

Strategic Improvement Plan 2021-2025

Kings Langley Public School 4528



School vision and context

School vision statement

Kings Langley Public School is a school with students at the core of all that they do. Our students will be active participants in their learning journey in a school environment that is supportive, safe and engaging. Every child receives a personalised education, based on their individual learning needs, that is determined through data collection and the close tracking and monitoring of progress. Our teachers' expert knowledge of curriculum and best-practice is continually growing and evolving in line with student need, and our staff are recognised as life-long learners.

School context

Kings Langley Public School is located in the Quakers Hill Principals' Network of schools and has a student population of 660 students. Approximately 26% of students come from a language background other than English, and this percentage has been increasing steadily in recent years.

The school is the focal point of the community and caters for students from Kindergarten through to Year 6. The school has strong relationships with an active and enthusiastic P&C, who support the school through the operation of the Uniform Shop and Canteen, as well as running a number of highly successful fundraising endeavours. The parent community and student body value a holistic education that supports the development of well-rounded children. Extra-curricular opportunities in sport, creative and performing arts, STEM and public speaking and debating are well-supported and celebrated by the school community, and students routinely perform at a high standard in all of these fields. Student citizenship, leadership and resilience are cornerstones of the educational opportunities provided at Kings Langley Public School, and the school focus on Positive Behaviour for Learning (PBL) strategies reinforces the importance of students being respectful and resilient learners. Extra-curricular opportunities go hand-in-hand with high levels of academic achievement, with the school community valuing student growth and academic performance.

Kings Langley Public School is well-resourced and prides itself on being at the forefront of the meaningful integration of technology in schools. The staff are dedicated and hardworking professionals who are passionate about providing students with the very best educational opportunities, and are committed to their ongoing professional growth and development.

A proud member of the Blacktown Learning Community, collegial and collaborative partnerships are at the forefront of the Kings Langley Public School ethos.

Kings Langley Public School's situational analysis identified a need to address the cyclical nature of the teaching and learning cycle. Staff and community consultation married closely with professional literature which indicated a need for more robust assessment practices. The need to embed both summative and formative assessment procedures will serve to underpin a consistently differentiated approach to student instruction. For this to occur, all staff will require expert data literacy skills in order to analyse, interpret and extrapolate data to collaboratively plan and modify teaching practice. The need for differentiation was particularly evident through student engagement surveys and Tell Them From Me data. While this intervention is necessary across all Key Learning Areas, the NAPLAN gap analysis allowed the school to identify system-negotiated target areas in Reading and Numeracy.

When conducting the analysis of school wellbeing metrics it was evident that there is a diverse range of need with regards to student engagement and social and emotional health. Leveraging off professional research such as *What Works Best: 2020 Update and Clarity* by Lyn Sharratt (2018), the school has identified the need for a student wellbeing focus that engages and empowers students as active participants in the learning process and

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supports their mental health. While PBL commenced in the last school planning cycle, the evolution of this program within the school concurrently with Positive Living Skills (PLS) has created a gap in the learning matrix for students. With the introduction of the Department of Education's new Student Behaviour Strategy, it is timely to be refining the school's wellbeing approach, with student behaviour forming just one small part.

Teacher consultation clearly indicated a need for a collaborative yet differentiated approach to professional learning that works within the framework of the Performance and Development process. With a clear and distinct focus on building curriculum knowledge and skills, there is an identified need for professional learning to be purposeful and relevant to each individual teacher's needs and stage of development. Furthermore, the explicit and strategic engagement of a "Knowledgeable Other" (*Sharratt*) to lead professional learning and collaborative practice will only serve to further build teacher capacity and consequently, student academic performance.

Strategic Direction 1: Student growth and attainment

Purpose

Maximising student learning outcomes and building strong foundations for success, the school will further develop and refine data driven teaching practices that are responsive to the learning needs of all students.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Years 4 and 6 2022.

Reading growth

Achieve by year: 2023

An increase in the Check-in Assessment mean scaled for reading in Year 4 and Year 6 in 2023 compared with Year 4 and 6 in 2022.

