

Strategic Improvement Plan 2024-2027

Kyeemagh Public School 5141



School vision and context

School vision statement

At Kyeemagh Public School we foster a culture of high expectations, collaboration and trust where all students are challenged to achieve ambitious learning goals through high quality evidenced-based teaching practices. We work in partnership with our education community to promote diversity and inclusivity, and support students in becoming safe, respectful, lifelong learners.

School context

Kyeemagh Public School is a high quality educational facility that has had significant growth in student population over the past 3 years. Situated in the St George area and next to Sydney Airport, the school has a strong multicultural population, where 62% of students have a language background other than English. Our students come from a wide range of socio-economic backgrounds with the school's FOEI being 57. The student population in 2024 is 211.

As a thriving school, we pride ourselves on fostering a supportive and inclusive learning environment that celebrates diversity and promotes academic achievement, personal growth, and social responsibility. Our dedicated team of educators, staff, students, and parents work collaboratively to create a positive and nurturing atmosphere where every individual feels valued, respected, and inspired to reach their full potential.

Community engagement is a cornerstone of our school ethos, and we actively seek to foster strong partnerships with parents, caregivers, local organizations, and businesses. By working together collaboratively, we aim to create a cohesive educational community that supports the holistic development of our students and contributes positively to the wider society.

Continuous teacher growth is valued by all staff at Kyeemagh Public School. The staff strive to be at the forefront of practices and are encouraged to innovate and develop their skills to provide the best learning for all students. Strong knowledge of curriculum helps to drive critical and creative thinking within the classroom spaces and continuous reflection on high impact teaching strategies drives the school's purpose in creating self-directed learners. Deep knowledge and understanding of data informs the effectiveness of process and practices across the school. Further work will need to occur to build teacher capacity to successfully plan for, and deliver, quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through our 2023 situational analysis, the school has identified high expectations, curriculum provision, data literacy and leadership opportunities as areas for development. By embracing innovation and adaptability in our teaching practices, teachers can leverage modern educational resources and technology to enhance learning outcomes. Further work is planned to build teacher capacity to successfully plan for, and deliver, quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Strategic Direction 1: Student growth and attainment

Purpose

Our school's core business is improving outcomes for all students by providing learning opportunities for each student to be their best. The school will deliver growth targets in literacy and numeracy, with our high expectations resulting in an ongoing increase in the achievement of all students.

It is through the provision of high quality learning experiences that all students can consolidate and apply the core skills of literacy and numeracy. All students will strive for excellence and achieve high levels of critical and creative thinking to collaboratively achieve their best.

Improvement measures

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

- Student cohorts in 2024 demonstrate improved mean scaled reading scores in the Check-In assessment compared to 2023 cohorts.

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

- Student cohorts in 2024 demonstrate improved mean scaled numeracy scores in the Check-In assessment compared to 2023 cohorts.

Initiatives

Explicit teaching in literacy and numeracy

Implementation of whole school systematic instructional approach that involves clear and structured delivery of content, strategies, and skills.

This will be achieved by:

- Teachers making learning explicit and accessible to all students by breaking down complex concepts into manageable steps and providing direct instruction.
- Provision of timely and constructive feedback to students, allowing them to reflect on their progress and make necessary adjustments to improve their learning outcomes.
- Teachers regularly assessing student understanding through formative assessments, questioning techniques, and observation to identify areas of strength and areas needing further support.
- Through peer mentoring, collaborative lesson planning, and reflective practices, teachers engage in a cycle of growth and refinement, enhancing their capacity to meet the diverse needs of the students.
- Supporting teachers to implement teaching and learning programs effectively and address any challenges or barriers they may encounter.

Whole School Curriculum Delivery

A commitment to continuous improvement is inherent in efforts to enhance teacher quality. Teachers engage in professional development, seek feedback, and embrace innovation to continually refine their practice and better serve their students.

By investing in the professional development of teachers, the school will elevate teaching standards and cultivate a supportive learning community where every teacher is empowered to thrive.

This will be achieved by:

- Development of strong systems in which student learning is able to progress through.

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Teachers consider students' cognitive load and employ explicit teaching strategies to optimize learning progress of students across a full range of activities.

There are school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievements levels .

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals.

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection, and consistent with reliable student assessment to support student progress and achievement.

Embedded assessment and evaluative processes are used for utilising student progress and achievement data to measure impact.

Evaluation plan for this strategic direction

The school will determine success of this strategic direction is through regular and systematic collection, analysis and interpretation of reading, literacy and numeracy data.

The school will gather evidence through:

- PLAN2
- Rubrics
- NAPLAN
- Check in assessment
- PAT

Strategic Direction 1: Student growth and attainment

Initiatives

- Fostering collaboration and professional dialogue among educators through professional learning communities (PLCs), collaborative planning sessions, and peer observations.
- Provide ongoing professional development and training opportunities for educators to enhance their teaching skills, subject matter expertise, and knowledge of effective instructional practices.
- Strategically planned opportunities to teachers reflect on performance and processes linked with effective curriculum implementation.

Evaluation plan for this strategic direction

- Multiliteracy assessment data
- WARP/WARL testing - pre and post intervention data
- LST referrals
- EAL/D progressions/scales
- Teacher self-reflections

Evidence collected will be scrutinised regarding quality of the data. Scheduled sessions to regularly review the evidence against the intended improvement measures as well as the School Excellence Framework.

