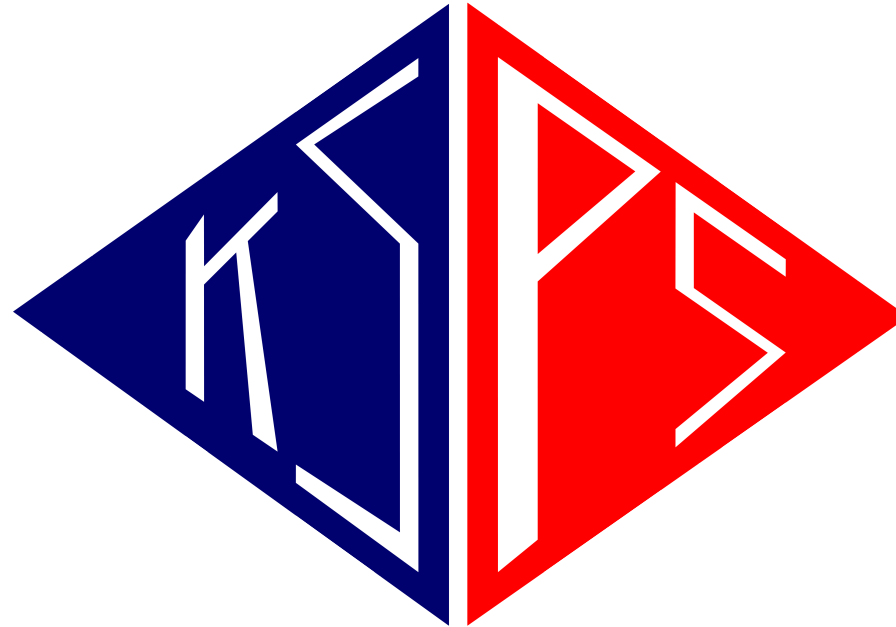


# Strategic Improvement Plan 2021-2025

## King Street Public School 4514



# School vision and context

## School vision statement

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King Street Public School is committed to creating a positive learning culture that provides students with a well rounded educational program that continually focuses on individual strengths, high expectations and impact on learning. Every student is encouraged to give their best always in a challenging learning environment so that students can thrive and flourish in everyday society.

## School context

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King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 412 students attending, with 27% identifying Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

King Street Public School strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers through ongoing professional learning which makes strong links with the Professional Standards for teachers and leaders.

King Street Public School was accepted into the Positive Education Schools Association due to its outstanding work with the University of Melbourne and the Visible Well-being initiative that included all Upper Hunter schools in both private and public sectors. The teachers are trained in the SEARCH model that was developed by Professor Lea Waters.

As a Positive Behaviour for Learning school, our values of being 'Kind, Safe, Proud & Supportive' are embedded in programs, practices and relationships.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To maximise student growth and achievement for every student, all staff will refine teaching and learning pedagogy using evidence based, data driven practices that are responsive to individual student learning needs.

## Improvement measures

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### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 2024 compared with Year 3 2023.

An increase in Check-In Assessment mean scaled score for numeracy in Year 4 2024 compared with Year 3 2023.

An increase in Check-In Assessment mean scaled score for numeracy in Year 5 2024 compared with Year 4 2023.

An increase in Check-In Assessment mean scaled score for numeracy in Year 6 2024 compared with Year 5 2023.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for reading in Year 3 2024 compared with Year 3 2023.

An increase in Check-In Assessment mean scaled score for reading in Year 4 2024 compared with Year 3 2023.

An increase in Check-In Assessment mean scaled score for reading in Year 5 2024 compared with Year 4 2023.

An increase in Check-In Assessment mean scaled score

## Initiatives

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### Reading

Reading is an essential skill which enables students to successfully negotiate their way through life long learning. We are committed to the consistent implementation of effective teaching pedagogy which is underpinned by current research, regular monitoring and high expectations for all students. Students are challenged and achieve maximum growth in their reading outcomes. Teaching and learning programs are differentiated to address individual learning needs. This will be achieved by:

- collaborative practice to strengthen and build our teaching pedagogy for ongoing student progress and achievement
- systematic and cohesive analysis of student assessment data to personalise learning leading to student growth
- students achieve higher than expected growth

### Numeracy

The application of numeracy skills is a fundamental life skill. King Street Public School engages in the continuous improvement of the teaching and learning of numeracy. Our school builds teacher capacity to deliver explicit, effective, differentiated curriculum which is data-driven to ensure that all students experience high challenge and maximised growth. This also includes effective feedback which promotes self-regulated, continuous progress in learning and ongoing reflective practice by all staff. This will be achieved by:

- building the knowledge, skills and understanding of how to teach numeracy effectively for all teachers
- regular, consistent, whole-school monitoring of student numeracy outcomes and growth
- systematic, whole-school approach to differentiated lessons to extend the knowledge and skills of every student leading to higher than expected growth of all students

## Success criteria for this strategic direction

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All students achieve expected growth including equity groups.

