

# Strategic Improvement Plan 2023-2026

## Kotara South Public School 4203



# School vision and context

## School vision statement

A school of excellence, demonstrating outstanding school culture and educational success for all.

## School context

Kotara South Public School has a proud tradition of providing a stimulating, rich and relevant education for each of our 338 students through quality teaching and life-long learning practices in a positive, safe and supportive environment. Student excellence is promoted through the partnership between school, students and families, and cultural awareness that 'together we can achieve our very best'.

Our school is situated 7km south from the center of Newcastle, surrounded by a variety of native flora and fauna in a peaceful green setting, enjoying views of Newcastle and environs. It continues to be a community hub to our families. Our students achieve at a high level academically, artistically, socially and in sport, reflecting the values inherent in doing things the 'Kotara South Way'.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the Assistant Principal Curriculum & Instruction will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and quality data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Students will be supported with utilising the Intervention Teachers. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

We have a highly professional, experienced and cohesive staff who in partnership with parents and the community, are committed to fostering a love of learning and maximising quality educational experiences for all students. Kotara South Public School values and encourages excellence.

The school is well resourced and offers a diverse and enriched range of programs to support, challenge and extend our students. We have innovative programs in Literacy and Numeracy as well as outstanding Science, Sport, Public Speaking, Debating, Chess, Creative and Performing Arts, Choir, Technology, Robotics, Rock & Water, Leadership and Transition programs for students from Kindergarten through to Year 6.

# School vision and context

## School vision statement

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## School context

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To engage students and deliver quality learning experiences. Building the social, emotional and motivational capacity of our students is a focal point of our school and is embedded in all aspects of school life. The students at Kotara South Public School are tolerant, caring and accepting.

Parents are valued, are well informed, and actively participate in all aspects of school life whether it be canteen and classroom volunteer work, participation in special events or school evaluation and planning. The P&C is actively involved and supports the school and its goals. An Out of School Hours (OOSH) operates within the school grounds and now has 100 positions available for our KSPS community.

We are proud to be able to successfully integrate students with special needs such as those who attend the Hearing Support Unit. Students are exposed to signed English and use this in school assemblies. The school encourages a sense of harmony and belonging. Our school represents one student from a non English speaking background and fourteen students who identify as Aboriginal and/ or Torres Strait Islander.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in literacy and numeracy, we will build strong foundations for academic success and refine data-driven practices that are responsive to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

## Initiatives

### Data Driven Practices

Data driven practices will inform teaching and learning priorities across the school with measurable improvements for students.

- Assessment will be used flexibly and responsibly as an integral part of daily classroom instruction.
- Sustainable whole school systems and practices for collecting and analysing data will be embedded.
- A systematic assessment schedule will determine formative and summative assessment strategies to assess students learning.

### Personalised Learning

Personalised learning will be prioritised so that all students make learning progress. This will be achieved through:

- High potential gifted education.
- Effective strategies for intervention.
- A strong process for learning and support.

## Success criteria for this strategic direction

- Consistent set of practices for collecting and analysing data across the whole school.
- Every teacher uses consistent formative assessment practices.
- Collaborative, on-balance judgement of student data to inform the next teaching cycle.
- Teachers actively collecting data to inform the *Where to Next* in literacy and numeracy.
- Teachers programming for differentiated practice to meet the needs of learners.
- Teachers engaging in collaborative practices that analyse, interpret and extrapolate data to inform teaching practice.
- Growth of ATSI students will meet or exceed the growth of all students.
- Whole school systems and processes will reflect the practices of the School Excellence Framework.

## 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 Direction. The implications of this analysis will guide the school's future directions, clearly articulating the improvement pathways. Data to inform this analysis will include:

- NAPLAN data
- Scout data
- Scout data that reflect growth for all Aboriginal and Torres Strait Islander students.
- Internal school-based assessments
- Literacy and numeracy student work samples
- PLAN2 data
- Student PLPs
- SEF-SaS

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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The evaluation plan will involve:

- Planned and systematic Stage review of data sources, to determine effectiveness and efficiency of processes.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions reviewing data.

## Strategic Direction 2: Curriculum and Pedagogy

### Purpose

Our teachers will have expert knowledge of the curriculum and how to teach it to make the greatest impact on students learning.

### Improvement measures

Achieve by year: 2026

Improvement against the SEF from Delivering to Excelling in the element of *Educational Leadership*.

Achieve by year: 2026

Improvement against the SEF from Sustaining and Growing to Excelling in the element of *Learning and Development*.

### Initiatives

#### Expertise in curriculum and pedagogy

To provide quality teaching and learning with expert curriculum knowledge and pedagogical practice.

We support teachers through high impact professional learning by:

- engaging with the evidence-base
- conducting lesson observations and walk-throughs
- providing distributed instructional leadership
- engaging in culturally relevant programs for Aboriginal and Torres Strait Islander students.

To implement curriculum reform with:

- quality teaching and learning programs
- scope and sequences
- assessment schedules;

### Success criteria for this strategic direction

The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

### Evaluation plan for this strategic direction

Confidence in practice and delivery of Syllabus

Evidence of professional learning within Programming and content planning

TTFM- Teacher

Student growth in Literacy and Numeracy

Student growth for Aboriginal and Torres Strait Islander students in Literacy and Numeracy.

Evaluation of effectiveness of PL

## Strategic Direction 3: KSPS Culture

### Purpose

To create a supportive whole school culture where students are able to connect, succeed, thrive and learn.

### Improvement measures

Achieve by year: 2026

A minimum of 93.7% of students will have a sense of positive wellbeing.

Achieve by year: 2026

Achieve Excelling in the SEF element of Wellbeing, specifically in the areas of caring for students. A planned approach to wellbeing, catering for individual learning needs and behaviour will be evident.

#### Attendance (>90%)

Achieve by year: 2023

A minimum of 87.1% of students will attend school more than 90% of the time. (Baseline- 81.83%)

### Initiatives

#### Attendance

A school wide collective responsibility for attendance will ensure that absences do not impact on learning outcomes, through:

- systematic processes for attendance
- regular monitoring and analysis of attendance data
- personalised attendance approaches
- a communication strategy for attendance

#### Wellbeing

To build a whole school community which promotes, models, and embeds quality wellbeing practices.

A planned, evidence-based approach to wellbeing will include whole school practices:

- The Anxiety Project
- Rock and Water
- Go2

#### Aboriginal Education

Building collaborative partnerships that support the learning outcomes of Aboriginal and Torres Strait Islander students.

Priority will be given to:

- professional learning
- cultural connections
- community voice within the school
- High expectations for learning

### Success criteria for this strategic direction

The school measures community satisfaction through TTFM. Annual completion of the TTFM survey is in place to support a whole-school approach to monitor wellbeing factors.

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

All students, including Aboriginal and Torres Strait Islander students, reach their potential.

Students have positive and respectful relationships with each other, their teachers and the community

Students are recognised, respected and valued.

There is a school-wide, collective responsibility for student attendance, learning and success, which is shared by parents and students. All staff will follow the school's systems and practices of the DoE Attendance policy.

### Evaluation plan for this strategic direction

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

All staff are represented as a Go2 teacher supporting our students both socially and emotionally, as well as academically.

Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

Attendance data: as an Executive and LST we will use:

- tri-weekly monitoring and tracking in LST and Executive meetings.
- Sentral Attendance Data reports
- TTFM

### Evaluation plan for this strategic direction

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- SCOUT data
- SCOUT data that reflects Aboriginal and Torres Strait Islander students.
- Glenrock attendance information
- KSPS Good news Postcards

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.
- Regular professional discussions around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions each term.