

Strategic Improvement Plan 2021-2024

Kariong Public School 4580



School vision and context

School vision statement

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows RESPECT, RESPONSIBILITY, and strives to achieve their PERSONAL BEST. Our staff continually strive to provide innovative and creative teaching and learning programs which will engage all students from all backgrounds.

School context

Kariong Public School was established in 1988 and has a current enrolment of 530 students, including 39 Aboriginal students and 73 EAL/D students. The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. We are establishing strong partnerships with our Aboriginal community and the local Coinda AECG, valuing the consultative partnerships that exist. Kariong is an excellent school, which strives every day to provide its students with "A View to the Future".

Kariong Public School has a mix of experienced staff and early career teachers. We are a welcoming and friendly, focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

Through our situational analysis, we have identified a need to build student and teacher capacity in both Literacy and Numeracy, by providing high quality differentiated professional learning and direct literacy and numeracy support. A second focus area for the school improvement is the development of consistent school-wide practices for assessment to monitor, plan and report on student learning.

We have also identified the need to improve student engagement through the creation of teaching and learning opportunities that reflect all student levels and match student interest to curriculum content.

The Department of Education complements our strong executive based team to implement the strategies to support ongoing improvement for all students.

With a strong focus on school excellence, our school provides a positive, safe and challenging learning environment, which is underpinned by the Positive Behaviour for Learning (PBL) framework. PBL strengthens our relationship with families and communities to promote connectiveness, engagement and improved academic achievement.

We received additional School Based Allocation Resource (SBAR) funding to support our Aboriginal and EAL/D students and low-level adjustments for students with a disability. The majority of our school's equity funding will be utilised to support initiatives developed in the 2021- 2024 School Improvement Plan. Other school funding will be allocated to support additional activities not embedded in this plan.

Kariong Public School provides a variety of educational and extra-curricular experiences including a full range of PSSA teams, dance, choir, high potential and gifted education opportunities, writing, art, public speaking, the Premier's Reading and Spelling Challenge.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine data driven practices that are responsive to the learning needs of students.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands

A minimum of 36.6% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Lower bound system-negotiated target).

A minimum of 48.2% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Lower bound system-negotiated target).

Target year: 2023

NAPLAN Expected growth

Improvement in the percentage of students achieving expected growth from Year 3 to Year 5 to be above the school's lower bound system-negotiated target in Reading of 62.5% and Numeracy of 62.4%.

Target year: 2024

Progressive Achievement Tests (PAT)

The percentage of students achieving the highest scores of 125-150+ in PAT Maths in Years 3-6 to increase by 5% each year (Baseline PAT Oct 2020 - 40%).

The percentage of students achieving the highest scores of 120-150+ in PAT Reading in Years 3-6 to increase by 5% each year (Baseline PAT Oct 2020 56%).

Initiatives

Data skills and use

All teachers clearly understand, develop, apply and analyse a full range of internal and external student progress and achievement data.

- Build capacity of teachers to apply and analyse reliable formative and summative assessment.
- Data driven practices inform quality teaching and learning programs.

Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers respond to trends in student achievement at individual, group and whole school levels.

- Build capacity of teachers to ensure consistent, evidence-based judgement and moderation of assessments.
- Develop and use a centralised system for analysing and reporting data on student and school performance.

Learning and Development

Teachers' Professional Development Plans are supported by a coordinated whole school approach to build teacher capacity.

- Embed professional learning and systems to support teacher collaboration across grades and stages to share curriculum knowledge.
- To develop and implement a system that builds upon strengths evident in the Professional Development Plan process which will support the individual professional learning of all staff.

Effective classroom practice

Teachers are committed to identifying and implementing the most effective and explicit teaching methods in literacy and numeracy.

Success criteria for this strategic direction

Whole school collection and analysis of student assessment data to analyse student progress, evaluate growth over time and report student achievement. (SEF - assessment / data skills and use)

Teachers use effective evidence-based teaching strategies which are clearly outlined in teaching programs. (SEF - curriculum / effective classroom practice)

All classrooms and other school settings are well managed within a consistent whole school approach. (SEF - wellbeing / effective classroom practice)

Teachers regularly review and discuss the learning goals of each student in their class. (SEF data skills and use / effective classroom practice / curriculum)

Evaluation plan for this strategic direction

To what extent have explicit systems for collaboration, curriculum planning and assessment analysis been responsive meeting the needs of all students involved in our programs?

