



Strategic Improvement Plan 2021-2024

Karonga School 5670

School vision and context

School vision statement

At Karonga School we believe all students can learn. Our school provides quality, individualised education in a positive and supportive environment through the implementation of meaningful learning experiences which encourage resilience and independence. We are committed to developing partnerships with families and the community that supports students to become life-long learners and valued members of society.

The Strategic Improvement Plan (SIP) has been informed by a recent External Validation (EV) (Semester 2 2020) accommodating the recommendations of the EV panel and after completing a thorough Situational Analysis. The Situational Analysis has defined our school population in a variety of ways, and in doing so has highlighted our diverse, multi-cultural population who present with complex needs. The surveys it has prompted have narrowed our field of improvement to strike at the core of our plan: assessment, tracking, collaborative practice, technology and engagement with the key stakeholders.

Karonga School has consulted with New South Wales Educational Standards Authority (NESA) and the broader whole school community to drive a four-year plan which is progressive, equitable and fully inclusive.

We have used the Schools Excellence Framework (SEF) to inform our SIP and aligned its strategic directions with the three domains of Learning, Teaching and Leading.

The surveys and data referenced and utilised to inform the SIP will continue to be added to, and embrace the position of the research embedded in the 'What Works Best' and 'What Works Best in Practice' departmental documents.

School context

Karonga School is a K-12 school for specific purposes having an enrolment of 70+ students, 3 of whom identify as of Aboriginal heritage. The school caters for students with moderate to severe intellectual disability including physical disability, challenging behaviours, autism and complex healthcare needs.

The programs have a strong focus on communication, and life-readiness. Positive Behaviour for Learning supports quality teaching practice.

The school also supports the work of the Pennant Parade Tutorial Centre with a focus on re-engagement. This program is offered to 14 students from local schools, who are in school years 5, 6, 7 and 8. They are enrolled for a 20 week intervention program, which may be extended to 30 weeks.

Karonga works in collaboration with the P & C and wider parent community to drive personalised learning programs and whole school initiatives. There is a strong focus on collegial team approaches with particular reference to student welfare and wellbeing.

Karonga has identified 'Learning, Independence & Partnership' as core values with which it identifies, and the school works in collaboration with the school community to drive authentic, realistic and progressive programs with high expectations. The school recognises the diverse multicultural community in which it is situated, with families who identify as Arabic, Chinese, Korean, and Indian representing over 75% of the families it serves.

The students are drawn from a radius of up to 20km around the school, and around 10% of the student population are in Out Of Home Care (OOHC).

The Semester 2 2020 External Validation process presented Karonga with an opportunity for growth and self-reflection. It identified a need for school-wide assessment in the Learning domain, establishment of adjusted programming as a resource bank in the Teaching domain and school wide community inclusion within the Leading domain as of specific and particular merit.

Strategic Direction 1: Student growth and attainment

Purpose

Assessment for Learning, Assessment as Learning, and Assessment of Learning is reliably tracked and monitored to maximise student academic, social and behavioural development.

Improvement measures

Target year: 2024

>90% of students achieve improved outcomes across all assessed SWANs domains

Target year: 2024

Student support systems are enhanced by the promotion of Positive Behaviour for Learning (PBL)

Initiatives

Use of data to inform practice

Students With Additional Needs (SWAN's) assessment tool applied school-wide

The data generated from SWANs informs planning to improve student learning outcomes. Staff to begin analysing SWANs data to inform planning - Deliver professional learning in collection and analysis of data/evidence to ensure student attainment and growth in literacy, numeracy and communication goals

Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development - Students With Additional Needs (SWAN's) assessment tool implemented school-wide to support learning programs.

Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

Refine and broadcast PBL to support student self-regulation.

Establish clubs/ interest groups to support student well-being, impact incident reporting during non-teaching periods and provide added value to the student population.

Success criteria for this strategic direction

Planning for learning is informed by sound holistic data about each student's learning and wellbeing needs in consultation with key stakeholders.

From baseline assessment, systematic and reliable assessment information is used to evaluate student learning over time

There is a demonstrated commitment within the school that all students make learning progress.

PBL/Behaviour Management/Clubs

- Reduce Incident Reports
- Positive, respectful relationships are evident and widespread among students and staff.
- Student wellbeing is supported to ensure optimum conditions for student learning across the whole school.

Karonga will strive to inform and support continuity of learning for all students at transition point, including highly mobile students and students with atypical enrolments.

The school will analyse student progress and achievement data and a range of other contextual information. Teachers will respond to trends in student achievement, at individual, group and whole school level.

Students' reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps, and improvement measures as well as relevant contextual and/ or comparative data.

All teachers have a sound understanding of student assessment and data concepts (eg causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Q: How has the implementation of strategies to use data to improve practice and initiatives to support student wellbeing impacted on student growth and attainment?