School Wide Growth

Achieve by year: 2025

An uplift in data as demonstrated using the learning progressions from 2024 compared to 2025 for students K-6 in:

- Fluency
- Whole Number

Initiatives

Data Skills and Use

Employing data literacy skills and the effective collection and analysis of data school-wide, to identify student achievement, drive student improvement and measure impact in relation to the syllabus documents through:

- Developing data literacy skills across all staff.
- Reviewing, developing and implementing formative and summative data collection processes with school-wide consistency.
- Implementing longitudinal data collection and analysis systems across K-6.
- Using data analysis to inform teaching and learning.

School-wide Assessment

Identifying individual students' learning progress and using reliable school-wide assessment practices to effectively assess students and develop consistent teacher judgement that will inform the collection and analysis of student data and drive improvement through:

- Developing and utilising formative assessment books across Key Learning Areas.
- Developing summative assessment practices and schedules K-6.
- Analysing assessment data to drive programming (including consistent teacher judgement, collection and evaluation of student data).
- Creating assessment rubrics across Key Learning Areas in consultation with staff and students.

Success criteria for this strategic direction

All teachers are gathering and analysing Numeracy and Literacy data K-6.

Systematic and reliable assessment data is being used to evaluate student learning over time.

Teaching programs are being adapted according to data analysis.

Consistent evidence-based judgement and moderation of assessment and data is occurring across all grades.

Data walls are in place and are used to track student improvement.

Planned opportunities are given to analyse and evaluate data.

Formative and summative assessment is used to capture information about student learning.

Assessment and data is used to monitor student learning, identify skill gaps and areas for extension.

Teachers are using evidence of learning to inform their practice and meet the learning needs of students.

Evaluation plan for this strategic direction

Question: How are data driven teaching practices used to ensure teachers are responsive to the learning needs of students?

Data used to evaluate and analyse the success of improvement measures will be drawn from:

- NAPLAN
- Check in assessments
- Literacy and Numeracy Progressions
- Formative and summative assessments

The analysis will involve:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Gathering of initial and ongoing data
- Review of data via professional discussions
- Evaluation against School Excellence Framework and 'What Works Best' documents
- Evaluation of data against improvement measures

Implications:

- Analysis will be used to inform future directions
- Progress toward improvement measures will be reported on via the Annual School Report

Strategic Direction 2: Student Voice and Choice

Purpose

Empowering students to be active participants in the learning process with a strong focus on their social, emotional wellbeing and engagement, every student will connect, success and thrive at school.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school 90% of the time or more to between 87.4% and 92.4%.

Wellbeing

Achieve by year: 2023

Increase the percentage of students indicating a positive sense of wellbeing in the Tell Them From Me survey to between 91.2% and 96.2%.

Achieve by year: 2025

All students articulate the learning intention and success criteria of the lesson.

All students evaluate their learning against the success criteria and identifying their next steps.

Achieve by year: 2025

Improved Tell Them From Me student survey data around 'effective feedback'.

Achieve by year: 2025

All students achieve their collaboratively constructed learning goals.

Achieve by year: 2025

Reduction in minor and major negative incidents as evidenced in Positive Behaviour for Learning data.

Initiatives

Empowered Learners

Developing students to be active participants in their learning journey, feeling empowered to be assessment capable learners, Kings Langley will be:

- Providing opportunities for parents to participate in learning.
- Building staff capacity in developing an assessment capable learner.
- Building capacity around innovative classroom practice and pedagogy.
- Using authentic technology across all classes.

Student Wellbeing

Embedding positive student wellbeing practices will ensure students feel connected and supported by their school, peers, teachers and families. All stakeholders will be collectively responsible for student learning and success through:

- Undertaking professional learning on the Student Behaviour Strategy and aligning the policy with current school Positive Behaviour for Learning.
- Developing and delivering early intervention programs for identified students.
- Reviewing, updating and implementing Learning and Support Team processes (including student learning, behaviour and attendance).
- Implementing positive attendance procedures with the goal of 90% attendance 90% of the time.

Success criteria for this strategic direction

Individual education plans are collaboratively developed with students, staff and families.

Student learning goals are developed in consultation with families during parent/teacher/student conferences.

Parents are provided with opportunities to provide quality feedback to their children.

Effective feedback is in use in all classrooms - student/student, teacher/student, student/teacher and student/self.

Innovative practice is evident in all classrooms.

Authentic use of technology is planned in all programs.

Positive Behaviour for Learning procedures are aligned with the Student Behaviour Strategy.

