

Strategic Improvement Plan 2021-2024

Killarney Heights Public School 4386



School vision and context

School vision statement

Our school community is focused on providing inclusive education within engaging and supportive learning environments, valuing the diversity represented at KHPS. Through our strong local and national partnerships, including our collaboration with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing motivated, successful and resilient learners.

School context

Killarney Heights Public School is situated in an elevated residential area in Sydney's Northern Beaches LCA. It has a current enrolment of 676 students. KHPS is a strong professional learning community with committed staff and supportive parents, dedicated to achieving high educational outcomes for all students. The school has excellent traditions in band, choir, dance, sport, drama, public speaking and debating.

Enthusiastic teachers are committed to team teaching, collaborative planning and effective pedagogy. The school community is committed to provide rich programs and resources to develop skills in critical thinking, problem solving, communication, collaboration, and use of technologies, to enable all students to reach their full potential academically, socially and emotionally. Teachers employ Visible Learning in their practice and students at KHPS are encouraged and provided with effective feedback to adopt learning dispositions which will help them to develop a growth mindset and strong self-efficacy with their learning.

Killarney Heights Public School enjoys close links with other primary and secondary schools through partnerships in the Warringah community of Schools. Our partnership and joint projects with early education providers and KHHS, supports the continuation of strong learning pathways for students transitioning between pre-school, primary and secondary education.

With support and encouragement of an active P&C, school and community funds are utilised to acquire new and emerging technologies for future-focused teaching and learning, and resources to develop sustainable and engaging learning environments.

Almost 64% of the students come from a non-English speaking background. Student birthplace data is representative of 27 different countries. 81% of current students were born in Australia, 6% in France and 3% in the United Kingdom. There are currently no students who identify as Aboriginal or Torres Straight Islander. The school receives an allocation for EALD support, integration funding support and an allocation for low level disability. The expenditure of equity funding and allocations provide comprehensive learning and support programs for our students. Covid intensive learning support program funding is currently being used to support targeted students.

A unique and successful French/English bilingual program operates throughout the school thanks to the strong alliance and close partnership enjoyed between the school and the French Speaking Association of the North Shore. There are currently 566 students enrolled in either the Francophone or Anglophone stream of this bilingual program. KHPS is a member of the Australian Association of French/English Bilingual Schools (AAFEBS) group. The KHPS English/French bilingual program is internationally recognized and awarded Le Label France Education to acknowledge it as an example of excellence. An MOU exists between the school and the French Govt. to endorse the programs success.

The school also offers a community language program in French and Mandarin during school hours.

The Situational Analysis identified a need for improvement measures through which we

School vision and context

School vision statement

School context

track and monitor student attainment and growth in Reading and Numeracy. Supporting further growth in our students' cognitive and social emotional wellbeing has also been identified as a priority area. Whilst the majority of KHPS students attend school at least 90% of the time, we are working to reduce the small cohort for which attendance at school is a concern. Feedback from our school community indicated that whilst strong partnerships are in place, parents and carers would appreciate enhanced communication regarding their children's academic needs and social emotional wellbeing. Plans to expand on Immersion programs are in place to improve student outcomes in French language learning and acquisition.

Strategic Direction 1: Student growth and attainment

Purpose

We aim to improve student learning outcomes in reading and numeracy to ensure all students are reaching their potential through data-driven teaching and learning programs. Initiatives are designed to address identified areas of consistently lower results in reading and numeracy assessment data.

Improvement measures

Target year: 2022

Reading Top Bands:

Increase the proportion of students in the top 2 bands (or above) in Reading by 4.63% to reach the lower bound target.

Target year: 2023

Reading Growth:

Increase the percentage of students achieving expected growth by 3.5% to reach the lower bound target.

Target year: 2022

Numeracy Top 2 Bands:

- Increase the proportion of students in the top 2 bands (or above) in numeracy by 3.8% to reach the lower bound target.

Target year: 2023

Numeracy Growth:

- Increase the proportion of students achieving expected growth in numeracy by 3.2% to reach the lower bound target.

Initiatives

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data based on What Works Best, Visible Learning, QT framework. The evaluation of this data will regularly be used to:

- Measure the impact of the implemented strategies on student learning.
- Develop a K-6 Reading scope and sequence focusing on comprehension, fluency and decoding.
- Develop and implement explicit and cohesive reading programs implemented K-6, including the selection of teaching strategies in relation to student learning needs - comprehension of non-fiction and persuasive texts is a priority.
- Teacher professional learning and school resourcing around the progression of comprehension of non-fiction and persuasive texts.
- Provide learning opportunities with appropriate challenge for HPG students in both literacy and numeracy.
- Maintain and strengthen differentiated and fluid reading groups.
- Embed data informed practices to inform targeted support and extension (HPGE).

To support these initiatives we will draw on the evidence based practices from CESE What Works Best, DOE HPGE policy, QT Framework and John Hattie's Visible Learning.

