

# Strategic Improvement Plan 2021-2025

## Kyeemagh Public School 5141



# School vision and context

## School vision statement

At Kyeemagh Public School, we strive for excellence in a safe and supportive learning environment underpinned by strong positive relationships, where every student maximises their potential. All learning supports our students to be confident, resilient, self-directed future citizens.

## School context

Kyeemagh Public School is a high quality educational facility that is undergoing significant change. Situated in the St George area and next to Sydney Airport, the school has a strong multicultural population, where 57% of students have a language background other than English. Our students come from a wide range of socio-economic backgrounds with the school's FOEI being 57. The student population in 2022 is 168.

Over the past 3 years, the school has transitioned from a small infants school to a growing K-6. This transformation was strongly supported by the school's P&C and wider community. Due to limitations with the aging physical resources, the school was targeted to be entirely redeveloped with new flexible learning spaces, hall, COLA, canteen, administration block and library catering for a student population of 400. To manage the logistics of the student population remaining on site whilst building works were undertaken, student grade intake has been limited to one grade increase each calendar year with Year 5 established in 2021 and Year 6 established in 2022. Major capital works were completed in 2022.

Through our situational analysis, the school has identified the need for explicit teaching of literacy and numeracy throughout the all learning areas. Close tracking of student performance data in learning progressions will determine future teaching and learning needs for the students. Utilising region resources, such as LANSAs and the Curriculum Advisor, will ensure syllabus requirements are being met and student growth effectively measured. Differentiation of practice will underpin all learning, with talent development opportunities in a specific domain or field of endeavour for identified students. Reporting systems to parents need to be reviewed and refined, leading to the school working with the parent body to develop reporting materials that share student progress effectively with our families.

Continuous teacher growth is valued by all staff at Kyeemagh Public School. The staff strive to be at the forefront of practices and are encouraged to innovate and develop their skills to provide the best learning for all students. Strong knowledge of curriculum helps to drive critical and creative thinking within the classroom spaces and continuous reflection on high impact teaching strategies drives the school's purpose in creating self-directed learners. Deep knowledge and understanding of data informs the effectiveness of process and practices across the school. Further work will need to occur to build teacher capacity to successfully plan for, and deliver, quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Looking forward, the school will continue to focus on relationships within our school as well as the local and wider community. Close connections with our local schools, including supporting transition to high schools, will provide extra curricula opportunities including the provision of additional learning experiences for high potential students. Furthermore, students will be taught the skills to set, track and achieve their own learning and personal goals, as well as being able to problem solve and work collaboratively and cooperatively with others. Parent consultation will refine learning focus areas for both individual students as well as the whole school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our school's core business is improving outcomes for all students by providing learning opportunities for each student to be their best. The school will deliver growth targets in literacy and numeracy, with our high expectations resulting in an ongoing increase in the achievement of all students.

It is through the provision of high quality learning environments that all students can consolidate and apply the core skills of literacy and numeracy. All students will strive for excellence and achieve high levels of critical and creative thinking to collaboratively achieve their best.

## Improvement measures

### Benchmarks - Kindergarten Reading

Achieve by year: 2023

Expected growth in literacy and numeracy of 90% Kindergarten students will achieve within the expected end of year benchmarks in reading.

### Expected growth Year 3

Achieve by year: 2023

Expected growth in literacy and numeracy of at least 90% of students in Year 3 will achieve 100% of Stage 1 outcomes and 50% of Stage 2 outcomes when measured against the Check-In Assessment.

### Expected growth Year 5

Achieve by year: 2025

Expected growth in literacy and numeracy of at least 90% of students in Year 5 will achieve 100% of Stage 2 outcomes and 70% of Stage 3 outcomes when measured against the Check-In Assessment.

Achieve by year: 2025

100% of teaching programs show evidence of differentiated learning for all students.

Achieve by year: 2025

## Initiatives

### Initiative 1: Effective Classroom Practice

Build teacher capacity in systematic and sequential delivery of skills, incorporating tracking students through the literacy and numeracy progressions to effective plan future learning sequences.

This will be achieved through:

- Systematic analysis and use of literacy and numeracy progressions to personalise learning and differentiate teaching for all students as well as track progress and growth.
- Implementation of explicit teaching and learning programs targeting skills which support continued growth of all students.