These data sources will be collected and analysed by relevant teachers and leaders.

- Best Start Kindergarten data
- NAPLAN Years 3 and 5
- Year 4 Check-in Assessments
- SHARP Reading data
- School -based summative data
- Progressive Achievement Test (PAT) data Years 2-6 in Reading and Mathematics
- Phonics Screening Test for Year 1
- ICAS participation
- COVID ILSP data including number of students, frequency of tuition

Strategic Direction 1: Student growth and attainment

Initiatives

- Build teacher capacity to implement effective pedagogy in all classroom practices.

Evaluation plan for this strategic direction

- Teaching programs
- SCOUT data
- Student work samples
- Individual Learning Programs
- Literacy and Numeracy PLAN2 data
- Regular professional discussion around the School Excellence Framework elements and themes

Analysis - Data is triangulated and analysed regularly to determine the extent to which purpose and improvement measures have been achieved.

Implications - Rigorous analysis of this data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students know what they are learning and learn what is taught.

Strategic Direction 2: Student engagement through creativity in the curriculum

Purpose

To improve student engagement in learning and raise motivation, positive behaviour and attendance, we will challenge students using differentiation, collaboration and communication. We value innovation, creativity and student voice.

Improvement measures

Target year: 2022

Attendance

By implementing systematic processes to ensure student absences do not impact on learning outcomes we will increase student attendance by 9% to above the school's lower bound system- negotiated target of 81.7% (Baseline 76.5%).

Target year: 2022

Wellbeing

By students taking positive action to protect the health, safety and wellbeing of themselves and others in the school we will improve our school wellbeing target by 8% above the lower bound system-negotiated target of 82.9% (Baseline 77.5%).

By teachers promoting positive mental health, wellbeing and resilience, we will ensure that the mean scores for Student Perceptions of Classroom Connectedness (SPOCC) and Teacher Observation of Classroom Connectedness (TOCC) are 2.0 or above.

Target year: 2024

High potential and gifted education

By establishing optimal learning environments which support the social-emotional, intellectual, creative and physical development of all students including high potential and gifted students, we will enable them to succeed and show a 10% improvement in student engagement. (Baseline 59% Stage 3 students interested

Initiatives

High expectations

Teachers are supported to differentiate the curriculum so that students are challenged and engaged in the classroom. Differentiation and access to a rigorous and challenging curriculum are both important factors in creating successful high expectations environments.

- Development of effective partnerships in learning with parents and students so that students are motivated to deliver their best and continually improve.
- Design and implement specific strategies to assess and identify, and meet the learning needs of high potential and gifted students (HPGE).

Wellbeing

- Student wellbeing is integrated into the school learning environment, into the policies and procedures of the school and into the community.
- Deliver and embed programs to enhance every child's wellbeing.
- Build capacity of teachers to establish clear and consistent expectations for learning and behaviour using the school's PBL framework.
- Implementation of targeted positive attendance strategies for those students who are identified as having below 90% attendance.

Collaboration

School leaders support teachers to collaborate by providing time and creating safe environments where teachers feel comfortable to give and receive constructive feedback.

- Establish professional learning communities across the school to achieve shared goals.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing. (SEF - wellbeing)

Learning environments that support the social-emotional development and wellbeing of high potential and gifted students enable them to connect, succeed and thrive. (SEF - wellbeing/ HPGE policy)

Teachers provide dynamic, specific teaching and learning programs to support particular learning needs of targeted students from culturally and linguistically diverse backgrounds. (SEF - curriculum/learning culture)

The school's data on inappropriate student behaviours in the classroom and the playground indicates a significant reduction in referrals to the planning room. (SEF - wellbeing)

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF - learning culture/ wellbeing)

The staff evaluate professional learning activities. (SEF - curriculum/ learning and development)

All teachers complete the *What Works Best* professional learning modules. (SEF - learning and development)

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and demonstrated our improvement of student engagement, attendance and positive behaviour?

Data

- *Tell Them From Me* student, teacher surveys
- Student Perceptions of Classroom Connectedness (SPOCC) and Teacher Observation of Classroom Connectedness (TOCC)

Strategic Direction 2: Student engagement through creativity in the curriculum

Improvement measures

and motivated TTFM 2020)

Target year: 2023

Equity groups

By ensuring all students are challenged and all adjustments lead to improvement, we will improve the individual progress and achievement of Aboriginal and EAL/D students so that they are equivalent to or exceeding the progress and achievement of all students.

