regular review of the data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

Implication:

Comprehensive analysis of the data will guide future school planning to provide ongoing improvement that will maximise student learning outcomes.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

To build the capabilities of staff so that they can authentically engage and improve student learning outcomes by embedding evidence informed best practice into all areas of the curriculum.

Improvement measures

Achieve by year: 2025

To achieve the 2024 school-based target:

- 100% of teachers are using Formative Assessment strategies. Teaching programs and classroom observations demonstrate embedded strategies of Formative Assessment.

Achieve by year: 2023

In the Tell Them From Me Survey

- Student Tell Them From Me data improves to be above the State average of 78% in the area of students being motivated and interested in their learning.

Achieve by year: 2025

In the Peoples Matter survey

- 90% of staff report a favourable response in the area of Feedback and Performance Measurement.
- In the performance management processes, 85% of staff report that they have received feedback from their line manager.

Achieve by year: 2023

In the Peoples Matter survey

- Maintain 95% of staff report a favourable response in the area of Teamwork and Collaboration.

Initiatives

Building the capacity of staff

Strengthen the capacity of staff through a focus on evidence informed practice in literacy and numeracy across the school.

- Provide **high impact professional learning** in the explicit teaching of literacy and numeracy to build teacher capabilities and collective pedagogical practice.
- Implement **Quality Teaching Rounds** in partnership with the University of Newcastle.
- Develop a clear focus on school improvement by reviewing and adapting school-wide and stage based **programming systems**.

Teacher Collective Efficacy

Establish collaborative support for teacher performance and development .

- Align **beginning teachers** to a mentor to support the development of an ongoing and sustained process of guidance and support
- Embed systems for the development and review of **Professional Development Plan** goals.
- Implement NSW **Curriculum Reform** according to NESA timelines by supporting staff with resources and delivering professional learning.

Success criteria for this strategic direction

Teachers demonstrate improved pedagogy and best practice is delivered in all classrooms to maximise learning progress for all students.

Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of teaching practice?

Data:

- Teaching and learning programs
- Professional Learning Schedules
- Professional Learning Attendance
- Supervision Schedules
- Scope and Sequences
- Classroom Observation Notes
- Action Plans
- Professional Development Plans
- Surveys

Analysis:

Analysis will be embedded within the initiatives through progress implementation monitoring. The school will

Strategic Direction 2: Teacher Practice and Collaboration

Evaluation plan for this strategic direction

review progress towards the improvement measures quarterly.

Analysis will focus on measuring how well the intervention was embedded in practice and measuring the impact on improving student outcomes.

Implication:

The findings of the analysis will inform future school planning to provide a school culture that fosters teacher improvement and student achievement.

Strategic Direction 3: Wellbeing and Connections

Purpose

To ensure all stakeholders are encouraged to have a collective responsibility in building an inclusive learning environment in which every student has the opportunity to access high quality education and fulfill their potential.

Improvement measures

Wellbeing

Achieve by year: 2023

To achieve the 2022 school-based target:

- average Positive Sense of School Belonging for the school wide cohort will increase to 71% in Tell Them From Me data.
- average Positive Sense of Belonging for girls will increase to 64% in Tell Them From Me data.

Attendance (>90%)

Achieve by year: 2023

To achieve the 2022 school-based target:

- average student attendance across the school to increase to 95%
- students with equal to or greater than 90% attendance to increase to 78%

Achieve by year: 2022

To achieve the 2022 school-based target:

- 80% of parents report that teachers have high expectations for their child based on Tell Them From Me data.

Achieve by year: 2025

To achieve the 2024 school-based target;

- average student attendance for Aboriginal students to increase to 95%
- students with equal to or greater than 90% attendance to increase to 65%

Initiatives

Student Wellbeing

Ensure effective strategies for data analysis and reflection are used to support the implementation of innovative measures to support student wellbeing.

- Every student will be known, valued and cared for by reviewing current **wellbeing systems** and establishing whole school focus areas for wellbeing reforms.
- Review and adapt school based practices in **attendance** to ensure departmental priorities and regulations are met, actions are taken to improve the attendance of the school cohort and strategies are in place to support individual needs.
- Ongoing professional learning in evidence-based programs and practices that support the **emotional and social wellbeing** of students.

Community Connection

Use collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support the wellbeing of students.

- Making **Aboriginal education** a priority in our school by developing strong connections with the local community.
- **Parental/Carer involvement** in the decision making process for educational pathways.
- Develop strong **community connections** that support all families.

Success criteria for this strategic direction

Evidence based change has been implemented at a whole school level, resulting in measurable improvements in wellbeing and engagement.

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.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

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

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

- School based attendance data
- Scout - Attendance and Engagement
- School based wellbeing data
- Surveys and focus groups
- Tell Them From Me data
- People Matter Survey

Strategic Direction 3: Wellbeing and Connections

Improvement measures

Achieve by year: 2025

To achieve the 2024 school-based target;

- Number of major behaviour incidents in a year reduced to 300.
 - Number of major behaviour incidents for Year 6 reduced to 100.
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Evaluation plan for this strategic direction

- School Excellence Framework - Self assessment Survey

Analysis:

Analysis will be embedded within the initiatives through progress implementation monitoring. The school will review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform future actions and next steps.