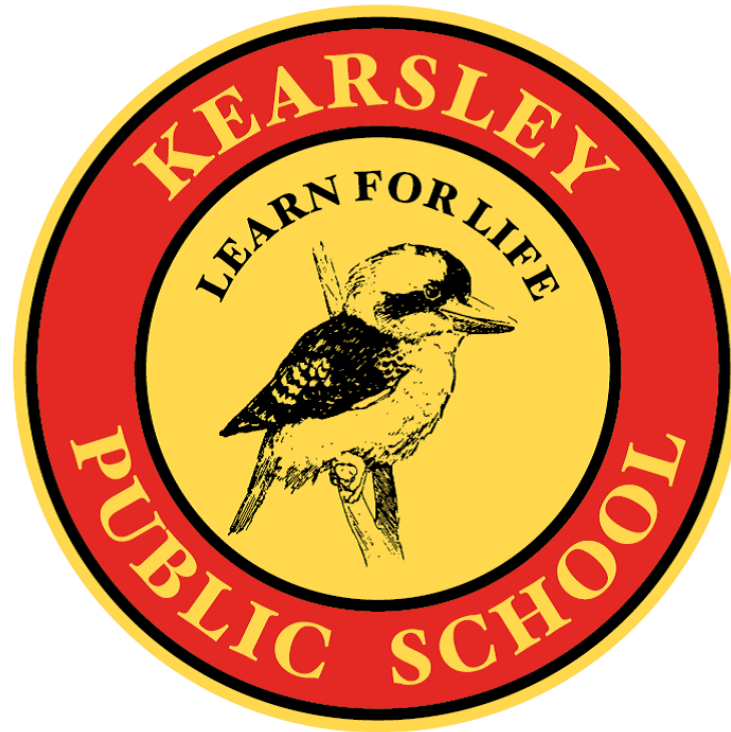


# Strategic Improvement Plan 2022-2026

## Kearsley Public School 2267



# School vision and context

## School vision statement

Our school is a positive environment that values learning for all and fosters a culture of high expectations and collaboration. The school vision is underpinned by our core values of Respect, Responsibility and Learning.

## School context

Kearsley Public School established in 1912, is on the lands of the Wonnarua, Darkinjung and Awabakal people. We are situated 5 kilometres east of Cessnock in the Hunter Valley. 2023 enrolments are at 109 students with 28% of the students identifying as Aboriginal. The school has a family-orientated atmosphere and strong sense of community that is highly valued. The school fosters a culture of high expectations and respect.

KPS is a place that ensures social equity and success through explicit and responsive instruction based on the Science of Learning, so that every student reaches their maximum potential. There is a strong focus on our values of respect, responsibility and learning and Positive Behaviour for Learning (PBL) is an integrated part of the school. The school provides students with high levels of access to technology and a range of cultural, creative, sporting and leadership opportunities.

The teaching staff is a mix of experienced and early career teachers who value teamwork and are committed to implementing evidence informed practices that are responsive to student needs. The leadership team provide all staff with high impact professional learning to build capacity and improve student outcomes.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary schools to ensure each, and every student benefits by collectively utilising combined programs and resources.

Our Situational Analysis and External Validation highlighted a variety of strengths and some areas for improvement. As a result, we will focus on continuing to develop:

- \*effective classroom practice underpinned by explicit teaching, assessment (particularly formative) and data skills and use

- \*wellbeing practices with a focus on approaches that value inclusion, connection and positive relationships

There will be a strong focus on increasing parent partnerships, particularly around understanding of learning.

Learn for life

# Strategic Direction 1: Student growth and attainment

## Purpose

Increase students' level of attainment in the area of reading, writing and numeracy by implementing evidence informed pedagogies and refining data driven practices and assessment.

## Improvement measures

### Reading growth

Achieve by year: 2023

- Demonstrate progress in Yr 4 to 6 Reading Check-in Assessment against SSSG achievement data, compared to 2022 baseline.

