

Strategic Improvement Plan 2021-2024

King Park Public School 4467



School vision and context

School vision statement

Our vision is to work collaboratively in partnership with students, parents and teachers in a high expectations environment where every student is known, valued and cared for. Our goal is for expert teachers to deliver high quality and engaging learning opportunities that ensure our students become confident, creative and resilient individuals who are successful learners, achieving ongoing academic growth and equipped to navigate a complex and dynamic world.

School context

King Park Public School is situated in South Western Sydney and has an enrolment of 440 students. The school caters for students from Kindergarten to Year 6 with 18 mainstream classes and one support class for students with moderate and severe intellectual disability. The school serves a culturally diverse community with 87% of students from a non-English speaking background, 34% receive additional EALD (English an additional language or dialect) support. There are 38 language groups predominantly English, Vietnamese and Arabic with an even spread of the additional 35 languages. Ten students identify as having an Aboriginal background. The school has a stable FOEI of 116 and attracts significant equity funding.

The school is an integral part of the local community providing a venue for weekend Community Language school and a local community church group. After hours Karate, Zumba and soccer coaching groups also occur on school grounds and an OSHC (Out of School Hours Care) facility operates daily and in the school holidays.

The school has a strong academic focus, achieving excellent student growth and value add results. The parent community are aspirational, wanting their children to succeed academically, to have fun learning and to engage in all aspects of school life. The school has a proud history of sporting excellence which continues in partnership with Westfield Sports High School providing a primary soccer/football program targeting high potential students. The school provides opportunities in performing arts through local festivals, production, choir and Schools Spectacular. A strong student leadership team, SRC (School Representative Council) and peer support program operate within the school.

The school has completed a thorough situational analysis and as a result has identified three areas of focus for this Strategic Improvement Plan. These areas continue to build upon the work undertaken in the previous school planning cycle around embedding evidence informed best practice into every teacher's daily practice through professional learning, collaboration and instructional leadership. The identified areas are Student Attainment and Growth, with a focus on data informed, effective classroom practice; Connect, Succeed, Thrive and Learn with a focus on instructional leadership, attendance and engagement; and Future Focused Learners with a focus on deeper learning and using technology to create efficient systems and processes in teaching and learning, administration and in connecting with parents.

Strategic Direction 1: Student growth and attainment

Purpose

In order to pursue excellence in student outcomes in reading and numeracy and to build strong foundations for academic success we will develop, embed and sustain consistent whole school evidence informed best teaching practice.

Improvement measures

Target year: 2022

- Increase the percentage of students achieving in the top two bands of NAPLAN Reading to be at or above the school's lower bound system negotiated target of 41.9%.

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system negotiated target of 66.4%.

Target year: 2022

- Increase the percentage of students achieving in the top two bands of NAPLAN Numeracy to be at or above the school's lower bound system negotiated target of 35.8%.

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the school's lower bound system negotiated target of 68.3%.

Target year: 2024

- A 10% increase in the percentage of students achieving expected attainment levels in literacy and numeracy benchmarks as evidenced by school based data.

Initiatives

1. Data Informed Practice

Effective processes and strategies exist for the regular collection and analysis of student assessment data to reflect on teaching effectiveness and inform future teaching and learning.

- Formative and summative assessment data is collected in literacy and numeracy on a regular basis and used to inform goal setting, differentiated programming, planning and lesson delivery.
- Instructional leaders work with teachers using data to monitor and assess student progress, teaching impact and to design future learning on a whole class, group and individual level.
- High impact professional learning in data literacy and analysis to drive teaching and learning, including use of PLAN2 and SCOUT data.
- Develop and implement highly effective targeted teaching and learning programs to engage and challenge Aboriginal students to achieve equitable outcomes in literacy and numeracy.

2. Effective Classroom Practice

Ensure the most effective explicit teaching methods are operating in all classrooms, with the highest priority given to evidence-based teaching strategies.