D: Data, such as assessment, surveys and system generated reports will be collected termly. Data will be analysed by relevant teachers, leaders and teams, shared and discussed with the appropriate stakeholders, and uploaded into SPaRO.

A: Data is regularly analysed and triangulated to determine the extent to which student academic, social and behavioural growth and attainment is impacted by data collected in school wide assessment and used to inform practice.

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement to ensure students are supported to demonstrate a continuation in growth and attainment.

Strategic Direction 2: Explicit classroom teaching

Purpose

Staff knowledge of innovative and collaborative resources, equipment and curriculum is supported through sustainable practice.

Improvement measures

Target year: 2024

Programs are differentiated to reflect both stage and age-appropriate outcomes with adjustments, to ensure students' learning is on the same basis as students in mainstream settings.

Target year: 2024

Technology is understood by and accessible to staff and students, with knowledge and equipment being supported through sustainable practice.

Initiatives

Collaboration

Effective collaboration requires teachers to recognise their own expertise and feel comfortable in sharing, while also being open to accepting the advice and feedback of others.

Technology

Technology is explicitly taught using questioning and assessing to identify students' specific learning needs.

Success criteria for this strategic direction

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

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

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

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. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Q: How has the implementation of collaborative practices

Evaluation plan for this strategic direction

and initiatives to authentically embed technology into the curriculum impacted on student performance?

D: Data, such as assessment, surveys and system generated reports will be collected termly. Data will be analysed by relevant teachers, leaders and teams, shared and discussed with the appropriate stakeholders, and uploaded into SPaRO?

A: Data is regularly analysed and triangulated to determine the extent to which students access the curriculum on the same basis as their peers in mainstream settings?

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement to ensure students are supported to access the curriculum on the same basis as their peers in mainstream settings?

Strategic Direction 3: Whole school reflection and improvement

Purpose

The school community, and all invested stakeholders are consulted and valued as collaborators in improving student learning outcomes.

Improvement measures

Target year: 2024

A school-wide culture of consultation and engagement is embedded in a system of school excellence.

Improved engagement with the greater school community measured by improved parent-attendance, and ASTP staff attendance at on-site targeted workshops.

Target year: 2024

Strong purposeful relationships are developed and valued with key external stakeholders. as an educational community. A dedicated professional learning community is established by leading and inspiring a culture of collaboration and trust. Practice which is focused on continuous improvement of teaching and learning is developed and shared.

Initiatives

Internal Engagement

Clear processes underpin school-wide understanding of expectations for the effective implementation of the Strategic Improvement Plan . All staff engage in activities that contribute towards attaining Improvement Measures. Over the 4 years of the plan teaching cohorts will rotate between Professional Learning Communities each driving a Strategic Direction throughout that year. By the conclusion of the plan all teachers will have helped drive each strategic direction of the SIP.

The school regularly solicits and addresses feedback on school performance from parents. Surveys and attendance at learning sessions measure reach and impact of the workshops/ learning sessions.

External Engagement

Karonga establishes and maintains strong partnerships with external stakeholders to nurture continuous improvement and support student learning.

Key external stakeholders include:

- ASTP Staff
- AECG
- Professional Experience HUB Community of Practice (PEX HUB CoP)
- Epping Club

Success criteria for this strategic direction

Internal Engagement:

The leadership team embeds clear processes, with accompanying timelines and Progress Measures, to direct school activity towards effective implementation of the Strategic Improvement Plan.

Each PLC team leads school-wide understanding of a strategic direction twice a term.

Staff understand expectations towards addressing the Strategic Directions and achieving the Improvement Measures.

The school regularly solicits and addresses feedback on school performance from parents.

The leadership team measures school community (parents and students) satisfaction and shares its analysis and actions in response to the findings with its community. (Establish communication and trust with parents and ex-parents).

- Families of graduated students
- Families of current students

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

External Engagement:

The leadership team establishes working relationships with with key external stakeholders to ensure Karonga

Strategic Direction 3: Whole school reflection and improvement

Success criteria for this strategic direction

students are well supported.

The school collaborates with the local community where appropriate on decisions about − and access to − school assets and resources, delivering benefit to both the school and the community

Evaluation plan for this strategic direction

Q: How has the implementation of internal and external engagement practices collaborative practices impacted on student performance?

D: Data, such as assessment, surveys and system generated reports will be collected termly. Data will be analysed by relevant teachers, leaders and teams, shared and discussed with the appropriate stakeholders, and uploaded into SPaRO?

A: Data is regularly analysed and triangulated to determine the extent to which all key stakeholders are consulted and valued as a community to nurture continuous improvement and support student learning ?

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation and future school planning to provide continuous improvement to ensure students growth is supported by all key stakeholders?