

Strategic Improvement Plan 2021-2024

Kegworth Public School 2270



School vision and context

School vision statement

At Kegworth Public School, we are committed to creating an inclusive environment where all students have the opportunity to reach their potential.

School context

Kegworth Public School services students from the local community and beyond.

Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment.

Located in the Inner West, Kegworth acknowledges the Cadigal and Wangal people who are the traditional owners of the land and pay respects to Elders past, present and emerging.

Kegworth Public School currently provides:

- Kegworth Preschool which offers a choice of two Early Childhood program groups that operate on a 5 x day fortnight rotation and
- Mainstream K - 6 classes consisting of 14 classes. With increasing student enrolments, the school can comfortably grow to support up to 15 classes.

The current P - 6 school population is 368, which includes 2.9% identified Aboriginal and Torres Strait Islander (ATSI) students and 26% of students from Language Backgrounds Other Than English (LBOTE) identifying Spanish and Italian as the largest language backgrounds.

Our school fosters a culture which enables our students to develop as active, responsible learners, able to participate in an ever changing and technologically demanding society.

The school staff comprises of a mixture of recently accredited and experienced teaching and non teaching staff, who share a genuine partnership with students along with an active and supportive parent community.

Kegworth's school motto is: "Commitment, Excellence and Success for the Future".

The school's Situational Analysis underpins the development of Kegworth's Strategic Improvement Plan for the next 4 years. Consultation with the school community was undertaken to assist in the formulation of the following Strategic Directions:

Student Growth and Attainment - teachers use effective data driven practices to maximise learning. The school will develop a whole school collaborative teaching model. Through this, we aim to improve teacher confidence and capabilities. The model will elicit how, why and when this will happen.

Quality and Collaborative Teaching Team - to ensure that we have an agreed understanding of quality teaching and collaboration, the school will establish a whole school collaborative teaching model. This will be delivered through a structured professional learning approach to allow for the observation of learning activities, effective feedback and evaluative practices that will only enhance teacher performance and improve student outcomes.

School vision and context

School vision statement

School context

Student Engagement and Wellbeing - the development of an inclusive and engaging school community to support all students to connect, succeed and thrive. Improvements in students' sense of belonging, commitment to school, respectful behaviours, relationships with peers, teachers and extended members of the school community, directly relate to high academic performance and future outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student in reading and numeracy and to build strong foundations for academic success.

Improvement measures

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in **NAPLAN Reading** increases from 59.5% to at least 66.7% (lower bound system-negotiated target)

The proportion of Year 3 and 5 students achieving in the top two bands in **NAPLAN Numeracy** increases from 54.5% to at least 61.1% (lower bound system-negotiated target)

45% of students in **Years 2 - 6** are at 1 year above the **Kegworth cohort level in PROBE Reading Comprehension**

55% of students in Yrs 2 - 6 are in the top 4 stanines (6 - 9) for **PAT Mathematics**

45% of students in **Kindergarten and Year 1** are at 1 year above the **KPS cohort level in PM Reading levels**

55% of students in Kindergarten and Year 1 are in the top 4 stanines (6 - 9) for **PAT Mathematics**

Target year: 2022

All Kindergarten teachers can confidently understand and apply Literacy & Numeracy Progressions in identified sub elements to personalise learning.

66 % of Years 1 & 2 teachers can confidently understand and apply Literacy & Numeracy Progressions in identified sub elements to personalise learning.

Target year: 2023

The proportion of Year 5 students achieving expected

Initiatives

DATA SKILLS & USE

Build teacher capabilities and provide support to ensure that teachers know how to use data to inform their teaching.

Use of external and internal resources to support teachers in using data to monitor, assess and track student progress.

Establishing systematic use and analysis Literacy & Numeracy Progressions.

BUILD TEACHER CAPACITY IN ASSESSMENT

Review the school's approach to Formative Assessment.

Establish a set of school expectations around Formative Assessment.

Through high impact professional learning, teachers will develop proficiency in embedding the 5 Formative Assessment strategies within their classroom.

Reflect this proficiency through the use of Literacy and Numeracy progressions.