- Develop and implement comprehensive, high impact professional learning to build teacher capacity and collective pedagogical practice in literacy and numeracy.
- Utilise and build collaborative practices to ensure these strategies are embedded.
- Develop and implement highly effective programs and practices to engage and challenge high potential and gifted students in literacy and numeracy.
- Engage in high impact professional learning to build teacher capacity in differentiating teaching and learning programs to achieve individual student

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment)
- Data is used to inform planning, identify interventions and modify teaching practice. 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. (SEF - Data Skills and Use)
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (SEF - Student Performance Measures)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum)
- 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)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Education Leadership)
- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage all students included high potential and gifted students.
- Each teacher understands the link between high impact professional learning and school improvement, through their engagement in relevant,

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

- A 10% increase in the percentage of students achieving expected growth (0.4 Effect Size) in literacy and numeracy as evidenced by school PAT data.

Target year: 2024

- Value added data from Scout for K-3 and Y3-5 shows an upward trend in Excelling.
- Value added data from Scout for Y5-7 improves from Delivering to Sustaining and Growing.

Target year: 2024

- An improvement in the element of *Data Skills and Use* to the level of Excelling as measured by the School Excellence Framework

Target year: 2024

- Excelling in one or more themes within the element *Professional learning is continuous and coherent* of the High Impact Professional Learning model.

Initiatives

learning goals.

Success criteria for this strategic direction

focused and ongoing professional learning and the translation of professional learning into classroom practice.

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 Literacy and Numeracy?

Data: We will use a combination of data sources including:

- NAPLAN data
- Scout value add data
- PAT Reading and Numeracy
- Reading level data
- Phonics screening data
- SENA data
- PLAN2 data
- Observation
- Document analysis

Analysis:

Ongoing analysis of the available data will be embedded through progress and implementation monitoring using:

- Data talks with teachers and exec staff
- Regular professional discussion with school teams around the School Excellence Framework elements and themes
- Regular review meetings with Executive to analyse and triangulate data sources, including internal and external data

Implications:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order to ensure every student, staff member and caregiver feels a sense of belonging, purpose and connectedness to our school we will build strong positive relationships in a culture of respect and trust.

Improvement measures

Target year: 2022

- Increased percentage of students attending school more than 90% of the time to 83.8% or above.

Target year: 2024

- An increase of 5% or more in student Tell Them From Me data in the elements of *Sense of Belonging, Positive Behaviour at School and Interest and Motivation*.

Target year: 2024

- An increase in the proportion of students identifying in the area of *Advocacy at School* in Tell Them From Me data with a 10% increase in the number of students who can name 2 people in the school who believe they will succeed (advocacy).

Target year: 2024

- Improvement from delivering to sustaining and growing in the theme *Attendance* as measured by the School Excellence Framework.

Target year: 2024

- An improvement from base data in the elements of *Communication, Connect Learning at home and at school and Build Community and Identity* as measured by the Family-School Partnerships Framework.

Initiatives

"That's My School" - Attendance and Engagement

In order to support students to actively connect to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community, we will:

- Build staff capacity and understanding in the domains of the wellbeing framework and implement effective classroom and whole school strategies to build holistic wellbeing.
- Develop authentic positive relationships with all stakeholders to ensure a learning culture of high expectations is embedded across the school
- Develop and implement processes and strategies to ensure every student has an advocate and is known, valued and cared for.
- Instil a sense of belonging and pride in school that is celebrated amongst the community.
- Design and implement an Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education Policy.
- Establish an Attendance Team to drive the School's Attendance Project, complete a situational analysis on attendance practices, design an action plan reflective of analysis and implement strategies to support attendance.

Instructional Leadership

Ensure effective strategies and processes for highly engaging, data driven learning opportunities through:

- Coaching and mentoring of staff to provide high

Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Wellbeing)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (SEF - Reporting)
- 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)
- 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. (SEF - Wellbeing)
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)
- 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)

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Improvement measures

Target year: 2024

- An improvement in teacher Tell Them From Me data in the elements of *Parent Involvement* and *Inclusive School* to at least the NSW govt norm.

