

Strategic Improvement Plan 2022-2026

Karuah Public School 2263



School vision and context

School vision statement

At Karuah Public School, we create teaching and learning environments that enable students to be engaged and successful in learning. With a planned approach to caring for students and community, we strategically activate school resources to plan for a thriving future.

School context

Nyirun marrunggu wiyayn Warrimayguba guribiyn, duumulgal yiiguba barrayguba. We acknowledge Worimi people, keepers of this Country. *Nyirun marrung-wiyayn Ngarragal dangaygal, bimaygal.* We pay respect to Elders past and present. *Yii Warrimay-guba barray, wanyimbuwanyimbu ganyila, Wanyimbuwanyimbu ganyiy.* This is Worimi Country, always was, always will be.

Karuah Public School is situated adjacent to the beautiful Karuah River on Worimi Country. It is the home of the native plum tree, *Garuwa*, and the dolphin totem, *Guparr*. We acknowledge the Worimi people who were and are the Traditional Custodians of the Land and the diverse waterways of the Port Stephens area. We pay our respects to Elders past, present and emerging by acknowledging their past and celebrating their children's future. We value their knowledge, skills and wisdom as the caretakers of this Land and pledge to listen and learn from them each and every day.

Karuah Public School enrolment numbers have increased over the past 10 years. Typically, Karuah is a transient community with a diverse cultural background. In 2011 student enrolment numbers were at 79 and have increased to a current peak of 160 in 2024. We anticipate that this trend of growth will continue with new sub-division allotments near completion, and msny being planned for in the next 3 years. Our current FOEI score is 143 , identifying us as a low socio-economic rural school.

Karuah Public School has an authentic and traditional Aboriginal population and pride ourselves in working closely with elders to improve community engagement and a sense of belonging in our school. In 2013, 6% of students identified as Aboriginal. Currently 39% of Karuah Public School students now identify.

Our 2022-2026 school Strategic Improvement Plan will continue to support our improvements in student growth and attainment through inspirational expectations of learning progress and achievement for all students. Our plan is committed to the pursuit of excellence through high expectations and school-wide data analysis to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

In addition to this, Karuah Public School will continue to implement an evidence based and planned approach to caring for whole-school community well-being. Further to this, we will continue to implement our Karuah Public School **Reconciliation Action Plan** to help heal and reunite community from a trauma based past. We will continue to actively pursue community voice and strive to redefine our future as a safe and inclusive learning environment for everyone.

Finally, we need to plan strategically for a period of substantial change for both the community and school. Strategic resourcing will need to be future focused to ensure we are able to preserve and protect continuous improvements in student outcomes as well as whole-school well-being throughout rapid change and growth.

Strategic Direction 1: Student growth and attainment

Purpose

Karuah Public School students and staff will demonstrate high expectations for teaching and learning whilst striving for personal best. Student data will be used regularly school-wide to identify student achievements and progress, reflect on teaching effectiveness and inform future school directions.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- There is an uplift of 5% in student growth for Check-in numeracy data for Year 3, 4 and 5 cohorts from 2023 to compared to Year 4, 5 and 6 cohorts in 2024.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- There is an uplift of 5% in student growth for Check-in reading data for Year 3, 4 and 5 cohorts from 2023 to compared to Year 4, 5 and 6 cohorts in 2024.

Literacy Progression Targets

Achieve by year: 2026

* 90% of Early Stage 1 students will achieve at or above the expected end of year progression for Phonological Awareness, Understanding Texts and Creating Texts

* A minimum of 85% of Year 1 - Year 6 students will achieve at or above expected end of year progression for Understanding Texts and Creating Texts

Initiatives

Quality Data for Learners

Systematic use of high-quality and relevant data to continuously improve student learning, particularly in the areas of literacy and numeracy.

- **Systematic whole-school use of consistent and reliable internal and external student assessment data 'as' student learning.** Using quality classroom data systems and processes to transform 5 weekly data collection and National Literacy and Numeracy Learning Progressions into classroom learning.
- **Students activated as owners and skilled users of their own learning data.** Students use their own quality data to expertly monitor learning progress along literacy and numeracy progressions.
- **Regular monitoring and tracking of data to identify and support students at risk.** Student data is used to embed learning support and ongoing tiered intervention from School Learning and Support Officers (SLSO's), specialist school support (Learning and Support Teacher, Covid ILSP Teacher), external providers and/or specialist programs.

