

# Strategic Improvement Plan 2023-2026

## Kirkton Public School 2314



# School vision and context

## School vision statement

Students have a strong sense of belonging, are engaged in and responsible for their learning and are supported by an informed and active community.

At Kirkton Public School we will feel a sense of belonging through connection, inclusivity and ownership to the school and our own culture. We will identify strengths in ourselves and others and understand how to use these strengths to reach our learning goals. We will use supportive language and take on feedback to create a happy, engaging and productive environment. Staff and students at Kirkton Public School will be excited and happy to come to school and will focus on developing their values of friendship, learning, opportunity, respect and achievement. Staff, parents and students will collaboratively work together to ensure student growth and attainment.

## School context

Kirkton Public School is located in the rural community of Lower Belford, situated 20km east of Singleton; it has carefully catered for student learning since 1882. It is part of both the Singleton Learning Community and the Maitland Principal Network. Recent enrolments have ranged between 26 and 38 students. Two multi-stage classes support the learning of students from Kindergarten to Year Six. 8.3% of our students identify, recognise, share and celebrate their Aboriginal and Torres Strait Islander culture.

The school serves a vibrant and hard-working community who seek employment in local farming, mining and community businesses. Our FOEI at this point in time is 129.

Kirkton Public School has a mixture of permanent and temporary teaching staff of varying levels of experience. Teacher capacity is currently supported by the Principal through an instructional leadership model.

Through a situational analysis involving consideration of an extensive range of data, the school has identified areas for improvement in:

- Literacy and numeracy outcomes for all students - to be addressed through the continuation of individualised learning and the embedding of explicit instruction and Aboriginal pedagogies
- Attendance
- Student voice - to be addressed through goal setting, student feedback and establishment of a combined small school Junior AECG
- Wellbeing and engagement

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to ensure measurable growth and achievement for every student, sustainable processes will be embedded to ensure a continuation of collaborative and reflective practice. Staff will further develop and refine their use of data to develop individualised and explicit learning opportunities which are responsive to student need.

## Improvement measures

### Differentiated programs

Achieve by year: 2026

100% of students achieve growth against personalised learning goals identified through data analysis.

### Reading growth

Achieve by year: 2023

Increase the percentage of students achieving growth in reading as demonstrated through analysis of Check-in assessment and PLAN2 Data.

### Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving growth in numeracy as demonstrated through analysis of Check-in assessment and PLAN2 Data.

## Initiatives

### Personalised Learning

Embed a learning culture that enables staff, students and parents to regularly monitor and review individual student learning needs and goals.

- Implement High Impact Professional Learning (HIPL) to develop teacher capabilities in planning differentiated and accessible instruction for all students. Specific HIPL around Literacy and Numeracy progressions will further develop teacher skills in tracking and assessing student progress to inform future learning.
- Develop teachers' ability to implement effective explicit instruction as part of daily practice to meet individual student and whole class needs.
- Develop systems and processes around communicating with parents about strategies they can implement at home to support student learning against goals, to promote a shared responsibility for success.
- Develop clear systems and processes around documenting differentiation in day to day teaching
- Build capacity in teachers to embed technology into teaching and learning to improve the participation and engagement of all students.
- Develop clear guidelines about strategies for extending and enriching students who have demonstrated proficiency against their learning goals.
- Review implementation of the reporting component of the Curriculum Programming Assessing and Reporting to Parents K-6 Policy. This will help ensure the needs of all students are being met and that there is a clear plan for what teachers do when students have learned what was intended and when they do not and require additional support.

### Effective Practice

Data driven and evidence backed practices inform teaching and learning and are used to plan effective explicit teaching in literacy and numeracy, with the highest

## Success criteria for this strategic direction

### Initiative 1 - Personalised Learning

- All students with Integrated Funding Support (IFS) have Personalised Learning Support Plans (PLSPs) which include SMART goals aimed at improving or extending their literacy or numeracy outcomes, based on analysis of assessment data.
- All Aboriginal and/or Torres Strait Islander students have Personalised Learning Pathways which include SMART goals aimed at improving or extending their literacy or numeracy outcomes, based on analysis of assessment data. Alternate ways of learning will be explored to ensure that the interests and learning styles of Aboriginal students are met.
- Teachers collaborate with all students and their parents to determine and document informal learning goals which are responsive to student assessments and individual learning needs.
- Students are able to articulate, understand and evaluate their progress against literacy and numeracy goals.
- Adjustments which allow students to engage and participate effectively with their learning are documented in teaching programs as part of evaluative and reflective practice.
- The use of meaningful technology to engage students to achieve their learning goals is evidenced in Teaching and Learning programs and PLSPs.
- Termly analysis of Check-in assessment and PLAN2 data shows that each student has progressed in reading (Understanding Texts) and numeracy (Number and Place Value)

### Initiative 2 - Effective Practice

- Students articulate learning intentions for key lessons.
- Teachers deliver high-impact, explicit lessons which are informed by the teaching and learning cycle.
- Key points from data discussions are recorded to inform future planning of literacy and numeracy learning.

# Strategic Direction 1: Student growth and attainment

## Initiatives

priority given to evidence-based pedagogies.

- Foster collaborative practice in data analysis to identify areas for development and design future learning in Literacy and Numeracy for whole class, groups and individuals.
- Implement explicit teaching strategies which are evidence-based and responsive to student needs.
- Teachers develop understanding of and embed learning intentions and success criteria into daily practices.
- Review and adapt whole school practice in using assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Establish a Professional Learning Community (PLC) within the school to collaboratively plan for improved student outcomes.