### Numeracy growth

Achieve by year: 2023

- Demonstrate progress in Yr 4 to 6 Numeracy Check-in Assessment against SSSG achievement data, compared to 2022 baseline.

Achieve by year: 2024

### School Excellence Framework

- SEF element 'Data skills and use'- excelling
- SEF element 'Effective classroom practice'- excelling.
- SEF theme 'Curriculum at excelling
- SEF theme 'Assessment' to be at excelling

Achieve by year: 2024

### Progressions

\* At least 80% of K-3 students will achieve within the expected end of year progression level for Grammar (Sentence level).

## Initiatives

### Data and Assessment

- Engage in, enact and embed high impact professional learning in assessment and data
- Regularly analyse and use data to reflect on the effectiveness of teaching practice and provide responsive, explicit teaching

### Effective Classroom Practice

- Engage in, enact and embed high impact professional learning in Science of Learning pedagogies, curriculum and content knowledge.
- Consolidate whole school systems and practices to identify and implement Response to Intervention, including high potential students.

## Success criteria for this strategic direction

### SEF - Learning Domain - Curriculum

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

### SEF - Learning Domain -Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### SEF - Teaching Domain - Data skills and use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

### SEF - Teaching Domain - Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### SEF - Leading Domain - Educational leadership

The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

## 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 purpose and improvement measures of the strategic

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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direction. This analysis will guide the school's future directions.

Culmination of internal and external data sources, including:

- NAPLAN
- Check-in Assessments
- School based assessments
- PLAN2 data
- School Excellence Framework (SEF)
- Teaching Programs
- Professional Learning Minutes
- Surveys
- Data systems evaluation

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

## Strategic Direction 2: Connect Succeed Thrive

### Purpose

Ensure students connect, succeed and thrive by implementing whole school wellbeing and inclusive approaches based on evidence informed practices.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

The proportion of students attending school >90% of the time increases from 72%. (baseline)

#### Wellbeing

Achieve by year: 2023

To meet the agreed upper bound target of **94.4%** of students in Years 4-6 to have positive wellbeing as averaged across measures (advocacy, belonging, expectations) in the Tell Them From me (TTFM) surveys.

Achieve by year: 2024

- For **90%** of ATSI students to either 'agree or strongly agree' in the area of feeling good about their culture when they are at school using the Tell Them from Me (TTFM) survey.

Achieve by year: 2024

- 80%** of students in Year 5 and 6 show an increased interest and motivation towards their learning using the Tell Them From Me Survey.

### Initiatives

#### Wellbeing

- Engage in, enact and embed high impact professional learning in evidence informed teaching and learning approaches that are based on connection and positive relationships.
- Strengthen our care continuum, ensuring a prevention-focused approach that helps to address the full spectrum of student needs.
- Engage and upskill students, staff and families to work together to support a whole school approach to monitor and empower students to improve their attendance.

#### Effective Partnerships

- Improve practices for teachers to regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- Strengthen inclusive practices and all staff and students continue to learn about Aboriginal culture, histories and experiences.

### Success criteria for this strategic direction

#### SEF - Learning Domain - Learning Culture - Attendance

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

#### SEF - Learning Domain - Wellbeing - A Planned Approach to Wellbeing

The school has implemented evidencebased change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

#### SEF - Learning Domain - Wellbeing - Behaviour

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

#### SEF - Learning Domain - Wellbeing - Individual learning needs

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

#### SEF - Learning Domain - Reporting

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

### 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 purpose and improvement measures of the strategic

### Evaluation plan for this strategic direction

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direction. This analysis will guide the school's future directions.

Culmination of internal and external data sources, including:

- Tell Them From Me survey data
- Scout data - Wellbeing and Attendance
- School Excellence Framework (SEF)
- School based data
- Cessnock Academy of Stem Excellence data
- Learning and Support Team Minutes
- PLSP, PLPs, Differentiation

The evaluation plan will involve:

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.