

Strategic Improvement Plan 2021-2025

Kareela Public School 4488



School vision and context

School vision statement

At Kareela Public School our vision is to provide an inclusive and high quality education that is underpinned by our school values that will see all learners be respectful, responsible and safe; ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value the pursuit of excellence.

School context

Kareela Public School is situated in the Sutherland Shire in Sydney's south. Enrolments in 2022 are 350 students. The school is located on a large, natural parkland area which plays host to abundant native flora and fauna.

A growing population of students from a Language Background other than English (LBOTE) is evident in the younger years, with overall student numbers from a LBOTE steady at approximately 30%.

The entire Kareela Public School learning community has high expectations of the performance of the students across all key learning areas and the school works with the community towards achieving shared goals. At our school, students, teachers and parents are genuine partners in the learning process. We implement innovative practices to support student learning and equip them with the tools to be successful, confident, creative and resilient members of our ever changing society.

The parent community are highly supportive of their children enjoying a successful, well rounded primary school experience across a range of sporting, cultural and academic endeavours. Specialist programs in swimming, dance, band, film making and robotics compliment teaching programs.

The Situational Analysis conducted during 2020 highlighted the need to focus on assessment and data analysis to differentiate programs, quality teaching through collaborative professional learning and student wellbeing through a positive, cohesive and proactive approach.

Kareela Public School is committed to the department's values of ensuring that every student, every teacher and every school improves every year and that all of our students are known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to increase student growth and attainment in reading and numeracy through effective delivery of quality, differentiated learning programs. These will be supported by reflective, evidence based assessment processes and the expert interpretation of data to ensure every student is challenged and performs at their very best.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the percentage of students in the top 2 bands for reading.

Uplift required 8%

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the percentage of students in the top 2 bands for numeracy.

Uplift required 7%

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 (effect size Years 2/3/4/5 2022 to Years 3/4/5/6 2023).

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 (effect size Years 2/3/4/5 2022 to Years 3/4/5/6 2023).

Writing Growth Year 3

Achieve by year: 2025

Initiatives

Excellence in classroom delivery for every student.

Differentiation will be a key element embedded into every teacher's daily practice in order to support, extend and challenge every student.

Excellence in data collation, analysis and reflection.

High quality **assessment** tasks that are structured, supported, directed and challenging will provide the data to inform classroom practice. Professional Learning will make every teacher an expert in using **data** to inform their practice.

Excellence in teaching writing.

The Strategic Direction 1 team will roll out a series of measured, targeted Professional Learning designed to improve writing performance across the school. This will include whole school initiatives such as:

Teacher conferencing: SD1 Team to coordinate casuals to relieve each 3 to 6 teacher with the specific purpose of conferencing with students on writing. Time will be set aside for every teacher to reflect 1 to 1 with targeted students on teacher identified areas for growth. SD 1 team to support teachers with areas of need identified after analysis of the NAPLAN results.

What A Good One Looks Like (WAGOLL) displays: charts and posters to support every text type for every stage to show What A Good One Looks Like as quality exemplars for teachers to use.

Sentence a Day Program: to be rebooted and implemented across the school.

NAPLAN criteria marking

Strategic Direction 1 team members to undertake formal NAPLAN marking training and share PL with staff to support a better understanding of how NAPLAN writing is marked. This will in turn expand skill repertoires of teachers.

Success criteria for this strategic direction

Curriculum/differentiation - 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 improved learning. High Potential and Gifted Education (HPGE) policy will be familiar to every teacher and there will be evidence of whole school and classroom engagement with the policy.

Assessment - 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.

Data Use and Skills - Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation plan for this strategic direction

How successful have we been in increasing student growth and attainment?

Target Progress: NAPLAN, Check-In Assessment Data, value added measures, Progressive Achievement Testing (PAT) and bench marked reading levels, phonics screening are all evidence. In the School Excellence Framework Vol. 2 (SEF) Learning Domain: student performance measures. Each theme will trend towards Excelling with an emphasis on NAPLAN and student growth. Value-add data from PAT will move towards Excelling.

Differentiation: Has in class differentiation increased our student growth and attainment? Teachers to identify differentiation as part of their program and practice.

Moving towards Excelling in differentiation in SEF.

Assessment: How effective have we been in using

Strategic Direction 1: Student growth and attainment

Improvement measures

Increasing the percentage of Year 3 students achieving above the school benchmark in Writing using internal school data.

Writing Growth K-2

Achieve by year: 2025

Increasing the percentage of K-2 students achieving above the school benchmark in Writing using internal school data..

Writing Growth Year 5

Achieve by year: 2025

Increasing the percentage of Year 5 students achieving above the school benchmark in Writing using internal school data.

Evaluation plan for this strategic direction

assessment to monitor student learning? Each criteria in Learning Domain: assessment will demonstrate growth towards Excelling.

Data: Pre and post surveys on staff data usage and comfort levels. Stage based assessment data, individual student learning goals.. Teaching Domain: Data Skills and Use to be trending towards Excelling.

The subjects in bold here are linked. Successful target attainment will demonstrate consistent links from differentiation to assessment to the data collected and feeding back into programming and improved student outcomes.