### Initiative 2: Individualised learning

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

This will be achieved through:

- Expert use of student assessment data to plan for individualised needs, reflect on effectiveness of learning programs and respond to the continuous changing needs of the student cohort.
- Embed high impact teaching through targeted resourcing of specialist and support personnel to meet the needs of individual students.

### Initiative 3: Attendance

Student attendance systems and whole school processes are regularly reviewed to ensure policy is being implemented.

This will be achieved through:

- Accurate data collection and analysis of student engagement in school.

## Success criteria for this strategic direction

### Initiative 1: Effective Classroom Practice

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teachers employ evidence-based teaching strategies where effective methods are identified, promoted and modelled, and student learning improvement is closely monitored.

Teachers clearly understand, develop and apply a full range of assessment strategies in detecting teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.

### Initiative 2: Individualised learning

Teaching and learning programs across the school show evidence that they are adjusted to address individual students needs.

Allocation of human resources is strategic with teaching staff deployed to make the best use of available expertise to meet the needs of a broad range of students.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

### Initiative 3: Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

All targeted students for intensive programs will have minimum of 100% growth in target area (literacy or numeracy).

### **Attendance >90%**

Achieve by year: 2023

Scout attendance target for 2023 - 83%

## Initiatives

- Regular monitoring of student attendance to identify students "at risk" through LST.
- Programs which actively engage student with the school.
- Close connections with regional supports such as the Home School Liaison Program.

## Evaluation plan for this strategic direction

The school will determine success of this strategic direction is through regular and systematic collection, analysis and interpretation of reading, literacy and numeracy data.

The school will gather evidence through:

- PLAN2
- Rubrics
- NAPLAN
- Check in assessment
- PAT
- WARP/WARL testing - pre and post intervention data
- LST referrals
- EAL/D progressions/scales

Evidence collected will be scrutinised regarding quality of the data. Scheduled sessions to regularly review the evidence against the intended improvement measures as well as the the School Excellence Framework.

## Strategic Direction 2: Quality practices for high impact

### Purpose

To develop excellence in practice by all staff by investing in leadership and developing teacher capabilities to make a substantial difference to the quality of teaching and therefore the quality of student learning. Professional learning will sustain our high expectation culture and deliver structures that build an inclusive learning environment.

### Improvement measures

Achieve by year: 2023

Evidence proving the school is measured as Sustaining and Growing in the area of Assessment within the SEF.

Achieve by year: 2025

Policy implementation self evaluation (Taken from the HPGE Policy Evaluation and Planning Tool) demonstrates that the school is achieving an average of Sustaining and Growing across all areas of *1.4 - High potential and gifted students across all domains require evidence-based talent development to optimise their growth and achievement*

Achieve by year: 2025

At least 10% of teachers successfully achieving HALT accreditation or promotion.

Achieve by year: 2022

Evidence proving the school is measured as Sustaining and Growing in all themes of Curriculum in the SEF.

Achieve by year: 2025

Increased level of Learning Culture in TTFM staff survey results to be 10% greater than NSW Govt Norm.

Achieve by year: 2025

Increased level of Quality Feedback in TTFM staff survey results to be at least 10% greater than NSW Govt Norm.

### Initiatives

#### Initiative 1: Enhancing performance

Building teacher capacity through high quality professional learning to target skills in formative assessment and quality feedback to maximise learning for all students. This will be a well planned and resourced professional learning program which is reflective and responsive to the needs of the school.

This will be achieved through:

- Deep understanding and implementation of formative assessment using evidence based practices to plan and monitor student learning and achievement. Embedding authentic collection of data in whole school systems to apply responsive interventions in order to identify skill gaps for improvement and areas for extension.
- Expert use of feedback with students and staff to embed reflective practices towards individual learning goals measured against learning outcomes from syllabus documents and Teacher Standards.
- Use evidence based frameworks to review and reflect on quality of practice and teacher efficiencies.
- Building staff capacity to certify as highly effective and skilled classroom practitioners who routinely work independently and collaboratively to improve their own practice as well as the practice of colleagues.

#### Initiative 2: Deep curriculum knowledge and implementation

Teacher professional learning focuses on effective use of curriculum documents to plan and produce learning programs that promotes deep and authentic learning experiences through thinking skills and applied learning.