Teachers collect data including feedback from students to monitor and evaluate the impact of learning strategies.

Teachers effectively diagnose individual student learning needs and select explicit teaching strategies to appropriately challenge students.

The school achieves Value Added results which reflect Sustaining and Growing

## Evaluation plan for this strategic direction

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King Street Public School will use the following data sources to regularly analyse the effectiveness of these initiatives to ensure that we maximise student growth and achievement in reading and numeracy.

- Kindergarten Best Start
- Check-In Assessment
- NAPLAN
- PLAN2
- Reading Data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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for reading in Year 6 2024 compared with Year 5 2023

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# Strategic Direction 2: Teaching & Learning

## Purpose

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To maximise student growth and achievement for every student, all staff will build and refine our learning culture informed by research based, high impact teaching strategies. Consistent school-wide practices for assessment will be used to monitor, plan and report on student learning across the curriculum. Reporting is clear, timely and accurate, providing information that supports further progress and achievement for all student learning.

## Improvement measures

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### SEF-Assessment

Achieve by year: 2025

- King Street Public School will show upward trend in the School Excellence Framework Learning element of Assessment will be embedded at excelling.

### SEF- Reporting

Achieve by year: 2025

- King Street Public School will show upward trend in the School Excellence Framework Learning element of Reporting will be embedded at excelling.

### SEF- Curriculum

Achieve by year: 2025

- King Street Public School will show upward trend in the School Excellence Framework Learning element of Curriculum will be embedded at excelling.

## Initiatives

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### Visible Learning

King Street Public School will consolidate and embed Visible Learning practices in all classrooms to ensure that all students are engaged, self-regulated and achieve maximum growth. Students will receive timely, effective feedback to progress learning. Staff will collaboratively monitor their impact on student outcomes. All stakeholders are committed to the pursuit of excellence. This will be achieved by:

- enhancing teacher's knowledge of and skills to effectively implement high impact Visible Learning practices which will support students to be self-regulating and reflect on their own learning
- teachers using data to effectively evaluate the impact of their teaching and communicate clear, explicit lesson goals to raise achievement and engagement in their classrooms
- teachers supporting students to use evidence to personalise and revise their learning goals based on identified strengths, the progression of learning and areas for improvement

### Assessment

King Street Public School uses systematic and reliable assessment information, both formative and summative, to evaluate student learning and implement changes in teaching that lead to measurable improvement and is supported by consistent evidence-based judgments. Assessment practices are the drivers of change in every classroom, they are fair, equitable, intentional, clearly understood by all stakeholders and aligned to the curriculum. Teachers respond to trends in student achievement, at individual, group and whole school levels to maximise student outcomes. This will be achieved by:

- deepening teacher understanding of the curriculum and the continuum of student learning
- building teacher capacity to use assessment for learning, assessment as learning and assessment of learning, as part of a continuous cycle of

## Success criteria for this strategic direction

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All teachers understand and implement Visible Learning high impact practices to optimise learning progress for all students.

Teachers effectively use learning intentions and co-construct success criteria to support student understanding of the lesson expectations.

All teachers provide timely feedback to students which is based on success criteria and personalised learning goals in order to progress learning.

All students can effectively articulate their learning goals and can reflect on these goals, as well as assess the learning of their peers.

All teachers will participate in continuous cycles of collaborative inquiry to refine and enhance teaching and learning classroom practice.

All teachers will implement a systematic approach to gather evidence from formative and summative assessment to inform teaching decisions.

Each stage communicates to parents an assessment schedule (including formative and summative assessment practices) that is clear, concise and in plain English that reflects syllabus outcomes and content.

Student/Parent/Teacher Conferences regularly discuss and revise student learning goals.

Parents receive a formal report on all Key Learning Areas twice a year which is equitably judged against syllabus outcomes and content, is clear and detailed with specific details on student strengths and progress in learning.

Student/Teacher/Parent Conferences are established to provide feedback and reflection to the reports.

## Evaluation plan for this strategic direction

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The school will regularly use and analyse the

# Strategic Direction 2: Teaching & Learning

## Initiatives

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- collaborative inquiry to shape and strengthen teaching practice to improve student learning
- feedback from students on their learning derived from assessments informs further teaching and individual learning goals
  - students and parents understand the assessment approaches used in the school and their benefits for learning

## Reporting

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King Street Public School uses a centralised system for analysing and reporting data on student and school performance. The school uses data to inform collective decisions about student learning aligned with improvement measures in the school plan. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures. Reporting is fair and equitably judged against syllabus outcomes and content taught. Teachers directly and regularly engage with parents to improve their understanding of student learning and strengthen student outcomes. This will be achieved by:

- a systematic, whole-school approach to open and frequent contact with parents to support student personalised learning goals, including communication via online platforms
  - refining and reflecting on reporting practices in response to feedback from all stakeholders
  - building the capacity of the community to understand and support personalised learning
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## Evaluation plan for this strategic direction

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effectiveness of the initiative to achieve the improvement measures of this Strategic Direction. This will drive future school directions.

