

Strategic Improvement Plan 2021-2025

Kurri Kurri Public School 7422



School vision and context

School vision statement

Our school is about our children. The efforts of all adults within and associated with the school is to help improve the outcomes for these children each and every day.

We will help our children improve by knowing each child as an individual and working together to deliver well researched and well informed programs. At Kurri Kurri Public School we:

- aim high
- work together, and
- make informed decisions.

School context

Kurri Kurri Public School is located in the traditional Coalfields area of the Hunter Valley. We have had a decreasing student population over the past three years; in 2021 the actual commencement enrolment was 566 students inclusive of our three support unit classes. Approximately 20% of our students are Aboriginal. The overall FOEI has been climbing - currently 152.

Our school is a historic feature of the wider community with many generations of families having close ties to the school. Even though we have a large population, the school is loosely broken into distinct playground areas for each Stage grouping which allows all students to access resources and play spaces; significant improvements to the school grounds are planned for 2021.

Given our high FOEI, the school attracts significant funding through the Resource Allocation Model (RAM). This funding has enabled the school to employ additional staff to keep class sizes smaller than average as well as implement a number of intervention and support strategies. The development of Aboriginal culture is enhanced through a solid program of ongoing activities and special days which are led by our wonderful student leaders. We engage with the local AECG on a regular basis as well as other local community groups such as the Kurri Kurri Community Centre and local service and sporting groups.

Our situational analysis involved reflection on school based and external data, consideration of findings through the SEF and External Validation conducted in Term 3, 2020 as well as extensive consultation throughout Term 4, 2020 and Term 1, 2021. Students, staff and families were given opportunities to provide feedback to the school through various surveys, interviews and workshops. The Cessnock local AECG were consulted in March 2021 to ensure that perspectives and plans for enhancing the outcomes for Aboriginal students and families had been well considered. From these interactions a number of key points were identified including:

- The need for staff to use data to inform practice and ensure that school based data aligns with external data
- That students need to work towards achieving High Expectations
- There is a need for consistency across the school in relation to well-being practices, behaviour management and academic programming
- That school needs to be fun and students want to attend school.

Kurri Kurri Public School is a member of the Kurri Kurri Learning Community as well as the Cessnock Network Professional Learning Community. These groups work to enhance transition practices at both ends of the primary continuum, build effective well-being practices, provide focus for district Aboriginal Education programs and allow for collaboration and development of improved teaching practices across all schools.

Strategic Direction 1: Student growth and attainment

Purpose

Our focus is on improving the outcomes for each and every student regardless of their background. Maximising student growth is predicated on staff knowing each and every student, and the consistent use of data to drive effective teaching and learning.

Improvement measures

Achieve by year: 2025

Analysis of results shows progress in the % of Year 2 students achieving at higher levels in internal literacy-based assessment results compared to 2022 baseline data.

Achieve by year: 2025

Analysis of results shows progress in the % of Year 2 students achieving at higher levels in internal numeracy-based assessment results compared to 2022 baseline data.

Achieve by year: 2025

Demonstrated progress in Yr 3 to Yr 5 Reading Check-In assessment, halving the gap against SSSG/State achievement data compared to 2022 baseline.

Achieve by year: 2025

Demonstrated progress in Yr 3 to Yr 5 Numeracy Check-In assessment, halving the gap against SSSG/State achievement data compared to 2022 baseline.

Achieve by year: 2025

All staff are engaged in regular dialogue with peers to analyse and reflect on data collated from class based assessments.

Initiatives

Personalised Learning drives student growth

Embed a learning culture that enables students to create, receive relevant feedback and achieve their learning goals. Individual growth and attainment is driven by analysis of data; student and parental feedback; and sound teacher judgment.

- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Consistent, reflective use of the syllabus to ensure thorough understanding and development of knowledge and skills.
- Students, staff and parents work collaboratively to develop plans and strategies to enhance student learning and engagement at school (IEP/PLP).

Data Driven Practices inform Teaching and Learning decisions

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

- PL in data literacy, data analysis and data use in teaching for all staff. This includes the development of 'expert' teachers to be future curriculum leaders.
- Establish and use AP, C&I positions to work with teachers to build their capacity in 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 reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. This data is maintained on a centralised system.

Valid teacher judgement is evident across the school.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs. Student records are maintained in an electronic format for ease of access to relevant staff.

Evaluation plan for this strategic direction

Regular, systematic collation of student assessment results will provide a clear indication of the effectiveness of the strategies being implemented by the school. A thorough Assessment schedule (revised January 2021) helps to inform teaching and learning programs at both class level and for individual instruction.

Baseline data collated from 2020 forms the basis of where students will be assessed from, with new enrolments being assessed and bench-marked as early as practicable when they commence at the school.

Monitoring of student achievement through NAPLAN assessments will provide one source of evaluation of the effectiveness of this strategic direction. NAPLAN will also serve as a valuable moderator to ensure school based assessments reflect data through an external lens. The school also values the regular, systematic delivery of check-in assessments to help inform decision making on teaching and learning programs as well as ongoing student support and extension.

