Strategic Improvement Plan 2021-2025

Katoomba Public School 4546

School vision and context

School vision statement

Katoomba Public School is a dynamic learning community committed to providing a friendly, caring and inclusive learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. At Katoomba we equip students with the tools to be successful, confident and creative individuals. Our vision is that every student reaches their full potential. We are a school that is inclusive and we work in partnership with our community.

School context

Katoomba Public School is situated on shared land of the Darug and Gundungurra people, in the Blue Mountains World Heritage area. The school celebrates diversity and is a reflection of the Katoomba community, who are always welcomed in the school. There is a culture of collaboration across the school and an emphasis on providing rich learning experiences for all students. It currently has 212 students enrolled. We have significant numbers of both Aboriginal students and multicultural students. There are ten K-6 classes as well as an MC (multi category) class which is a class for students with disabilities.

Significant initiatives and programs include creative and performing arts, sport and Aboriginal cultural experiences. We support our students with a whole school wellbeing program, including Positive Behaviour for Learning and Bounce Back. The school is an active member of the Upper Mountains Learning Community building stronger programs to enhance transitions when starting school and in moving to high school. A positive relationship exists between the school, parents and the broader community, supported by an active P & C and Community Hub, which enhances the educational opportunities for all students.

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment. Our students benefit from the active participation of parents and community members in all aspects of school life.

We are a Positive Behaviour for Learning (PBL) school and instill our values of respect yourself, others and the environment at all times. Our Positive Behaviour for Learning (PBL) rewards are intertwined with our wellbeing system to ensure we are acknowledging the great efforts of all our students. The school is well resourced and has excellent facilities.

The school is committed to improving the literacy and numeracy achievements of all students as well as developing stronger ties and involvement with the school community.

Katoomba Public School is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

The school has completed a situational analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate curriculum.

Through the NAPLAN gap analysis and check in analysis the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments

School vision and context

School vision statement

School context

will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

NAPLAN expected growth - Reading
Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared to 2022.

NAPLAN expected growth - Numeracy
Achieve by year: 2023

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared to 2022.

Achieve by year: 2025

- Reading and numeracy assessment tracking demonstrates improved learning growth for 100% of students
- 100% of teachers differentiate learning programs and activities across curriculum areas to meet the specific learning needs of all students

Initiatives

Whole School data collection and analysis systems

- Staff Scout, PLAN2 and other data processes training.
- Formation of school data team.
- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Whole school identification of target areas and data entry using PLAN 2.
- Analyse and use progression information in PLAN2 to identify teaching priorities to support individual student development.
- Well-developed evidence-based approaches and assessment processes that identify, regularly monitor and review individual student learning needs.

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

Whole school sequence of assessment tasks

- Professional learning on formative and summative assessment
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Create and implement a whole school framework of assessments and related processes including, Diagnostic tasks, Student goal setting, Check in timetable for at risk students and Standardised tests.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF Data Skills and Use: Data literacy: excelling).
- The 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. Reporting on school performance is based on valid and reliable data and analysis. (SEF Data Skills and Use: Data analysis: excelling).

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 reading and numeracy?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction.

- NAPLAN data
- Check in data
- Scout - Value added data
- PDP's
- Observations and teaching programs
- Progressions data
- Student work samples
- Student PLP's and IEP's
- Student focus groups
- PLAN 2 data
- Standardised test data

The evaluation plan will involve:

- Executive and whole staff reflective sessions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student voice evidenced in goal setting (PLP's, IEP's)
- Regular review of data sources to check whether we are on track for achieving intended improvement measures.

Strategic Direction 2: Data informed teaching practice

Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Achieve by year: 2022

- School self-assessment of the elements 'data literacy' indicates improvement from Delivering to Sustaining and Growing.
- 100% of teachers set explicit, challenging and achievable learning goals for all students in Numeracy and Literacy
- 100% of teachers provide timely feedback to students which explicitly supports their next steps in learning progress in Numeracy and Literacy
- 100% of teachers track student learning progress in at least one aspect of literacy and numeracy.

Achieve by year: 2023

- 100% of teaching programs show evidence of various assessment strategies in English and Maths
- 100% of teachers regularly use student assessment data to analyse and evaluate student learning progress and to plan for future teaching

Achieve by year: 2025

- 100% of students achieve their identified learning goals for English and Maths
- 100% of teachers show improved confidence and competence in using assessment data to inform teaching

Initiatives

Data driven practice

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

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish teacher mentor roles to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure valid formative and summative assessment tasks 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.

