

# Strategic Improvement Plan 2023-2026

## Kendall Public School 2280



# School vision and context

## School vision statement

Kendall Public School is a growing educational community. It provides an inspiring, dynamic and inclusive learning environment with a focus on student growth and attainment. Collaboration and respectful relationships among staff and students foster life long, engaged, resilient and self-directed learners. Our school works in partnership with parents to create a positive environment which focuses on student academic performance through consistent family and school communication and the ongoing parent involvement in student learning.

## School context

Kendall Public School is located on the Mid North Coast of NSW in the Camden Haven area, 30km south of Port Macquarie.

The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 227 students enrolled in 2023. 16.2% of students identify as Aboriginal. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 110. A Multi-Categorical Support Class was established in 2020.

The school has a non-teaching Principal, 2 Assistant Principals, 1 Assistant Principal Curriculum and Instruction, 9 mainstream classroom teachers and 1 Special Education teacher. Additional teachers are employed through an allocation for Release from Face to Face and Learning Support. The Administration staff comprises two full time office staff and 1 GA (0.8). The school currently has 3 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

The school is in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff. Extra-curricular activities such as Sport, Creative and Performing Arts allow students to excel through a range of various opportunities.

Whole school wellbeing processes will be reviewed and planned to ensure that all students connect, succeed, thrive and learn. Developing community partnerships at Kendall Public School will be a priority in our School Improvement Plan in order to achieve a sense of connectedness and belonging throughout the community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement in literacy and numeracy by whole school initiatives which promote consistent use of data, high expectations and quality implementation of evidence-based strategies in the classroom.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase 10% of students achieving expected growth in reading.

### Numeracy growth

Achieve by year: 2023

Increase 10% of students achieving expected growth in numeracy.

## Initiatives

### Literacy

Embed well-developed and evidence-based approaches that regularly monitor and review individual learning needs.

- Executive staff to inform future school directions through the analysis of Check In and NAPLAN data.
- Close Reading/ Connecting Ideas Team to be identified: K-2 and 3-6.
- PL in Assessment and Data analysis for all staff.
- APCI to review and adapt practices through the initiatives.
- APCI to mentor and provide dedicated time to collect, analyse and make informed teaching decisions based on analysis.
- Engage in effective collaborative practices to share and gain expertise in differentiating the curriculum in response to individual student need.

### Numeracy

Teachers will demonstrate high levels of commitment and deliver evidence based, engaging quality teaching practices in numeracy. Staff will engage in differentiated professional development to build their capacity and understanding of numeracy in the classroom.

- Executive staff to inform future school directions through the analysis of check in and NAPLAN data.
- Additive Strategies Team to be identified: K-2 and 3-6.
- PL in Assessment and Data analysis for all staff.
- APCI to review and adapt practices through the initiatives.
- APCI to mentor and provide dedicated time to collect, analyse and make informed teaching decisions based on analysis.
- Engage in effective collaborative practices to share and gain expertise in differentiating the curriculum in

## Success criteria for this strategic direction

- There is school wide collective responsibility for student learning and success, which is shared by parents and students.
- All teachers have a sound understanding of student assessment and data concepts in order to analyse, interpret data which will inform planning, identify interventions and modify teaching practices.
- Learning goals for students are informed by analysis of external and internal data. Students understand and can articulate their literacy and numeracy goals.
- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that leads to measurable 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 directions. This analysis will guide future decisions;

- NAPLAN data
- Scout data
- Check In assessment data
- Best Start data
- Plan data
- Student PLP's
- Internal qualitative and quantitative data
- Student work samples
- Teacher focus groups
- Student focus groups
- Teacher Professional Learning survey

### The evaluation plan will involve;

- Two stage group planning days per term where APCI will support analysis of collected data
- Regular professional and collaborative discussions in

# Strategic Direction 1: Student growth and attainment

## Initiatives

response to individual need.

### Curriculum Reform

Curriculum reform involves change that spans many aspects of schooling, including teaching, learning, assessment and reporting to parents. Curriculum implementation is a significant, complex and ongoing process. Effective curriculum implementation drives student growth and attainment, and school improvement. New syllabuses provide schools with a unique opportunity to re-focus and place curriculum at the heart of school planning.

The following phases of curriculum implementation will be used to guide and align curriculum reform to the school plan:

- Engage - explore aspects of the new syllabus to identify and plan for changes required for successful curriculum implementation.
- Enact - teach, assess and report using the new syllabus and evaluate to refine new practices and pedagogy.
- Embed - strengthen practices and systems to ensure sustainability.