- Learning walk observations
- Programs
- Student Work Samples
- Tell Them From Me
- PLAN2
- Student Focus Groups
- Student/Teacher/Parent conferences

# Strategic Direction 3: Wellbeing & Community

## Purpose

To create a culture of organisational best practice, King Street Public School will maximise student learning and wellbeing across the whole school community. The school will develop a strategic and planned approach to enhance the wellbeing, learning culture and physical environment to provide the opportunities for all students to connect, succeed and thrive.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

An increase of 0.25% to 90.58% by the end of 2027.

### Wellbeing

Achieve by year: 2025

The percentage of students at King Street Public School indicating in the Tell Them From Me survey that their wellbeing in the areas of Sense of Belonging, Expectations for Success and Advocacy at School is well supported will be 88.5%.

### Indigenous Culture

Achieve by year: 2025

- Teaching and learning and wellbeing programs indicate an increased amount of Indigenous cultural activities within the school.
- Increased % of teachers completing the Connecting to Country program
- There is an increased awareness and inclusion of cultural activities throughout the school community

### School Strategic Resources

## Initiatives

### Wellbeing

King Street Public School will consolidate and implement whole-school wellbeing processes and practices to support all students and staff. Students engage in regular Positive Behaviour for Learning practices and Visible Wellbeing initiatives that are integrated throughout all aspects of the school community. This will be achieved by:

- enhancing teacher's capacity, through ongoing professional learning to effectively implement evidence-based initiatives, such as Visible Wellbeing
- consolidating Positive Behaviour for Learning practices and using collated data to create optimum conditions for positive and respectful relationships, widespread among students and staff
- access to an off-class Assistant Principal - Wellbeing ensures students have regular opportunities to enhance wellbeing

### Indigenous Culture

King Street Public School will continue to enhance the Indigenous culture and create 'best educational practice' within the whole school community, through the implementation of various cultural activities and staff professional learning. The school-wide collective responsibility is shared between staff, the Aboriginal Education Officer, Aboriginal community consultation group and students. This will be achieved by:

- creating high expectations in Indigenous culture through the active involvement of an Aboriginal Education Officer and student leaders
- increased opportunities for students to engage in cultural activities and excursions
- providing additional professional learning opportunities that link to cultural awareness such as the 'Connecting to Country' program

### Physical Environment and Strategic Resources

## Success criteria for this strategic direction

King Street Public School has implemented evidence-based whole-school wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers can access professional learning in order to effectively implement whole-school practices.

Students can meet regularly with an identified staff member who can provide advice and support to help students fulfil their full potential.

Positive, respectful relationships are evident and widespread among students, staff and parents to promote student well-being to ensure optimum conditions for student learning across the whole school.

The leadership team takes a creative approach to use the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

King Street Public School has implemented technology that supports learning and is readily available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

The leadership team deploys teaching and non-teaching staff to make the best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes and creates a culture of shared accountability to achieve organisational best practice.

## Evaluation plan for this strategic direction

King Street Public School will regularly use and analyse the effectiveness of the initiative to achieve the improvement measures of this Strategic Direction. This will drive future school directions and milestones. Evaluations will be evidenced by:

- Evaluation of whole-school initiatives, such as PBL and Visible Wellbeing

# Strategic Direction 3: Wellbeing & Community

## Improvement measures

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Achieve by year: 2025

King Street Public School will sustain and embed its current status as excelling in the School Excellence Framework Leading element of School Resources.

## School Strategic Resources

Achieve by year: 2025

School facilities, classroom environment and playground areas are updated and support an improved student engagement.

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## Initiatives

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King Street Public School will improve the physical environment and strategic resources through effective staff deployment, improved facilities and upgrades to technology. As a result, students will receive increased opportunities and outcomes through high-quality service delivery. This will be achieved by:

- ensuring school leaders use data to deploy teaching and non-teaching staff to utilise the available expertise and cater for the diverse needs of all students
  - improve and provide high-quality facilities to optimise learning opportunities for students through upgrades to internal classrooms and external physical environments
  - implementing and ensuring the availability of expertly integrated technology to support high-expectations and flexible learning opportunities for all staff and students
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## Evaluation plan for this strategic direction

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- Analysis of Tell Them From Me survey results
- Analysis of school-based positive rewards (Tawny Badges)
- Analysis of Wellbeing and Attendance data
- Analysis of People Matters survey
- Cultural Excursions / Activities
- Staff completion of Indigenous Professional Learning
- Photo evidence