Success criteria for this strategic direction

Increased teacher confidence and capabilities in data skills and use (SEF - Data Skills & Use - Data Literacy)

Teaching and learning programs are responsive to student data and analysis and are adjusted to improve student learning (SEF - Curriculum - Teaching & Learning Programs)

Evidence of valid and reliable assessment data is regularly collected, monitored and analysed in reading and numeracy (SEF - Data Skills & Use - Data Analysis)

Increased confidence and use of Formative assessment strategies is evident (SEF - Assessment - Formative Assessment)

All teachers track and monitor student achievement in Literacy and Numeracy Progressions on PLAN 2 (SEF - Data Skills & Use - Data Use in Teaching)

The use of specialist external staff including EAL/D and LaST support and build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question:

Have we achieved our purpose and can demonstrate impact and improvement in student outcomes in Literacy & Numeracy?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving improvement in student outcomes. These include:

- NAPLAN data - Yrs 3 & 5
- Check In Assessments - Yrs 4 & 6
- PLAN 2 data

Strategic Direction 1: Student growth and attainment

Improvement measures

growth in **NAPLAN Reading** increases from 70.8% (baseline) to at least 73.4% (lower bound system-negotiated target)

The proportion of Year 5 students achieving expected growth in **NAPLAN Numeracy** increases from 60.8% (baseline) to at least 64.9% (lower bound system-negotiated target)

Evaluation plan for this strategic direction

- Whole school assessment data - Literacy & Numeracy
- Student literacy and numeracy work samples
- Student IEPs and PLPs
- Student, staff and parent data collection

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are 'on track' to achieve the intended improvement measures.

Literacy & Numeracy team established and consulted.

Review of quantitative and qualitative, internal and external data to corroborate conclusions.

Evaluative practices of high impact professional learning.

Analysis:

Analysis will be embedded through progress and implementation monitoring.

Annual review of progress towards improvement measures will be undertaken by the school.

Implications:

Analysis information will inform:

- future school directions and
- school progress measures in Annual School Report

Strategic Direction 2: Quality and Collaborative Teaching Team

Purpose

To achieve high levels of collective teacher and leader efficacy through evidence based pedagogies.

Improvement measures

Target year: 2024

Improved three year average TTFM Teacher Survey data results in the following drivers of student learning:

- Collaboration = 7.0 to 9.0
- Learning Culture = 8.0 to 9.0
- Quality Feedback = 7.0 to 8.5

TTFM Student Survey data results improves in the following drivers:

- Explicit teaching practices & feedback (baseline = X - X)
- Expectations for Success (high expectations) (baseline = X - X)

Target year: 2024

An improvement of one measured stage in the School Excellence Framework (SEF) in 60% of the following themes listed, across Learning, Teaching and Leading domains.

- Improvement of Practice;
- Collaborative Practices & Feedback;
- Coaching & Mentoring;
- Professional Learning;
- High Expectations Culture

90% of staff are trained, have participated and are effectively implementing quality teaching lesson coding / observations and effective feedback practices

Initiatives

COLLABORATIVE, HIGH IMPACT TEACHING PRACTICES

Implement a whole school model of effective feedback, reflection and professional dialogue to improve teacher quality.

Teachers engage in high impact professional learning to improve teacher capabilities and collaborative practices.

Teachers will use the "What Works Best" document and evidence guide in practice, as a self-assessment and reflection tool. Data collected will form part of the evaluative practice.

Identify resource teachers with particular expertise to be used as part of the whole school quality & collaborative model.

HIGH IMPACT EVALUATIVE PRACTICES AND FEEDBACK

Embed an Assessment for Learning Culture through a review of the school's Formative Assessment practices.

Teachers embed the 5 Formative Assessment strategies to improve student learning, engagement, development and success.

Success criteria for this strategic direction

Teachers have shared understanding of what collaboration is.

In the whole school quality & collaborative model, there is provision for effective practice, and the provision of specific and timely feedback between teachers. (SEF - Learning & Development - Collaborative Practice & Feedback)

The whole school model ensures strong collaboration and a structured approach to mentoring and coaching to support the ongoing development and improvement of all teachers (SEF - Learning & Development - Coaching & Mentoring)

The leadership team supports and models a school culture that is focussed on continuous improvement of teaching & learning (SEF - Learning Culture - High Expectations)

Teacher capacity is measured against the Australian Professional Standards. The leadership team ensure the capacities of teachers are continually built to ensure every student experiences high quality teaching (SEF - Professional Standards - Improvement of Practice)

The leadership team monitors the impact of programs and approaches used by all teachers and improved practice as required (SEF - Professional Standards - Improvement of Practice)

Evaluation plan for this strategic direction

Question:

To what extent has the collaborative culture across the school changed?

To what extent has the result of quality of teaching practice improved as a result of teachers having engaged with a whole school collaborative approach?

Data:

Evaluation plan for this strategic direction

- WWB data
- Staff pre and post surveys re: Collaborative Practice & knowledge of 5 F.A. strategies, implementation of 5 FA strategies & confidence in its application.
- TTFM Teacher & Student survey data
- Teacher Professional Development Plans
- Classroom observations & QT models
- Evidence of WWB in teaching programs
- SCOUT Student performance data
- PLAN2 data
- WWB staff survey data

Analysis:

Analysis will be embedded through progress and implementation monitoring.