Strategic Direction 1: Student growth and attainment

Initiatives

- Explore opportunities to develop comparative practices from sources external to the school.
 - Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
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Strategic Resource Allocations enhance our school programs

The school will effectively allocated material and human resources to maximise the learning for all students.

- Additional class teacher engagements are made strategically across the school to ensure manageable class sizes
 - Use of Learning and Support Teachers to provide collaborative in-class support to targeted students identified from both internal and external data.
 - Enhanced staffing allocation during Literacy session to maximise the number of classes with two adults working in each class.
 - Students entering Kindergarten are provided opportunities to engage with structured Speech program.
 - Use of Assistant Principals, Curriculum & Instruction to model effective use of data in teaching and learning programs.
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The Importance of Reading is promoted as a life-long skill

Literacy, in particular Reading, will be a major focus of academic instruction across the school. The need to develop deeper and broader skills, knowledge and comprehension is imperative.

- Quarantined session of Literacy to occur on a daily basis.
- Structured Library sessions to be allocated K-2 (School library program) and 3-6 to be able to access local town library.
- Investigation and implementation of school-wide/community reading initiatives. (Paint the town

Strategic Direction 1: Student growth and attainment

Initiatives

Read, Reading Bug)

- Students take ownership of their progress in learning by celebrating successes and identifying areas requiring greater attention.

Fluency and accuracy in Numeracy for all students

Enhancing numeracy skills and capabilities for all students remains a core focus for all staff.

- Focus on staff providing clear learning intentions (purpose) for each learning session with student effectively able to report back on their personal progress against these intentions.
- Students continue to be exposed to open ended investigations through mathematics.
- Students take ownership of their progress in learning by celebrating successes and identifying areas requiring greater attention.
- Staff are engaged in ongoing evaluation and assessment of best teaching practices to optimise student attainment.

Strategic Direction 2: Staff Professional Growth

Purpose

All staff within the school contribute to the improvement of our students. It is paramount that all staff are engaged in meaningful professional growth with underpinning elements of collaboration, high expectations and effective feedback.

Improvement measures

Achieve by year: 2025

At least 3 staff have either completed or are working towards accreditation at HALT levels.

Achieve by year: 2025

Backed by reliable data the school can make an informed judgment that it is excelling in the areas of the **Teaching Domain** (i.e. Effective Classroom Management; Data Skills and Use; Professional Standards; Learning & Development) and, Educational Leadership according to the SEF.

Achieve by year: 2025

100% of staff can clearly articulate and recognise professional development that has enhanced their professional performance in the preceding 12 months.

Achieve by year: 2025

All non-teaching staff are able to identify targeted professional learning that is delivered to enhance their skills, knowledge and understanding so that they can contribute to a higher degree to the delivery of educational programs across the school.

Initiatives

Staff continually develop their Excellence in Pedagogy

The continual development of effective teaching practice becomes a linchpin in the growth of each classroom teacher. Through professional learning, collaborations and best practices (i.e. Quality Teaching Rounds; Teaching Sprints, use of technology) staff will learn, enhance practice and have a greater impact upon student learning and engagement.

- Deputy Principals, Assistant Principals and Assistant Principals, Curriculum & Instruction (AP,C&I) will work to enhance classroom practice as well enhance the capacity of teachers to be future leaders.
- Collaborative practices are embedded into the culture of the school.
- Staff are provided opportunities to engage in research based PL including Teaching Sprints; QTR; enhancing capacity to use and interact with technology.

Data drives our Cyclic Focus on Literacy & Numeracy

Either Literacy or Numeracy will be the key focus for staff professional learning to ensure staff have ample opportunities to embed their practices; explore new ideas and concepts; and effectively assess and monitor student achievement in these subjects.

- 2021 and 2022 focus is on Literacy with two adults allocated per class K-6 each morning session. Due to budget constraints this program is only viable for this period.
- Analysis of NAPLAN data (and internal data) will guide the focus for the following year.
- Investigations into best practices for Reading (literacy) and Numeracy that align with the demographics of our school and changes in the national Curriculum being introduced into schools.
- Investment of professional learning funds to develop leaders of Literacy and Numeracy across the school.

Success criteria for this strategic direction

Tracking of individual staff professional learning demonstrates that all staff have had access to quality professional learning and that they can identify how their learning has impacted upon their work habits and practice. The school has high performing staff whose capabilities are continually built to ensure every student experience high quality teaching and learning experiences.

An increasing number of staff are engaged in or have achieved accreditation at a higher level. That staff identify that there is a strong, visible culture in the school that promotes and supports the attainment of higher levels of accreditation.

All staff demonstrate and share their expertise within the school and with other schools. Across the school, embedded and explicit systems exist to facilitate professional dialogue, collaboration, and the provision of specific and timely feedback.

The school demonstrates a high performance culture, with a clear focus on student achievement and high quality service delivery. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Staff feedback from formal (People Matters Employee Survey) and school driven survey and tracking systems. A part of this evaluation is reflection on the depth and quality of professional learning provided to each individual staff member to ensure that PL is addressing both school and individual needs.

Customer service surveys - 360 degrees

Percentage measures of staff engaging in higher levels of accreditation.