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to track and improve student growth and attainment in mathematics through the following:

- Complete a detailed, stage-based Scope and Sequence Review

Success criteria for this strategic direction

Learning environments promote and support students' personal best, growth, high achievement and advanced learning.

READING & NUMERACY

LEARNING DOMAIN - Learning Culture

* High Expectations: The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence

LEARNING DOMAIN - Curriculum

* Curriculum Provisions: The school's curriculum provision support high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

* Teaching and Learning Programs: teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

* Differentiation: Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

LEARNING DOMAIN - Assessment

* Summative Assessment: The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Strategic Direction 1: Student growth and attainment

Initiatives

- conduct targeted mathematical Teaching & Implementation Research to guide pedagogy
- create Stage sets of outcome-based teaching resource
- conduct and attend targeted TPL based on the S&S review and pedagogy research.

To support these initiatives we will draw on the evidence based practices from CESE What Works Best, DOE HPGE policy, QT Framework and John Hattie's Visible Learning.

Success criteria for this strategic direction

* Whole School Monitoring of Student Learning: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes to support teachers' consistent, evidence-based judgement and moderation of assessment.

LEARNING DOMAIN - Student Performance Measures

* NAPLAN: Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

* Student Growth: 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.

TEACHING DOMAIN - Data Skills and Use

* The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

TEACHING DOMAIN - Professional Standards

* Literacy and Numeracy Focus: All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all areas, with success that can be measured by improved student progress and achievement data.

TEACHING DOMAIN - Learning and Development

* Professional Learning: The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

We will use the following data sources for ongoing and regular analysis of the impact of these initiatives:

Average PAT scaled scores, Naplan, Phonics Screening Testing, Data Wall, internal stage based assessments and check-ins

Identification of HPG students in academic domain

HPGE monitored and ranked across multiple data sources

Teaching domain: Data skills and use: Data analysis:

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Reported Increase in levels of student engagement

Improved attendance

READING

Q: Is there an improvement in overall student reading comprehension achievement, specifically informative and persuasive texts?

D: NAPLAN, Average PAT scaled scores, Check-In Assessment data, Phonics Screening Testing, Data Wall, internal stage-based assessments

A: Executive team, end of year, annually

I: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

Q: Has exposure to a broader range of literature increased student understanding of more complex vocabulary?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

D: PAT, NAPLAN, Check-in assessment data

A: Reading Team, annually

I: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

Q: Is there an increase in student engagement with literature and a greater love of reading?

D: Library record data, anecdotal teacher observation and Book club attendance rates

A: Reading Target Team, annually

I: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

NUMERACY

Q: Is there an improvement in overall student numeracy achievement, specifically Stage-based focus areas in Number and Algebra and Measurement and Geometry?

D: NAPLAN, Average PAT scaled scores, Check-In Assessment data, Phonics Screening Testing, Data Wall, internal stage-based assessments

A: Executive team, end of year, annually

I: When data is triangulated and analysed, the impact of initiatives can be assessed and future initiatives planned.

Q: Has the introduction of sequentially taught problem solving techniques raised problem solving results?

D: APSMO competition results, PAT, NAPLAN, Check-in assessment data

A: Numeracy Team, annually

I: When data is triangulated and analysed, the impact of initiatives can be assessed and future initiatives planned.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Q: Is there an increase in the variety of problem and question styles implemented in stage programs and classroom practice?

D: Stage numeracy programs, library borrowing records, teacher feedback.

A: Numeracy Target Team, annually

I: When data is triangulated and analysed, the impact of initiatives can be assessed and future initiatives planned.

Strategic Direction 2: Wellbeing

Purpose

In order to maximise student, staff and community wellbeing we will further develop and refine whole school practices that are responsive to the cognitive and social/emotional need of all students and challenge them to reach their full potential.

Improvement measures

Target year: 2024

To improve student intellectual and cognitive wellbeing through increasing student perseverance, resilience, interest and motivation.

Target year: 2024

To improve student social/emotional wellbeing through increasing a positive sense of belonging, student advocacy, positive behaviour and expectations for success.

Initiatives

Cognitive Wellbeing

To support students to reach their full potential across multiple domains through implementing initiatives that increase student perseverance, motivation, engagement/interest, and that integrate the new HPGE policy. By:

- reviewing and redesigning how KHPS implement the new HPGE policy, including the identification process, program delivery and expanding opportunities across multiple domains.
- analysing current practices of quality feedback in classrooms and embedding new and practical strategies to implement in the classroom
- revising teaching and learning programs to increase STEM/authentic tasks and incorporating Digital technologies into multiple programs

To support these initiatives we will draw on the evidence based practices from CESE What Works Best, DOE HPGE policy, the Quality Teaching Framework and John Hattie's Visible Learning.