## Evaluation plan for this strategic direction

PL meetings scheduled once a week

- Executive discussion and meetings
- Mentoring sessions with APCI.
- 4 year plan of targeted professional learning in numeracy for all staff

## Strategic Direction 2: Wellbeing and Attendance

### Purpose

To sustain an inclusive approach to staff and student engagement, wellbeing and attendance by providing robust foundations through sustainable and effective systems and practices

### Improvement measures

#### Attendance >90%

Achieve by year: 2026

Improvement in the proportion of students attending >90% of the time or more to be at or above the system negotiated lower bound target of 75.4%

#### Wellbeing

Achieve by year: 2023

Wellbeing System Negotiated Target Increase in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be at or above the system negotiated lower bound target of 88.4%.

#### Wellbeing SEF

Achieve by year: 2026

Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing.

### Initiatives

#### Wellbeing

Sustain evidence-based change to whole school practices by reviewing current whole school processes.

- Embedding practices from the Wellbeing Framework and new IER policies.
- High impact Professional Learning around 'Trauma informed practice' and students with additional needs.
- An effective and functional LST.

#### Attendance

Embed and sustain a culture of high student expectations.

- Establishing clear and consistent expectations for learning and behaviour in regard to attendance.
- Guide and support students towards meeting expectations.
- Engage with parents and carers to encourage them to hold high expectations of their children.
- Refinement of processes to inform parents of absences
- To focus on unjustified and unexplained absences.

### Success criteria for this strategic direction

- The school will use the following data sources to regularly analyse and review the effectiveness of the initiatives.
- TTFM student survey results
- TTFM parent survey results
- P&C meeting notes
- Data around parent feedback via meetings
- Community focus groups
- Percentage of staff accessing in '8 Ways' and "Connecting to Country
- Number of students at Playgroup
- Participations records of advanced open classrooms and Assemblies
- Facebook/Website feedback
- Number of community organisations associated with our school
- The evaluation plan will involve:
- TTFM student surveys in Term 2 and Term 3
- TTFM parent surveys in Term 3
- Monthly P&C meeting notes
- Community focus groups each term

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly review and monitor attendance to achieve the improvement measures of this strategic direction:

- Daily roll marking data from Sentral
- Percentage data from Sentral defining students who are attending less than 90%
- Individual attendance improvement plans
- LST Referrals
- Cohort/class data from Sentral

## Strategic Direction 2: Wellbeing and Attendance

### Evaluation plan for this strategic direction

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- Individual student data from Sentral
- Teacher focus groups/surveys
- Administrative support staff focus groups and surveys

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around how we are tracking with our improvement measures.
- Regular fortnightly review at the Learning Support Team
- Whole staff discussions around data and SEF elements and themes
- Executive reflection
- Parent discussions around high expectations with attendance

## Strategic Direction 3: Community and Engagement

### Purpose

To maximise engagement in learning we will support a culture of high expectations and community engagement. We will build a cohesive educational community that sustains measurable progress and high achievement for all students.

### Improvement measures

#### PLPs

Achieve by year: 2026

100% of parents attending student learning meetings for Aboriginal PLPs.

#### Parent Engagement

Achieve by year: 2026

Increase in parent engagement to 50% as measured by the Tell Them From Me parent surveys.

### Initiatives

#### Community Engagement

- Parents and Carers engage within the school community.
- Engage with parents and carers to encourage them to hold high expectations of their children.
- Operation Improvement for School Success (OISS) Pilot.

#### Cultural Engagement

Embed Aboriginal culture where the school community regularly has opportunities to engage in school activities and be valued in their feedback on school performance.

- Embed and use feedback data from students and families to inform future decisions.
- High impact professional learning around inclusivity for our Aboriginal students including 'Connecting to Country' and '8 Ways'.
- Community Engagement Officer used to review and adapt practice around processes in the school where we can actively engage community.

### Success criteria for this strategic direction

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

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community and make changes when required.

The leadership team collects information about the school's administrative processes in order to ensure their effectiveness.

School community consultation group established and embedded.

Data and analysis informs practices for high expectations and student engagement.

### 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 directions. This analysis will guide future decisions;

- school newsletters
- meeting notes
- Tell Them from me survey
- Parent parent participation in school events
- PLP's

The evaluation plan will involve:

- Parent engagement through the PLP process.
- Whole staff discussions around data and SEF elements and themes
- Parent discussions around high expectations with attendance.