Early intervention programs are in place, such as Covid Intensive Learning Support Program, data collection, consistent teacher judgement sessions.

Streamlined Learning and Support Team (LaST) processes are in place and are responsive to student, family and staff feedback.

Classroom teachers and Student Learning and Support Officers are supported in understanding and engaging with LaST processes and procedures.

Behaviour plans are developed, stored and reviewed in a systematic way.

Evaluation plan for this strategic direction

Question: Are our students empowered learners?

Data used to evaluate and analyse the success of improvement measures will be drawn from:

- TTFM data- challenge skills quadrant

Strategic Direction 2: Student Voice and Choice

Evaluation plan for this strategic direction

- Attendance data
- Learning and support referrals and documentations
- Student surveys conducted on Assessment Capable Learners
- Samples of student learning
- PBL data through Sentral

The analysis will involve:

- Gathering of initial and ongoing data
- Review of data via professional discussions
- Evaluation against School Excellence Framework and 'What Works Best' documents
- Evaluation of data against improvement measures to inform future directions

Implications:

- Analysis will be used to inform future directions
- Progress toward improvement measures will be reported on via the Annual School Report

Strategic Direction 3: Teacher Growth and Development

Purpose

Ensuring that every student is given the opportunity to learn and engage with high quality teaching and learning programs, we will develop and refine curriculum knowledge and best practice pedagogy through evidence based teaching, that is responsive to the identified needs of all students.

Improvement measures

Achieve by year: 2022

All teaching programs and lesson observations demonstrate use of data to inform practice.

Achieve by year: 2025

All teaching programs and lesson observations demonstrate co-teaching practices.

Achieve by year: 2022

All teachers achieve their Performance and Development Plan goals through differentiated professional learning.

Initiatives

Expert Curriculum Knowledge

Building expert curriculum knowledge across the school will enhance our culture of learning and empower teachers to provide high quality education through:

- Designing scope and sequences that will be consistent across all Key Learning Areas.
- Providing professional learning that will support the implementation of effective reading programs across the school.
- Developing structures and knowledge that supports collaborative planning across stage teams.
- Developing a deep understanding of differentiation in order to provide all students with high quality learning experiences, including High Potential and Gifted, English as an Additional Language/Dialect and students with learning support needs.

Teacher Efficacy

Building collective efficacy will include providing teachers with targeted professional learning that will be collaboratively applied to enhance teacher practice through:

- Developing teacher capacity in response to teacher identified needs in a continuous and coherent model.
- Developing high impact teaching practices through induction processes for early career teachers and teachers new to the school or stage.
- Mentoring processes in place to support beginning teachers.
- Build the capacity of the Middle Leadership Team through the MLDP and the restructuring of Executive meetings.
- Building the capacity of teachers through the expertise of our Instructional Leader.
- Engaging in professional learning on co-teaching

Success criteria for this strategic direction

Updated scope and sequences are in use across the school.

Effective reading instruction in response to professional learning is evident in programs and classrooms.

Teacher professional learning is differentiated in response to Performance and Development Plans.

Teachers are engaged in the Performance and Development Plan process.

In school experts are utilised to develop and deliver professional learning.

Meetings are used to analyse data and inform practice.

Programs are collaboratively developed.

Authentic co-teaching lessons and structures are in place.

Planned and point in time differentiation is evident across programs and classrooms.

There is evidence in programs of data informing practice.

Teacher feedback provides students with the next steps in their learning.

Feedback is sought from students using formative assessment techniques.

Evaluation plan for this strategic direction

Question: Are teaching practices responsive to the needs of students? Is every student given the opportunity to learn?

Data used to evaluate and analyse the success of improvement measures will be drawn from:

- TTFM data
- NAPLAN Data

Strategic Direction 3: Teacher Growth and Development

Initiatives

and embedding collaborative practice across the school.

Evaluation plan for this strategic direction

- Scope and sequences and programs
- Internal formative assessment data
- Samples of student learning
- Teacher surveys

The analysis will involve:

- Gathering of initial and ongoing data
- Review of data via professional discussions
- Evaluation against School Excellence Framework and 'What Works Best' documents
- Evaluation of data against improvement measures to inform future directions

Implications:

- Analysis will be used to inform future directions
- Progress toward improvement measures will be reported on via the Annual School Report