This will be achieved through:

- Targeted professional learning to build capacity leading to students achieving their educational potential through talent development opportunities

### Success criteria for this strategic direction

#### Initiative 1: Enhancing performance

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all student have clear understanding of how to improve.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that leads to measurable improvement.

The school demonstrates a high performance culture with clear focus on student progress and achievement through high quality service delivery.

The school has high performing teaching staff as measured against the Australian Teaching Standards, with sourcing of teachers with particular expertise as well as continually building staff capacities to improve student learning outcomes.

#### Initiative 2: Deep curriculum knowledge and implementation

All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking on student progress and achievement.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

## Strategic Direction 2: Quality practices for high impact

### Initiatives

- and differentiated teaching and learning practices to ensure that specific learning and well being needs are met.
- Deeper knowledge of the general capabilities across all curriculum documents with a targeted focus on critical and creative thinking.
- Providing students use knowledge and skills to solve real world problems through programs linked with Catalyst Lab Innovation Program (CLIP).

### Evaluation plan for this strategic direction

planned purpose and validating improvement measures of the strategic direction.

The school will gather evidence through:

- Professional learning evaluations
- Student feedback
- Teacher feedback
- Student performance data (PLAN2, NAPLAN, Checkin assessment)
- TTFM
- PDPs
- Observations.

Evidence collected will be scrutinised regarding quality of the data. Scheduled sessions to regularly review the evidence against the intended improvement measures as well as the the School Excellence Framework.

# Strategic Direction 3: Developing independent future citizens

## Purpose

To provide students with the skills to become successful learners, confident and creative individuals, and active and informed citizens.

## Improvement measures

Achieve by year: 2022

Increase level of advocacy in school in TTFM to be greater than 2020 school mean (8.7).

Achieve by year: 2022

Increased level of positive sense of belonging by students in TTFM to be in line or greater than NSW Govt Norm (82%).

Achieve by year: 2022

Evidence proving the school is performing at Sustaining and Growing in the area of Learning and Development (Expertise and Innovation)

Achieve by year: 2023

Increase LiM Student Leadership results to 80%.

## Initiatives

### Initiative 1: Leaders for the future

Embedding a whole school approach to leadership and voice which will build student capacity, demonstrating independent self-directed learning and will effectively collaborate with a range of peers and adults.

This will be achieved through:

- Implementation of a learning curriculum focused on developing emotional skills where students can understand and manage emotions, set and achieve positive goals, feel and show empathy for others and establish and maintain positive relationships as an integral part of formal education practices.
- Opportunities for students to have a voice in the development of school based systems through the initiation of student parliament.

### Initiative 2: Innovative learning

Build teacher capacity to teach dynamically in modern and flexible spaces while effectively using technology to transform learning.

Enhancing student wellbeing and engagement by developing student digital citizenship skills to effectively use digital technologies to participate in society, communicate with others and create and consume digital content.

This will be achieved through:

- Integration of digital technologies throughout the school, providing equitable access to digital resources and smart devices.
- Teacher delivery of digital elements embedded in curriculum implementation
- Parents and carers will engage and partner with the school by gaining full visibility of their child's learning journey through incorporation of digital technologies linking home and school.
- Leading digital innovation with students to build

## Success criteria for this strategic direction

### Initiative 1: Leaders for the future

Staff utilise a wide range of school data to inform student goal setting around independence, self-direction and self-regulation.

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students.

### Initiative 2: Innovative Learning

Technology that supports learning is readily available and expertly integrated into lessons by teachers.

Creatively utilise new school infrastructure to optimise learning by effectively incorporating digital technologies.

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

## Evaluation plan for this strategic direction

The school will determine success of this strategic direction through regular and systematic collection, analysis and interpretation of data relating to wellbeing, student advocacy, engagement and leadership.

The school will gather evidence through:

- PBL
- TTFM
- Attendance rates
- Leader in Me surveys
- Student feedback

## Strategic Direction 3: Developing independent future citizens

### Initiatives

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- confidence to excel in a rapidly changing world.
  - Teachers accessing the professional development required to integrate digital technologies effectively into teaching and learning.
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### Evaluation plan for this strategic direction

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- Teacher feedback
- Leadership opportunities
- Focus groups

Evidence collected will be scrutinised regarding quality of the data. Scheduled sessions to regularly review the evidence against the intended improvement measures as well as the the School Excellence Framework.