

# Strategic Improvement Plan 2022-2026

## Karanggi Public School 2260



# School vision and context

## School vision statement

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We strive for excellence in an inclusive environment where every student, teacher and leader is challenged to continually learn and grow. All students are empowered to achieve their individual potential in literacy and numeracy through visible learning and effective feedback. Quality teaching practices are supported by high impact professional learning, collaborative practice and the utilisation of valid data. Teachers, parents and students work collaboratively to maintain high expectations of attendance and well-being ensuring a positive school learning environment where every student is known, valued and cared for.

## School context

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Karangi Public School is a rural school located northwest of Coffs Harbour. As of February 2024 we have a student population of 32. It has a Family and Occupational Education Index (FOEI) of 81. The school has a rich history and strong community support founded upon generational families and strong country values.

Our school is recognised for its country appearance, beautiful grounds and open learning spaces.

The school is classified as a TP2 with a teaching principal and two classroom teachers, one of which is school funded. There is a part time teacher. The school and administrative staff consists of one full-time school administration manager, and a three day per fortnight general assistant.

Professional learning is ongoing and responsive and is driven by student need, school planning and Department of Education priorities. The school receives a variety of equity funding including socio-economic background, Aboriginal background and Low Level Adjustments for Disability funding.

Our situational analysis identified the following high level areas for improvement including reading, writing, numeracy, attendance, student engagement and community engagement.

The strategic improvement plan has been informed in consultation with students, staff and parents/carers.

After consultation and extensive review of data the following strategic directions have been determined:

- Growth & attainment
- Engage & connect

# Strategic Direction 1: Student growth and attainment

## Purpose

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To maximise the learning outcomes of all students, staff will demonstrate quality teaching inclusive of effective classroom practice, high expectations, engagement and wellbeing in an environment where every child can succeed, thrive and learn.

## Improvement measures

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### Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Increase the percentage of students achieving growth in reading in Check-In assessment scores in relation to statistically similar school groups/state averages.

### Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Increase the percentage of students achieving growth in numeracy in Check-In assessment scores in relation to statistically similar school groups/state averages.

## Initiatives

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### Effective classroom practice

Staff effectively implement learning and teaching programs that demonstrate an understanding of the new K-6 curriculum, including assessment and reporting requirements..

Explicit teaching, high expectations and evidence based practices are visible across the school.

Teachers will provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Teachers will participate in high impact professional learning, contribute to collegial discussions, collaboration and professional networks to broaden their knowledge and improve their practice.

### Data skills and use

Build teacher capacity to analyse, interpret and extrapolate a range of assessment data to inform planning for student learning.

## Success criteria for this strategic direction

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Teaching and learning programs reflect syllabus documents and show evidence they are adjusted to address individual student needs. They demonstrate explicit teaching where learning is sequenced, students are challenged and there is evidence of improved learning in reading and numeracy.

Data from a range of assessments, informs teaching.

Professional learning is targeted and there is evidence of implementation in teaching and learning programs.

## Evaluation plan for this strategic direction

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The school will use the following data sources to analyse the effectiveness of initiatives:

- NAPLAN
- Check-In Assessments
- DoE on demand assessments
- Essential Assessments
- Best Start
- Teaching and learning programs

The evaluation plan will involve use of the QDAI process

- Timely evaluation
- Reflection on results
- Actions of implications implemented

# Strategic Direction 2: Engage and connect

## Purpose

To develop a school wide culture that values and promotes high levels of engagement and attendance to ensure student growth and positive partnerships.

## Improvement measures

### Attendance

Proportion of students attending >90% of the time

Achieve by year: 2027

Increase the percentage of students attending school 90% or more of the time towards system negotiated targets.

### Wellbeing

Achieve by year: 2026

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

## Initiatives

### Attendance

- A strategic and planned approach will be developed for whole school attendance and wellbeing.
- Attendance data will be regularly analysed and used to inform planning.
- Systems and procedures for monitoring, supporting and improving student attendance will be enhanced.
- Explicit intervention, follow-up and support is provided to ensure there are no unexplained absences.
- Celebration and promotion of positive attendance with parents and student.
- Teachers, parents and the community work together to support consistent and systematic attendance processes.

### Student wellbeing and behaviour

- Teachers collaboratively and effectively implement explicit lessons on behaviour, resilience, social and emotional skills and social responsibility.
- Teachers initiate strategies to build a positive learning environment characterised by supportive relationships and regular contact with every student.
- The Departments Behaviour Code for Students will be regularly and explicitly communicated to students, staff and parents.
- Positive Behaviour for Learning will be consistently implemented across the school.
- IER policies and best practice will be embedded across the school.

### Community partnerships

- The school regularly offers opportunities for consultation and collaboration between all members of the school community.

## Success criteria for this strategic direction

There is a strategic and planned approach to student behaviour management support and well-being for all students so they can connect, succeed, thrive and learn.

Students attending school more than 90% of the time is equivalent to or above state average.

Positive, respectful relationships promote student well-being to ensure optimum conditions for student learning across the whole school.

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

The school has developed strong, positive partnerships with students' families and they work together to ensure the best learning and wellbeing outcomes for all.

## Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of initiatives:

- Students Attendance
- School bytes wellbeing and behaviour data
- Life Skills Go wellbeing data
- Student and parent surveys
- Parent attendance at school events and parent/teacher interviews

The evaluation plan will involve use of the QDAI process

- Timely evaluation
- Reflection on results
- Actions of implications implemented