Quality Data for Teachers

Systematic use of high-quality data to identify areas which support the professional growth and development of teacher capabilities to embed best practice.

- **Formalised data teams monitor and maintain accurate, clear, coherent, accessible and timely data reviews.** Effective data management and reporting systems and processes are monitored and maintained by the APC&I and are used to collate, store, analyse and report effectively at the classroom, year, stage and school level.
- **Regular student data reviews are embedded into school system to monitor impact on student learning.** Regular reviews of instructional strategies led by APC&I and principal on daily, weekly, termly and yearly basis. Reviews focus on sharing data and

Success criteria for this strategic direction

Initiative 1: Quality Data for Learners

- Systematic whole-school data is used consistently and reliably to ensure all teaching and learning programs are responsive to the learning needs of all students, showing evidence of differentiation and adjustments based on data evidence, reflective practice, assessment and continuous tracking of student progress along the Literacy and Numeracy Progressions on the whole school assessment tracker.
- Personalised learning goals are visible in every classroom on the data walls. Students are owners and skilled users of the data and use it to track and monitor their learning.
- Early and on-going intervention is based on data and reviewed every five weeks to ensure it responsive to the learning needs of the individual student. Intervention is targeted and leads to measurable improvement.

Initiative 2: Quality for Teachers

- APC&I regularly collects, monitors and maintains accurate, clear, coherent and accessible data. Effective systems and processes are followed and monitored to ensure data is used, collated, stored, analysed and reported accurately and effectively at the classroom, year, stage and school level.
- APC&I and principal support educators to understand which data is most appropriate to engage with and plan for when addressing questions about student learning, as well as develop, model and implement effective methods of pedagogy for best practice.
- Teachers receive timely and appropriate, high-quality and evidence-based professional learning and resources to ensure expert delivery of curriculum reform in every classroom.
- Professional learning is targeted, reflective of data, explicit and individualised. It reflects the school vision and high expectations and is tracked and monitored by the principal and executive team to

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy Progression Targets

Achieve by year: 2026

* A minimum 90% of Kindergarten to Year 2 students will achieve at or above the expected end of year progression for Number and Place Value and Additive Strategies.

* A minimum of 90% of Year 3- Year 6 students will achieve at or above expected end of year progression for Number and Place Value.

* A minimum of 70% of Year 3 - Year 6 students will achieve at or above expected end of year progression for Multiplicative Strategies.

Initiatives

improvement strategies, monitoring the impact of strategies on students, identify changes as required and/or develop mid-course adjustments if necessary.

- **Provision of high-quality curriculum resources to implement the new K-6 NSW curriculum.** APC&I facilitates professional development around curriculum reform and monitors its implementation to ensure we deliver outstanding teaching and learning through continuous improvement.
- **Targeted professional development reflective of student data and teacher expertise.** Explicit and individualised professional learning reflects school vision and high expectations and is tracked and monitored by principal and executive team to ensure expert teacher capabilities and maximum high impact on student learning.

Success criteria for this strategic direction

ensure expert teacher capabilities and maximum high impact on student learning.

Evaluation plan for this strategic direction

Question: To what extent have we effectively used data to develop and implement teaching and learning programs that are responsive to the learning needs of all students and build that capacity of every leader, every teacher and every student every year.

Data: The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving measurable and sustainable student academic growth and attainment.

- NAPLAN/Check in data
- Value Added score
- Student work samples
- National Literacy and Numeracy Progression data
- Student PLPs
- Student focus groups
- Tiered intervention groups
- Survey results

Analysis: Will be embedded through the activities within the initiatives, through progress and implementation monitoring. Annually the school will review progress towards the achievement of improvement measures through rigorous process evaluation.