Social and Emotional Wellbeing

To review and implement whole school and community Wellbeing practices that improve attendance and support all students to become respectful, responsible and successful learners and to feel known, valued and cared for. By:

- Maintaining, reviewing and editing existing wellbeing practices including PBEL, Bounce Back, Class time lessons
- Implementing a music bell
- Investigating the PAX Game
- Reviewing and reinvigorating classroom positive reinforcement systems and practices
- Improving student resilience and reducing student anxiety by educating teachers and the parent community

Success criteria for this strategic direction

LEARNING DOMAIN -Learning Culture

- *High Expectations:* The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

LEARNING DOMAIN - Wellbeing

- *Caring for students:* The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- *A planned approach to wellbeing:* The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- *Individual learning needs:* There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- *Behaviour:* Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

LEARNING DOMAIN - Curriculum

- *Curriculum provision:* The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.
- *Differentiation:* Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support

Strategic Direction 2: Wellbeing

Initiatives

To support these initiatives we will draw on the evidence based practices from CESE What Works Best, the Quality Teaching Framework and John Hattie's Visible Learning.

Success criteria for this strategic direction

learning, and share expected outcomes.

TEACHING DOMAIN - Effective Classroom Practice

- *Feedback:* Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- *Classroom Management:* All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

TEACHING DOMAIN - Data Skills and Use

- *Data use in planning:* School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

TEACHING DOMAIN - Learning and Development

- *Collaborative practice and feedback:* The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Cognitive Wellbeing Initiative

Question: Do students show greater engagement, resilience, interest, perseverance and motivation?

Data: Tell Them From Me student survey, HPGE withdrawal group surveys, teacher reflection notes on programs, internal teacher surveys, observations, interview records, LST minutes, reduction of parents accessing 'Youth Anxiety' and 'Resilience' on SchoolTV.

Analysis: The Target team and the HPGE team will analyse the data annually, at the end of the year

Implications: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

Social/Emotional Wellbeing Initiative

Question: Do students experience and demonstrate an improved sense of belonging, student advocacy, positive behaviour and expectations for success?

Data: Tell Them From Me student survey, Teacher observational notes, internal data of yellow and red cards, Teacher and parent surveys, ABC comparative data

Analysis: The Target team will analyse the data annually, at the end of the year.

Implications: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

Strategic Direction 3: Learning Partnerships

Purpose

In order to maximise parent and community understanding and involvement in productive learning partnerships, we will further define communication protocols, develop an appreciation of stakeholder roles and establish consistent expectations..

Improvement measures

Target year: 2022

- Increase parent and carer knowledge and engagement in their child/ren's learning including, an increase in the proportion of students attending >90% of the time.

Target year: 2024

- Increase of participation and improvement of students' performance in the Alliance Francaise DELF exam for Francophone and Anglophone students every year.

Target year: 2024

Initiatives

Learning Partnerships

Develop effective communication to improve parental understanding of learning programs and how they positively impact their child's academic progress and social/emotional wellbeing.

- Revised and maintained parent forums/meetings
- Effective collaboration with school P&C
- Teacher mandatory training on attendance process
- Creating new opportunities to gather parent opinions and to gather data from other sources including School TV and SchoolZine polls.
- Raise community awareness of teaching responsibilities and develop communication protocols.
- New communication initiatives to parents regarding attendance including trial sms communication, good news calls, good news letters

Immersion programs

Developing and improving the delivery of French language learning at KHPS.

- Implementation of immersion in Science, History and Geography for Years K to 6 using CLIL pedagogy
- Enhancement of partnership with FANS, Aafebs
- Teacher professional learning in CLIL pedagogy

Success criteria for this strategic direction

Learning Culture - SEF Learning Domain

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Wellbeing - SEF Learning Domain

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Assessment - SEF Learning Domain

Students and parents understand the assessment approaches used in the school and their benefits for learning

Curriculum - SEF Learning Domain

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Attendance - SEF Learning Domain

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

Effective Classroom Practice - SEF Teaching Doman

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

Success criteria for this strategic direction

monitored, demonstrating growth.

Community Engagement - SEF Leading Domain

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Management Practices and Processes - SEF Leading Domain

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Community Satisfaction - SEF Leading Domain

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience

Evaluation plan for this strategic direction

Question: Do the parents feel they better understand the academic growth and social/emotional well being of their child?

Data:

TTFM - survey data

Parent forum feedback

P&C attendance

Internal school survey data

Parent/Teacher meeting feedback

Analysis:

Evaluation plan for this strategic direction

School exec and target team personnel

Annual Evaluation

Implications: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

Question: Have student learning outcomes in the French language improved?

Data:

DELFL exam participation numbers

DELFL exam (internal and external) results

Annual French grammar assessments

Science and History assessment data comparisons

Analysis:

School and FANS executive staff and target teams members.

Implications: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.

Question: Has student attendance improved?

Data: SCOUT attendance data, attendance certificates awarded

Analysis: Executive team, end of year, annually

Implications: When data has been triangulated and analysed, the impact of our initiatives can be assessed and future initiatives and activities can be planned.