Analysis - Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication - The findings of the analysis will inform future actions.

Strategic Direction 2: Collaborative Teaching Practice

Purpose

Our purpose is to optimise learning progress for all students across the full range of abilities. This will be achieved through the application and refinement of evidence-informed practice, knowledge and problem solving. Qualitative teaching practice will be sustained via ongoing collaborative teaching inquiries based upon quality teaching practice and feedback.

Improvement measures

Achieve by year: 2025

Teaching: Learning and Development - collaborative practice and feedback, coaching and mentoring is validated at Excelling.

Leading: Educational Leadership - instructional leadership is validated at Excelling.

Achieve by year: 2025

Learning: Curriculum - teaching and learning programs; Assessment - formative assessment and student engagement is validated at Excelling.

Teaching: Effective Classroom Practice - explicit teaching and feedback is validated at Excelling.

Initiatives

Collaborative Teaching Inquiries

Embed a culture of ongoing **collaboration** and continuous improvement through the development and implementation of a whole school approach to Instructional Rounds

- Professional learning on the research underpinning collaborative practices and the impact this has upon improving teaching practices and student learning outcomes
- Regular participation in instructional rounds based upon clear and measurable goals
- Work in partnership with colleagues to plan, develop and refine teaching and learning programs

Evidence-based Teaching Practice

Ensure that evidence-based teaching and learning practices are embedded within all educational programs to strengthen the facilitation of learning and enable students to reach their full potential.

- Professional learning to develop and share expertise in explicit, evidence-based teaching practices and the provision of feedback to enhance student learning
- Review and adapt teaching practice to ensure that the highest priority is given towards evidence-based strategies that meet the whole range of student learning needs, including **explicit teaching and feedback**
- Work in partnership with colleagues to reflect, plan, develop and refine explicit teaching and feedback strategies.

Success criteria for this strategic direction

Learning and Development - collaborative practice and feedback

- 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
- A culture of purposeful collaboration is evident across the school
- All staff engage in ongoing professional discussion about evidence-informed teaching practice
- Classroom successes and evidence of how learning was impacted are regularly shared, along with resources and teaching programs
- Clear and measurable goals for improvement inform collaborative practice, along with evidence of theory and research being translated into classroom practice.

Effective classroom practice - explicit teaching and feedback

Explicit teaching

- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modeled, and students' learning improvement is monitored, demonstrating growth
- All classroom teachers prepare for explicit teaching, explain and guide learning, monitor student progress and check for understanding.

Feedback

- 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 can articulate their learning goals, reflect upon their learning and apply feedback.

Strategic Direction 2: Collaborative Teaching Practice

Evaluation plan for this strategic direction

How successful have we been at embedding a culture of collaboration?

- Collaboration Survey - internal Google form
- Coded notes from teacher reflections and discussions.

Are teachers effectively planning for explicit teaching and feedback?

- What Work Best Survey (WWB)
- What Works Best Reflection Tool.
- Excerpts from class teacher programs
- Samples of learning intentions and success criteria from across the school.

Are evidence-based teaching practices adopted in all classroom?

- Lesson observation records
- Tell Them From Me Survey (TTFM)
- Student Survey - internal Google form.

The evaluation plan will also involve:

- Regular professional discussion around the related School Excellence Framework elements and themes
- Reflective teaching journal and reflection sessions on aspects of teaching practice.

Analysis - Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication - The findings of the analysis will inform future actions.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to enhance and support student wellbeing and to enable teachers to provide a positive learning environment that fosters optimal learning and allows students to connect, succeed and thrive, we will strengthen the systems in place for supporting student wellbeing to make them consistent and formalised across the whole school.

Improvement measures

Wellbeing

Achieve by year: 2023

To increase the percentage of students expressing a positive sense of well being based on Tell Them From Me survey data.

Uplift = 1%

Attendance (>90%)

Achieve by year: 2023

To increase the percentage of students attending school > 90% of the time

Uplift = 4%

Achieve by year: 2022

To increase results of the Positive Behaviour for Learning (PBL) Tiered Fidelity Inventory (TFI) survey based on student and teacher results.

Uplift required 50%

Initiatives

Positive Behaviour for Learning

We will support student wellbeing and enhance the learning environment through the following initiatives.

Student wellbeing will be supported through the implementation of **Positive Behaviour for Learning (PBL)**. This will involve- the formalisation and explicit teaching of expectations, aligning classroom management to the PBL model, developing systems that effectively respond to positive and negative behaviour and initiating strategies that build a positive learning space.

Student Wellbeing

Student wellbeing will be monitored, supported and enhanced by staff to allow them to connect, succeed and thrive. Staff will strengthen healthy coping strategies, resilience and self regulation as well as target support for different phases of student development and identify students who may be at risk

Success criteria for this strategic direction

Wellbeing

Planned approach - The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Behaviour - 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.

Effective Classroom Practice

Classroom Management - 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.

Evaluation plan for this strategic direction

Are our students improving in their positive sense of Wellbeing?

What has been the impact of our PBL strategies?

Data = CENTRAL Data/Tell Them From Me/Tiered Fidelity Survey/Internal Student Surveys.

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication - The findings of the analysis will inform future actions.