Target year: 2024

An improvement in parent Tell Them From Me data in the elements of *Parents are informed* and *Parents feel welcome* to 7.4 (NSW govt norm).

Target year: 2024

Achieved Sustaining and Growing or above against the seven statements of the HPGE policy.

Initiatives

- quality personalised support so that every teacher improves every year.
 - Embedding a consistency of pedagogical practice.
 - The development of a high trust, high expectations learning environment.
 - Building strong professional learning communities that focus continually on improving student outcomes.
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Success criteria for this strategic direction

- Mentoring and coaching support ensure the ongoing development and improvement of all teachers. (SEF - Learning and Development)
- Aboriginal culture and identity is valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of Aboriginal students, and Aboriginal students achieving outcomes that match or better the outcomes of all students.
- Highly effective programs and practices are implemented to engage and challenge high potential and gifted students across the across the intellectual, creative, social-emotional and physical domains of potential.
- 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)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement on all stakeholders feeling a sense of belonging and connectedness to school.**Data:** We will use a combination of data sources including:

- Scout attendance data
- Tell Them From Me data
- Parent and teacher survey data
- Exit slips/improvement and suggestions at the completion of events
- Student voice from focus groups and individual interviews
- Seesaw engagement data

Analysis: Ongoing analysis of the available data will be embedded through progress and implementation monitoring using:

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes
- Regular professional discussion around the Family-School Partnerships Framework and Wellbeing Framework
- Regular review meetings with Executive to analyse and triangulate data sources, including internal and external data

Implications: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Future Focused Lifelong Learners

Purpose

To support our students to become confident, creative and resilient individuals who are successful learners, achieving ongoing academic growth and equipped to navigate a complex and dynamic world.

Improvement measures

Target year: 2024

- Improvement from sustaining and growing to excelling in the theme *Technology* as measured by the School Excellence Framework.

Target year: 2024

- An improvement from baseline data in the elements of *Student Learning Experience, Digital Teaching Processes and Digital Leadership Actions* as evidenced by the Digital Maturity Framework.

Target year: 2024

- An improvement in the proportion of students who indicate they confidently implement all the learner disposition keys of: problem solving, collaboration, reflection, resilience and inquiry, to support them in their learning.

Target year: 2024

- All teachers confidently and consistently embed all the learner disposition keys of: problem solving, collaboration, reflection, resilience and inquiry, in their teaching practice.

Initiatives

Deeper Learning

To engage students deeply in their learning and enable them to connect ideas and apply content knowledge we will:

- Engage students in project based learning to promote deeper learning, greater engagement and higher quality work.
- Embed our learner dispositions program *Keys To Success* to build each student's learning capacity.
- Actively value and engage with student voice and choice to give students greater ownership of their learning.

Technology as a Game Changer

In order to support learning in the classroom and through administrative processes we will:

- Embed strategies which encourage students to use technology proficiently, confidently and creatively to support, accelerate and empower their learning.
- Utilise high impact professional learning to build capacity and confidence of staff in integrating technology.
- Develop and implement a whole school plan to manage and implement school resources effectively to allow equity of digital technology for all our stakeholders.

Success criteria for this strategic direction

- 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)
- Teaching staff demonstrate and share their expertise within their school. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and Development)
- The leadership team maintains a focus on effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. (SEF - Technology)
- Students create digital products that solve problems, entertain, inform or persuade. They communicate safely and effectively using ICT to achieve learning goals. (Digital Maturity Framework)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement on student learning and technology use.

Data: We will use a combination of data sources including:

- Student achievement data
- Student progress data
- work samples, including digital products
- student voice in focus groups
- surveys with all stakeholders

Evaluation plan for this strategic direction

Analysis: Ongoing analysis of the available data will be embedded through progress and implementation monitoring using:

- Regular professional discussion around the School Excellence Framework elements and themes
- Regular professional discussion around the Digital Maturity Framework
- Regular executive meetings to review and triangulate data sources, including internal and external data

Implications:

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