Implications: The findings from the analysis will inform:

- Future directions annually
- The direction for following the School Improvement Plan
- Reporting of the school progress measures published in the Annual Report each year

Strategic Direction 2: Caring for Whole-School Community

Purpose

Karuah Public School will implement an evidence based and planned approach to caring for whole-school community. Through engaging and inclusive practices, effective partnerships in learning between students, parents and teachers, we will develop a shared belief that all our students can achieve.

Improvement measures

Wellbeing

Achieve by year: 2026

Community Satisfaction

An uplift in Wellbeing data (advocacy, belonging, expectations) from Tell Them From Me increases to achieve the lower bound target.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 87.7% in 2023 to 88.8% by 2027.

Staff mentor for students

Achieve by year: 2026

An uplift to 100% of students have an allocated teacher mentor and have weekly check ins with their mentor.

Community Engagement

Achieve by year: 2026

An uplift of 95% of parents attending the 3 way conferences which inform student progress in all learning areas.

Initiatives

Caring for Students

A strengthened whole-school approach to student belonging, wellbeing, engagement and attendance.

- **Planned approach to improved student outcomes through reduced *Lost Days of Learning*.** Weekly monitoring analysis and review of attendance data as *Lost Days of Learning* to identify and communicate clearly the impact on student learning and wellbeing.
- **Implementation of NSW Department of Education Wellbeing and Behaviour Policies.** Review current school practices to reflect newly devised policies. Embed new policies into current Learning and Support Team systems and processes, develop appropriate school based resources and support documents, engage in professional learning and implement highly regarded and research based wellbeing programs to support positive student wellbeing and improved student outcomes.
- **Vulnerable and/or targeted students to be allocated an identified staff mentor** for individualised support and assistance and provide safe and supportive alternative channel for student voice.
- **Individualised Student Case Management.** Implementing The Learning and Support Team systems, processes and practices through working collaboratively with the *Wellbeing and Health In-reach Nurse, school paediatrician, school counsellor and external providers* to improve community and individualised student educational, emotional and health support.

Caring for Community

Develop strong partnerships in learning with a shared understanding between teachers, students and the community including early childhood settings of effective practice and high expectations.

- **Community and student voice.** Increase student

Success criteria for this strategic direction

Initiative 1: Caring for Students

- Student attendance tracking is a whole school concern. Data is regularly and comprehensively analysed by the Learning Support team and the A-Team to identify trends in attendance. Data is then used to inform future planning minimise lost days of learning.
- Teachers, parents and the community work together to elevate attendance issues and support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has improved evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Positive, respectful relationships are evident and widespread among students and staff. All partners (student, parents and staff) communicate and promote student wellbeing to ensure optimum conditions for student learning across whole school. Specialised staff, students mentors, LST and executive work together to improve wellbeing programs.
- Collaborative planning and engagement with NSW Department of Education, New England Health and Port Stephens Schools Network to manage *Wellbeing and Health In-reach Nurse* role and paediatrician into current Learning and Support Team systems, processes and practices and improve community and individualised student educational, emotional and health support.
- Vulnerable and/or targeted students to be allocated an identified staff mentor for individualised support and assistance and provide safe and supportive alternative channel for student voice .

Initiative 2: Caring for Community

- Students, parents and the community will feel they have a voice in our school through their increased participation in surveys and events. This will be achieved through clear communication from the school with early and ongoing notification of these

Strategic Direction 2: Caring for Whole-School Community

Improvement measures

An uplift of 10% of families attending the parent forum meeting.

Positive Behaviour

Achieve by year: 2026

Continue to maintain no suspensions and decrease incidents of violence by 5% each year.

Create better transitions between early education and primary school

Achieve by year: 2026

100% of Kindergarten students attending Karuah Public School and who attended an early education setting will have been involved in planned transition sessions as well as extra school, staff and student familiarisation activities both at Karuah Public School and in their early education setting.

Initiatives

and community engagement in surveys and events to increase community voice.

- **Increase community engagement and understanding** through parent and teacher forums and PLP meetings. Ensuring families have a thorough understanding of our teaching, learning and assessment practices and processes.
- **Clear and coherent communication with parents and families** through consistent messaging and language between home and school. Maintaining and supporting the high expectations we hold for our students and community and strengthening the shared belief that our students can achieve to a high standard both academically and socially
- **Create better transitions between early education settings and primary school.** Strengthen the relationship between local early education settings and Karuah Public School to enhance current transition practices and give children the best start in learning.