## Success criteria for this strategic direction

- PLAN2 is updated regularly to show student progress in Understanding Texts and Number and Place Value.
- Teachers meet fortnightly during PL sessions to determine future foci and formative assessments for key literacy and numeracy concepts, based on identified areas of need.

## Evaluation plan for this strategic direction

### Question:

What impact has professional learning had on teaching practice?

How are teachers using data to inform their teaching?

How well does the school communicate to parents the areas in which students are doing well and the areas which need improvement?

### Data

A range of data will be considered and evaluated such as:

Evidence of Learning intentions and success criteria visible in learning spaces and teacher programs for key aspects of student learning (numeracy, reading & writing);

100% of students will have learning goals that are informed by student assessment and data analysis documented - either formally through a PLSP or informally through student and parent discussion;

Parent, teacher and student feedback about student progress reports.

Written feedback evident on student work samples, e.g. traffic light system for writing;

Improvement in learning as monitored against PLAN 2 learning progressions and syllabus outcomes;

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Student results in literacy and numeracy assessments (internal and external);

Student voice and feedback in student reports;

Teaching and learning programs show evidence of planned and responsive adjustments;

Documentation of the Digital Classroom Officer's focus when working shoulder-to-shoulder with teachers; and

Records will be kept of data discussions and planning sessions with the Assistant Principal Curriculum and Instruction and the Principal

### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring each term at five weekly intervals. Annually the school will formally review progress towards the improvement measures.

*What are we doing? How well are we doing it? How do we know? What next for what matters most?*

### Implications

The findings of the analysis will inform:

\* Future actions, annual reporting and school progress measures.

*What strengths we can build upon? What move next will have the largest impact? Where is our greatest area of need? Where to next?*

# Strategic Direction 2: Wellbeing and engagement

## Purpose

To improve student outcomes, a strategic and planned approach to develop sustainable, whole school wellbeing processes that support all students to connect, succeed, thrive and learn will be implemented. Strong community partnerships will underpin the school's wellbeing practices.

## Improvement measures

### Wellbeing

Achieve by year: 2023

TTFM data or internal wellbeing data shows that 80% of students report a positive sense of wellbeing.

### Attendance >90%

Achieve by year: 2023

Increase the percentage of students with attendance of 90% or higher to 70% from the baseline.

### Positive Learning Partnerships

Achieve by year: 2026

Effective learning partnerships are demonstrated between the school and community to support achievement and wellbeing for all students.

## Initiatives

### Wellbeing

A strategic and planned approach to whole school wellbeing processes will allow all students to connect, thrive and learn.

- Wellbeing practices and school systems support the cognitive, emotional and social wellbeing of students and staff through the promotion of positive learning experiences.
- Staff develop understandings of quality learning environments.
- Collective ownership of positive teacher-student relationships focus on promoting student advocacy, belonging and connectedness.
- Whole school and personalised strategies are implemented to support consistent and improved attendance.

### Positive Partnerships

Parents and community members will have the opportunity to engage in a range of school-related activities which promote a cohesive and positive learning community where student wellbeing is the focus.

- Parents are effective partners in education and work collaboratively with the school to develop data-informed and achievable learning, social and behaviour goals.
- The wider Aboriginal community and families are equal partners in education. They consult and collaborate with the school to improve student achievement and identify meaningful cultural goals, both at a school and individual student level.

## Success criteria for this strategic direction

### Initiative 1 - Wellbeing

- A common language for wellbeing, behaviour and engagement is evident across all school settings.
- The number of negative incidents recorded on Sentral requiring Principal intervention will decrease every year of the four year strategic improvement plan.
- Student strengths are identified, celebrated and used to inform strategies to promote student wellbeing and learning.
- All students identify a staff member to whom they can turn to advice, assistance and support to reach their full potential at school.
- Classrooms are quality learning environments which visibly celebrate and respect students' diverse needs and culture.
- Student Attendance Procedures are reviewed to reflect current school context and communicated to the community.
- Attendance monitoring strategies, planned interventions and personalised attendance goals are consistently documented in school-wide systems by staff.
- The total number of explained but unjustified student absences is reduced every year of the four year strategic improvement plan.

### Initiative 2 - Positive Partnerships

- Parents actively volunteer to support student learning in the school environment.
- Learning, social and behaviour goals reflect the contributions of students, parents and teachers.
- The school actively invites and welcomes authentic consultation with Aboriginal families and community members, including the AECG, about student achievement, school improvement and celebration of culture and heritage.
- The school proudly and actively promotes its connection to the Wonnarua nation through

## Strategic Direction 2: Wellbeing and engagement

### Success criteria for this strategic direction

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consultation and collaboration with students, parents and the wider community.

- The consultative process results in the establishment of a Singleton Small Schools Junior AECG.

### Evaluation plan for this strategic direction

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#### Question:

What is the extent of the positive impact on wellbeing and how can we tell?

What has been the impact of attendance initiatives on student attendance?

To what degree have partnerships between the school and the Aboriginal community been strengthened?

#### Data

Attendance data, minutes from Junior AECG meetings, holistic student wellbeing information, Tell Them From Me analysis, student focus groups and surveys, parent and teacher satisfaction surveys, feedback from Professional Learning, PL network initiatives' notes and evaluations and teaching and learning.

#### Implications

The findings of the analysis will inform annual school evaluations and future directions and initiatives.