Strategic Direction 2: Enhancing high quality teacher practices

Purpose

To develop strong systems where school-wide student data is regularly used to identify student achievement, progress and wellbeing needs, in order to reflect on teaching effectiveness and inform future school directions.

Improvement measures

Data literacy - Data to inform practice

Achieve by year: 2027

Scout data shows school mean score for reported use of data is greater than the 2023 NSW score of 7.57.

Data literacy - Whole school systems

Achieve by year: 2027

Scout data shows 100% of teaching staff use formal assessment results to inform lesson planning and modifying teaching practices.

Initiatives

Data literacy and use

Teachers who are well-versed in data literacy can personalize instruction to meet the diverse needs of their students. By using data to identify individual strengths and areas for growth, they can tailor their teaching strategies to maximize student learning outcomes.

This will be achieved by:

- Possessing expertise in data literacy and data management, teachers can transform teaching and learning in meaningful ways to meet the needs of the students.
- Gathering quality data that is reliable and consistent over time, enabling the school to track trends, monitor progress, and make valid comparisons across different time periods or contexts.
- Establishment of standardized data collection protocols and procedures throughout the school to ensure consistency in data gathering practices.

Success criteria for this strategic direction

Reporting on school performance is based on valid and reliable data and analysis.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teachers use professional judgement effectively on when or how to apply assessment strategies to gather data that informs teaching decisions and effectiveness.

Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.

The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.

School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous 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 planned purpose and validating improvement measures of the strategic direction.

The school will gather regular evidence through:

- Teaching and Learning Programs
- Minutes from Consistent Teacher Judgement sessions
- Professional learning teacher evaluations
- Student feedback
- Teacher feedback
- Student performance data (PLAN2, NAPLAN,

Strategic Direction 2: Enhancing high quality teacher practices

Evaluation plan for this strategic direction

Checkin assessment)

- TTFM
- PDPs
- Observations.

Evidence collected will be scrutinised regarding quality of the data. Scheduled sessions to regularly review the evidence against the intended improvement measures as well as the School Excellence Framework.

Strategic Direction 3: School culture that is connected and engaged

Purpose

To create a learning environment where every student, teacher, and staff member feels valued, connected, and engaged. Through innovative initiatives and supportive programs, the school aims to cultivate strong relationships, promote active participation, and empower every individual to contribute meaningfully to the school community where everyone feels a sense of belonging, ownership, and enthusiasm for learning and growth.

Improvement measures

Attendance

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

Achieve by year: 2027

Achieve an increase of 1.10% in the attendance rate, from 91.3% in 2023 to 92.4% in 2027.

Connection with school

Achieve by year: 2027

Tell Them From Me student survey show student "positive sense of belonging" is at or greater than the 2027 state norms.

Community engagement

Achieve by year: 2027

Tell Them From Me parent survey shows improved results indicating parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment in comparison to 2023 results.

Initiatives

Learning Culture

The school strives to cultivate a learning culture that embraces high expectations, fosters attendance and engagement, and prioritizes the holistic well-being of every student.

This will be achieved by:

- Holding the school to the highest standards where students are challenged to reach their full potential.
- Establishment of rigorous academic standards through the development of culture of excellence.
- Fostering an environment where every student feels valued, supported, and motivated to show up and participate fully in their learning journey.
- Integrating emotional regulation practices into the curriculum and daily routines, empowering students to navigate challenges with resilience and confidence.
- Through ongoing dialogue, restorative practices, and proactive interventions, students are supported in making positive choices and taking ownership of their behaviour.

Community partnerships and successful transitions

Strong community partnerships involving parents and other schools is essential for fostering a supportive and enriching environment for students. The school will collaborate with parents and other educational institutions, creating a network of resources, expertise, and support that benefits everyone involved. Facilitating a smoother educational journey for students, through promoting continuity in learning which fosters a sense of belonging within the broader school community

This will be achieved by:

- Establishing open lines of communication through regular newsletters, parent-teacher meetings, and collaborative projects between schools.
- Encouraging parental involvement in school activities

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

The school understands the diversity of the broader community by regularly engaging in a range of school and community based activities. There is a shared commitment to school priorities which enable the success of every child.

There is a school-wide approach to improving services delivery and the experience of students and parents/carers.

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

Students and parents/carers are engaged deeply as key collaborators in all transition processes.

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.

Evaluation plan for this strategic direction

The school will determine success of this strategic direction through regular and systematic collection, analysis and interpretation of data relating to wellbeing, students' sense of belonging, student engagement and community engagement.

The school will gather evidence through:

- School Bytes - wellbeing data
- Parent volunteer data
- Community events - participation
- Assessment for complex learners
- Tell Them From Me surveys

Strategic Direction 3: School culture that is connected and engaged

Initiatives

- to strengthens the bond between parents and the school and enhance the overall educational experience for students.
 - Involving parents and other schools in the educational journey, to increase a sense of belonging and connectedness to the community.
 - Develop effective transitions by working collaboratively to align curriculum standards, teaching methods, and expectations across different grade levels and schools.
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Evaluation plan for this strategic direction

- Attendance rates
- Student feedback
- Teacher feedback
- Focus groups

Evidence collected will be scrutinised regarding quality of the data. Scheduled sessions to regularly review the evidence against the intended improvement measures as well as the School Excellence Framework.