Success criteria for this strategic direction

surveys, activities and events. The school will actively seek the support and involvement of the community and encourage community consultation through a variety of avenues.

- Information sessions will be held to keep the Karuah Public School community well informed about our teaching, learning and assessment practices. Parent and carers will have a clear understanding of how we use assessment and the National Learning Progressions as a learning tool. There will be a clear understanding of how we use data walls as assessment for, of and as learning and how this is translated to academic reporting.
- Clear and coherent communication will be a key tool to achieve an effective partnership between home and school. We will peruse a shared self-efficacy of the success Karuah students and the community can achieve through consistent language, messaging and high expectation between the school and home.
- Increase student and community engagement in surveys and events to increase community voice.
- Executive and Early Stage One teacher/s take on an active role to strengthen the relationship between the school and the local early education settings. Current transition practices are enhanced through consistent and ongoing communication and opportunities for early education settings to be involved in school activities and for the school to visit early education settings.

Evaluation plan for this strategic direction

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

- Sentral Wellbeing Notifications (Attendance, Behaviour, Suspension Rates)
- Scout - Wellbeing and Attendance

Evaluation plan for this strategic direction

- The Karuah Public School Student Satisfaction Surveys (Biannual)
- TTFM Data
- Student PLP
- Student IEPs
- Junior AECG
- SEF
- Survey results

The findings from the analysis will inform:

- The direction for following the School Improvement Plan
- Annual reporting of the school progress measures published in the Annual Report each year
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 3: Caring for our Future

Purpose

Karuah Public School will strategically plan to reconcile the past and plan for the future. Long-term financial and strategic planning for future growth will ensure improvements in student outcomes are sustained through change. Karuah Public School will demonstrate a formal commitment to reconciliation as we commit to working towards a more equal, equitable and respectful future for our local Aboriginal and Torres Strait Islander people.

Improvement measures

Strategic Resourcing for the Future: Increase Community Confidence in Karuah Public School

Achieve by year: 2026

- increase student enrolments from 172 to 182 (up by 10).

Strategic Resourcing Our Future: Invest in physical asset development for our growing population

Achieve by year: 2026

Our Physical assets meet the needs of our growing population.

Continue to evaluate increased population and impact on planning for further facilities at Karuah Public School. Liaise with asset management for entitled maintenance and support.

A Safe and Harmonious Future: Plan for parents and carers of Aboriginal children to find school a welcoming and respectful place.

Achieve by year: 2026

Karuah Public School is recognised a culturally safe and inclusive place of learning.

A Safe and Harmonious Future: strategic planning to demonstrate commitment in working towards a more equal, equitable and respectful future for our local Aboriginal and Torres Strait Islander people.

Initiatives

Strategic Resourcing for the Future

Long-term financial and strategic planning for future growth to ensure improvement goals and student outcomes are sustained through change.

- **Ensure excellence in service delivery through positive and engaged classroom learning environments.** Use strategic school financial resourcing to ensure whole-school well-being through school growth and redevelopment.
- **Plan for OOSC requirements and sustainability.** Collaboration between school and local preschool to support the continuation of a locally developed OOSH service on school site.
- **Participate in Port Stephens Council initiative Karuah Place Plan and activate school site as an asset to benefit school and whole community.** Collaborate with other community groups.
- **Oversee the installation and redevelopment of all-weather all-purpose playground oval** to prepare for higher enrolments and reduced student outdoor playground space.

A Safe and Harmonious Future

Long-term strategic planning to demonstrate commitment in working towards a more equal, equitable and respectful future for our local Aboriginal and Torres Strait Islander people.