Strategic Direction 2: Staff Professional Growth

Initiatives

Performance & Development drives Personal and Professional Growth

All staff recognise the value and importance of continual learning both for themselves as individuals but also for the benefit of their students.

- Performance and Development Plans are highly valued by all staff and drive professional learning for both teaching and non-teaching staff. Staff are supported to aspire to higher levels of accreditation or executive role.
- High level engagement in personal development of curriculum knowledge, data use and application, and enhanced opportunities for technology use for and supporting teaching.
- Executive staff and area leaders (i.e. SAM, CLO) are provided opportunities to deepen their knowledge and skills

Non-Teaching Staff are valued and their capacity enhanced

Non-Teaching staff are valued and provided opportunities to enhance their skills and knowledge.

- Targeted in-school and external PL to be provided to School Learning Support officers to build their skills and capacity.
 - Opportunities exist for staff to develop skills and knowledge to perform varying roles across the school.
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Evaluation plan for this strategic direction

Professional judgments of executive team in completing the School Excellence Framework.

Strategic Direction 3: School Culture

Purpose

All members of our school community should want to be engaged and contribute to our school. This includes developing effective communication between all parties and ensuring that our students are at the core of what we do.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Percentage of students attending school 90% of the time or more will increase from a baseline 65.2% (2018) to in excess of 76.3%.

Achieve by year: 2025

All A&TSI students have meaningful Personalised Learning Pathway developed and reviewed through a collaborative process involving students, family and staff.

Achieve by year: 2025

Results for bi-annually conducted 360 degree reviews of administration processes and management indicate an increased level of customer satisfaction and identification and timely rectification of issues.

Wellbeing

Achieve by year: 2023

As a minimum, data through TTFM shows growth in the Advocacy and Expectations domains equal to 2021 or increasing by at least 5% points whilst Belonging grows by at least 12.5%.

Achieve by year: 2025

Staff satisfaction results on the PMES to match or exceed Network standards.

Initiatives

Staff know our Community and Value our workplace

Our staff are critical in providing a quality school environment as they not only teach and interact directly with our students but are also the interface between families, school and various external agencies.

- Staff will develop greater knowledge and understanding of the varying aspects and influences that families from varying diverse backgrounds (e.g. low-socioeconomic backgrounds, Aboriginal and Torres Strait Islands) have to manage.
- Staff will develop a strong sense of belonging and purpose being employed at Kurri Kurri Public School.
- Staff well-being practices support and celebrate our staff.

Connecting our Students with School

Students are the primary reason that schools exist and their engagement, enjoyment and representation (student voice) is vital for an effective school culture. To be successful, engaged and responsive members of our school the following initiatives are in place to support all students.

- Attendance matters - rigorous attendance programs exist to support students and families with poor attendance as well as celebrate positive attendance rates.
- Aboriginal Culture - with approximately 20% of our students identifying as Aboriginal and Torres Strait Islander there is a strong need to provide effective programs to enhance cultural identity and improve knowledge and understanding of Australian history.
- Student voice is provided opportunities to be heard and acted upon - Student Representative Council, Mighty Burras.
- A central platform of well-being practices are developed that operate with consistency from pre-Kindergarten to post-year 6.
- School is Fun.

Success criteria for this strategic direction

Data clearly demonstrates improved attendance results as compared with Department established baselines.

Students and their carers report that they are more happy to come and be at school. That they feel supported and that they can identify a staff member who can provide advice and assistance to help them fulfill their potential. Across the school there is a strategic and planned approach to whole school well-being processes that support the well-being of all members of our school community so that we can all connect, succeed, thrive and learn.

There is an embedded cultural program for our A&TSI students and families. A&TSI student academic results improve as a result of students engaging in school. All students and staff indicate a greater awareness and knowledge of Australia's history through Aboriginal perspectives.

Administrative systems, structures and processes underpin ongoing school improvement, high quality customer service and the professional effectiveness of all school members.

Students report that school is fun and they want to attend our school.

Evaluation plan for this strategic direction

Analysis of Tell Them From Me (TTFM) surveys and People Matters Employee Survey (PMES) indicate positive feelings about our school.

Attendance data

Internal school surveys - students/staff/parents

Reflection against the standards in SEF

Existence of solid plans that reflect the systems and practices of the school.

Initiatives

Families choose to come to Our School

As an entity Kurri Kurri Public School will be a place where everyone feels known, valued and cared for.

- The development of a child-friendly and appealing playground. Classrooms will be provided resources which make them highly practical and engaging.
- School systems and practices (Administration and Procedures) will be regularly monitored and evaluated to help improve the delivery of our services.
- School promotion will help improve the public image of our school and help position the school as a school of choice in the local area.
- Students and families are engaged through varying technology platforms and programs to enhance engagement as well as supporting teaching and learning activities.

Our Community are proud and engaged with Our School

The establishment of strong, meaningful links beyond our school assists to broaden opportunities for our students, staff and families.

- Effective, timely and meaningful communication exists between home and school.
 - Opportunities exists for families and the community to become involved in school programs to enhance educational program and promote education.
 - Effective links are forged with local schools, early childhood facilities, inter-agency support organisations and the wider community.
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