Building Staff Capacity

- Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Utilising data analysis to provide differentiated learning that is effective and reflects best current practice.
- PL in Literacy: Comprehension as identified in NAPLAN data as an area of focus.
- PL in Numeracy: Measurement as identified in NAPLAN data as an area of focus.
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans

Success criteria for this strategic direction

- Progress towards goals is monitored through collection of quality, valid and reliable data (SEF Data skills and use: Data analysis - excelling).
- 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 directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.(SEF Data skills and use: Data use in teaching: excelling).
- Enhanced teacher practice is evident through classroom peer observations and improvement in student engagement and achievement.
- Teachers share criteria for student assessment with students.
- Engage in collaborative analysis of data with colleagues. For example, meet regularly to consider evidence of learning by individual students, classes and whole year or stage groups.
- 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. (SEF Curriculum: Differentiation - excelling).
- Students can articulate their learning goals and understand what they need to learn next to enable continuous improvement.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF Student Performance Measures: Student growth - excelling).
- LST team is a collaborative, capacity building, integral component of the whole school approach to literacy and numeracy programs.

Evaluation plan for this strategic direction

Katoomba Public School (4546) -2021-2025

Initiatives

and strategies for improvement.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate data driven teaching practices that maximise student learning outcomes?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction.

- TTFM data
- Evidence of school wide student goal setting, differentiated tasks and assessments
- Student IEP's (% of students meeting goals)
- Student PLP's (% of students meeting goals)
- PL diaries from staff
- PDP's
- Teacher peer observations
- Teaching/learning programs
- Evidence of students having choice, voice, influence and working together in the classroom
- Progressions data
- Student Work-samples

Strategic Direction 3: Active and Engaged School Community

Purpose

To foster quality, sustainable relationships throughout the whole school community to promote and maintain a positive and successful school culture.

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to improve parent and carer involvement in order to support high levels of wellbeing and engagement.

To promote in partnership with parents/carers the regular attendance of students in order for them to maxmise their full potential and actively engage in their learning.

Improvement measures

Achieve by year: 2021

- Increase the proportion of students with positive sense of wellbeing in TTFM to 82.7% (lower bound system negotiated target)
- to reach the school target of 85% of students attending greater than 90% of the time
- to reach the school target of 84% of students reporting positive wellbeing

Attendance (>90%)
Achieve by year: 2023

- to reach the school target of 85% of students attending greater than 90% of the time

Wellbeing
Achieve by year: 2023
2022 Progress measure

- to reach the school target of 84% of students reporting positive wellbeing
- Increase the proportion of students with positive sense of wellbeing in TTFM to 82.7% (lower bound system negotiated target)

Achieve by year: 2023

Initiatives

Parent/Carer Engagement

- Improved information processes - staff develop processes to inform parents/carers about class/school activities
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement.
- Review and adapt our systems to communicate the importance of attendance to parents/carers
- Form a student attendance committee
- Attendance data is regularly analysed and is used to inform planning.
- Students to identify a mentor teacher
- Development of a system for student personal goals

Parents/Carers: Partners in Learning

- Establish parent/carer 'focus' groups for each class to inform School Plan.
- Stage parent/carer workshops in areas such as Wellbeing, Reading and Measurement
- Build parent/carer capacity in curriculum areas.
- Increase opportunities for parents/carers to provide feedback.
- Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.
- The school solicits feedback on its reporting from parents.

Success criteria for this strategic direction

- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. (SEF Data Skills and Use: Data use in planning - excelling)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absenses do not impact on learning outcomes. (SEF Learning Culture: Attendance - excelling)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF Learning Culture: Transitions and continuity of learning - excelling)
- Personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- Improved parent/carer satisfaction
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Teachers directly and regularly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. (SEF Learning: Reporting: Parent Engagement - excelling)
- Greater attendance at whole school activities
- Increased parent/carer attendance at P&C meetings
- 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: Caring for students - excelling)

Evaluation plan for this strategic direction

Questions: How can the school determine that its

Strategic Direction 3: Active and Engaged School Community

Improvement measures

- 100% of students can identify a mentor teacher

Achieve by year: 2025

- Significant majority of parents/carers believe they are well informed about their child's progress in school curriculum areas. (80%)

Evaluation plan for this strategic direction

systems and processes for enhancing student wellbeing and engagement have been successful?

To what extent have we achieved our purpose of improving our attendance and improving parent/carer involvement in order to support high levels of wellbeing and engagement?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction.

- Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.
- TTFM Survey.. Positive student-teacher relationship measures.
- Attendance data including Scout enrolment and attendance reports.
- Evidence of individual attendance plans developed in collaboration with the student and parent/carer.
- The LST minutes reflecting student attendance as an agenda item.
- Parent/Carer Surveys
- Student surveys
- Evidence of mentoring program data.
- Evidence of wellbeing programs/practices targeting the needs of individual students, groups of students.
- The school regularly seeks feedback on school performance from students, staff, parents and the broader school community and utilises it effectively to address community concerns.