Annual review of progress towards improvement measures will be undertaken by the school.

Inform:

Analysis information will inform:

- future school directions and
- school progress measures in Annual School Report

Strategic Direction 3: Student Wellbeing and Engagement

Purpose

To support a culture of wellbeing to enable the development of an inclusive and engaged school community where all stake holders, "Connect, Succeed and Thrive"

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above 90%

Target year: 2024

90% engagement and participation by ATSI parents & carers in school community events, activities and learning meetings

20% of **Year 3** Aboriginal students to achieve at or above Band 4 in **NAPLAN Reading** tests

20% of **Year 3** Aboriginal students to achieve at or above Band 4 in **NAPLAN Numeracy** tests

20% of **Year 5** Aboriginal students to achieve at or above Band 6 in **NAPLAN Reading** tests

20% of **Year 5** Aboriginal students to achieve at or above Band 6 in **NAPLAN Numeracy** tests

Target year: 2024

A minimum of 96.2% of Years 4 - 6 students with positive wellbeing (upper band system negotiated target)

Overall average % of KPS positive wellbeing is recorded well above DoE Network % average.

Annual TTFM Student Survey data results increase to or above, for the following drivers:

- Sense of Belonging at School = 77%
- Expectations for Success = 95%

Initiatives

IMPROVE THE EDUCATIONAL OUTCOMES AND WELLBEING OF ABORIGINAL AND TORRES STRAIT ISLANDER (ATSI) STUDENTS

Foster the growth of the current school based Aboriginal team.

Provide supportive and culturally inclusive learning environments for all ATSI students and their families.

Continue to make connections with DoE and local AECG personnel.

Embed Aboriginal cultural education into aspects of school life.

Deliver equitable school experiences to all P - 6 ATSI students through:

- quality programs and
- the use of quality resources and assessment practices that are culturally inclusive.

Build teacher competencies through high impact Aboriginal Education professional learning.

WELLBEING & ENGAGEMENT

Identify areas of need in our current processes using the Wellbeing School Assessment Tool.

Review whole school processes to ensure effective monitoring, and response to student behaviour, attendance, wellbeing, learning and engagement data.

Deliver staff training on writing and implementing student IEPs and PLPs.

Develop guidelines on the monitoring of IEPs and PLPs.

Effective integration of school resources - LST and specialist teaching and non- teaching staff to foster improved student outcomes.

Success criteria for this strategic direction

School community promotes student wellbeing to ensure positive and respectful relationships are evident and widespread (SEF - Wellbeing)

Teachers, parents and the community work together to support consistent and systematic approaches that ensure student absences do not impact on learning outcomes (SEF - Learning Culture)

Effective partnerships with parents and students, and aspirational expectations, mean students are motivated to deliver their best and continually improve (SEF - Learning Culture - High Expectations)

Planning for learning is informed by holistic information about each child's wellbeing and learning needs, in consultation with parents & carers.

(SEF - Wellbeing - Individual Learning Needs)

Organisational best practice is achieved through the deployment of suitable teaching and non-teaching staff to meet the needs of students. (SEF - Staff Deployment - School Resources)

Evaluation plan for this strategic direction

Question:

How will the school determine that its systems and processes for enhancing student engagement and wellbeing have been successful?

How will the school identify improvements for ATSI students?

Data:

- School Wellbeing Assessment Tool - pre & post data
- PBL school data
- TTFM - Student, staff and parent surveys
- School Attendance data

Strategic Direction 3: Student Wellbeing and Engagement

Improvement measures

- Advocacy = 90%

TTFM Parent survey data (three year averages) show improvement in the following drivers:

- School Supports Learning (7.2 to 7.5)
 - School Supports Positive Behaviour (7.9 to 8.5)
 - Inclusive School (6.7 to 7.5)
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Evaluation plan for this strategic direction

- Personalised Learning Plans (PLPs)
- Individual Education Plans (IEPs)
- NCCOD data
- External & Internal student Achievement Data ie: NAPLAN, PLAN2 & Standardised Tests
- School financial & human resource management data
- Parent and Student Satisfaction Survey data
- ATSI parent & carers attendance and engagement in the school community, as partners in learning data

Analysis:

Analysis will be embedded through progress and implementation monitoring.

Annual review of progress towards improvement measures will be undertaken by the school.

Implications:

Analysis information will inform:

- future school directions and
- school progress measures in Annual School Report