Evaluation plan for this strategic direction

- Minutes from Learning Support Team meetings
- Individual Learning Plans for students
- Collection of data on the components of the PBL School Evaluation Tool
- Pre and post assessments of Social Emotional Learning (SEL) - Bounce Back Program
- Tracking of student attendance as part of LST meetings (Executive Team)
- EAL/D student progress data using the EAL/D School Evaluation Framework and annual survey
- Targeted student goals created through collaboration with EAL/D teacher and teachers of Aboriginal background
- High potential and gifted student data including Individual Learning Plans
- Collection of data on Orange slips and PBL free and frequent cards distributed in class
- Classroom audit of available technology to indicate ratio of 1:3 or less.
- Teaching programs to demonstrate the effective use of digital technologies
- Growth in the numbers of teachers and leaders who have attained additional training in the education of high potential and gifted students.
- Teacher feedback on What Works Best PL modules.

Analysis of external and internal data will be completed throughout the implementation and progress monitoring section as well as against the annual progress measures and improvement measures.

Implications - The findings from our ongoing evaluations will drive our future actions.

Strategic Direction 3: Parent and family communication and collaboration

Purpose

To enrich student learning and wellbeing we will build trust, share information and recognise the cultural and social diversity of families and communities.

Improvement measures

Target year: 2024

Community Engagement & Communication

By engaging in strong collaborations with parents and our community, we will improve parents' perception of how they feel *'welcome at school'* from 7.5 (TTFM 2020 Baseline) to 7.9.

By establishing systematic processes to communicate with parents both regularly and in a variety of modes, we will improve the TTFM 2020 Baseline score of *'Parents are informed'* from 6.4 to 6.8.

Target year: 2024

Learning Culture

By developing teacher expertise on working with culturally diverse students and families, we will improve the percentage of parents attending meetings or social functions at least once from 41% (TTFM 2020 baseline) to 53%.

Initiatives

Community Engagement

Parent and community engagement is an intentional and collaborative strategy to support the knowledge and capacities of families to improve the learning and wellbeing of all students.

- Establish and implement appropriate programs to foster positive partnerships with all parents and community members.

Learning Culture

Our school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff.

- Build teacher capacity so that all staff know and value the background of every student in their classroom.

Communication

Building a home-school relationship through effective and open communication is the core of a successful educational experience for students. In order to be effective, communication needs to be consistent, frequent, and in a variety of modes.

- Initiate and embed creative communication strategies with all parents.
- Check communication systems are meeting the needs of the community.

Success criteria for this strategic direction

Our school engages in strong collaborations with parents that inform and support students' continuity of learning. (SEF - learning culture)

There is a demonstrated commitment within the community that all students make learning progress. (SEF - learning culture)

Our school is recognised as excellent by its community because it effectively caters for the range of equity issues in the school. (SEF - school resources)

Parents understand the assessment approaches used in the school and their benefits for learning. (SEF - assessment)

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats. (SEF - reporting)

A positive customer service ethic is evident. (SEF - management practices and processes)

Our school views parents and families as integral members of the school community and partners in student learning. (SEF - educational leadership / learning culture)

Evaluation plan for this strategic direction

To what extent have we shared information and recognised the cultural and social diversity of families and communities to enrich learning and wellbeing?

Data

- Focus groups of parents to discuss specific issues and initiatives
- *Tell Them From Me* parent and student surveys
- School newsletters - feedback
- Facebook - rates of engagement, number of followers

Strategic Direction 3: Parent and family communication and collaboration

Evaluation plan for this strategic direction

- Participation data of EAL/D and Aboriginal families
- Excellence in Customer service feedback
- Community engagement activities
- P & C meetings - attendance rates, meeting minutes
- Parent workshops and forums
- Participation rates and effectiveness of transition to school/orientation programs
- Parent/teacher meetings
- Feedback on Grade/Stage overviews
- Kariong Kids magazine - feedback and frequency
- School cultural events - frequency, participation (e.g. Harmony Day, NAIDOC Week)

Analysis of external and internal data will be regularly shared with parents and community to determine the extent to which purpose and improvement measures have been achieved.

Implications - Finding from our ongoing evaluations and feedback will drive our future directions.