- **Plan for parents and carers of Aboriginal children to find school a welcoming and respectful place.** Facilitate and monitor school infrastructural upgrades, redesign and construction of new culturally safe and engaging school administration building. Whole school logistical management of large school redevelopment.
- **Consolidate our Reconciliation Action Plan (RAP)** as a formal commitment to reconciliation to strengthen relationships, respect and opportunities in the classroom, around the school/service and with

Success criteria for this strategic direction

Strategic Resourcing for the Future

- Teaching teaching staff are deployed and trained in higher duties positions to ensure continuity of teaching and learning. and to make the best use of available expertise to meet student needs.
- Improve staff wellbeing
- Reduce workload pressures to ensure manageable workload for all staff as well as increase the proportion of staff who feel valued, trusted and respected in their profession to address staffing shortages.
- Flexible and fluid rosters, timetables and systems and processed to monitor ensure equitable and explicit support and service throughout the school.
- All teachers to take on a variety of leadership roles and opportunities to develop capacity and expertise under the distributive leadership model.
- Increase access and use of technology into every classroom to support expert teaching and learning.
- Increase access and use of technology into every classroom to support expert teaching and learning.
- Collaboration between school and local preschool to support the implementation of a locally developed OOSH service on school site.
- OOSH service and transition to school programs in place to support community growth, early intervention programs, school readiness and transition to school programs.
- Redevelopment of sports field: installation of aglines for drainage and all-weather use.
- Redevelopment of sports soccer field
- Construction of mini basketball and netball courts
- Construction of nature and sensory play area
- Construction of shade cloth over playground equipment

A Safe and Harmonious Future

- Additional signage and beautification of new

Strategic Direction 3: Caring for our Future

Improvement measures

Achieve by year: 2026

Reconciliation Action Plan to be fully implemented emeded in practice and to be valued by staff and community.

Initiatives

the community.

- **Ensure every student understands the heritage and culture of the Aboriginal Peoples on whose land/s they live and Aboriginal students are confident in their heritage, cultures and languages.** All students will participate in weekly Aboriginal education sessions provided by local Elders and Community members which reflect national curriculum through a specific, localised Aboriginal perspective .
 - **Embed Aboriginal languages are part of Karuah Public School curriculum. Embed new K-10 Aboriginal Languages Syllabus whole school.** Aboriginal and non-Aboriginal students will become proficient in the Gathang language of the Worimi People (with permission) through a collaboration between school and local language steering committees to become a caretaker of local knowledge and histories and to assist in community healing.
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Success criteria for this strategic direction

- administration building and school facilities to further develop a facility which is culturally inclusive and welcoming and reflects high standard and excellence in service delivery
- Students participate in weekly Aboriginal education sessions provided by our school Aboriginal Education Officers and local Elders and Community members which reflect national curriculum through a specific, localised Aboriginal perspective .
- Aboriginal and Torres Strait Islander students achieve educational outcomes as good or better than the general student population of New South Wales.
- Aboriginal and non-Aboriginal students become proficient in the Gathang language of the Worimi People (with permission) through a collaboration between school and local language steering committees.
- Full implementation of Aboriginal Language Curriculum
- Karuah Public School language resources are embedded into school curriculum (with embedded copyright) and become a caretaker of local knowledge and histories.
- All staff complete Aboriginal Cultural awareness training and all teachers demonstrate that they understand Aboriginal parents/families have high expectations for their children.
- All teachers work in collaboration with school Aboriginal Education Officers, Aboriginal Support and Learning Officers, parents/caregivers and Community to ensure Aboriginal students achieve these expectations.

Evaluation plan for this strategic direction

Question: Did the significant funding allocated to the long-term financial and strategic planning for future growth ensure improvements in student and school wellbeing, and is our formal commitment to reconciliation

Evaluation plan for this strategic direction

seen by all stakeholders as equitable for our local Aboriginal and Non-Aboriginal people?

Data: The following data sources will be used to regularly analyse the effectiveness of the initiatives.

- Works completed and signed off
- Employment of staff
- Community feedback
- Student feedback
- Staff feedback
- Community engagement
- Technology

Analysis: Will be embedded through the activities within the initiatives, through progress and implementation monitoring. Annually the school will review progress towards the achievement of improvement measures through rigorous process evaluation.

Implications: The findings from the analysis will inform:

- Future directions annually
- The direction for following the School Improvement Plan
- Reporting of the school progress measures published in the Annual Report each year