

Strategic Improvement Plan 2021-2024

Kirrawee Public School 4075



School vision and context

School vision statement

At Kirrawee Public School we believe that every student should be challenged to reach their full potential in an inclusive, positive and supportive environment. Our vision is for teachers, parents and students to work in partnership to ensure that all students are known, valued and cared for and feel confident that they have gained the skills to become independent life-long learners.

School context

Kirrawee Public School is located in South-Eastern Sydney and is set over an expanse of three hectares of well-maintained grounds. Kirrawee Public School has approximately 305 students across years K-6 including a support unit. The school was established in 1950 and has developed a strong reputation for achieving excellence in a range of activities and implements a welfare framework which values building a student's ability to self-regulate and make positive choices that aims to improve academic and social outcomes.

The school places a priority on academic progress, student welfare and providing a wide range of activities and experiences for all students.

Kirrawee Public School prioritises education in literacy and numeracy - the basic skills of all learning; and focuses on differentiation for all students to allow the opportunity for high personal growth. At Kirrawee Public School our purpose is to develop students' attitudes, skills and knowledge to facilitate their learning and achievements within an environment which encourages safety, honesty, personal responsibility and respect for others.

Hosting three support classes catering for students with mild to moderate intellectual disabilities, and with the ability to offer a wide range of opportunities for integration within a mainstream setting, Kirrawee Public School truly caters for a diverse range of learners.

The school student population consists of 23% of students learning English as an Additional Language/Dialect (EAL/D) and 15% identifying as Aboriginal or Torres Strait Islander (ATSI). The school has a reputation for being an inclusive and caring place where students are engaged and happy at school. It enjoys close links with the local community and has a strong partnership with the Parents and Citizens Association (P&C).

Through our situational analysis we have identified a need to use data driven practices that ensure that all students are provided with learning tailored to their individual level. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy.

Work will take place on developing quality formative and summative assessment tasks, data collection practices and developing greater consistency of judgement within and across stages in the school.

An instructional leader role has been established within the school and will lead teachers in developing and refining responsive teaching practices.

With wellbeing and engagement being at the core of what we do, a focus on building positive school culture has been established. As identified by the Tell Them From Me (TTFM) survey, engagement of parents and carers within the school remains a priority.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine consistent data collection that is responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

NAPLAN: Top 2 Bands

- Increase by 6% students achieving in the Top 2 bands in numeracy
- Increase by 2% of students achieving in the Top 2 bands in reading

Target year: 2023

NAPLAN: Expected Growth

- Minimum increase of 27% of student achieving expected growth in NAPLAN reading.
- Minimum increase of 21% of student achieving expected growth in NAPLAN numeracy.

Target year: 2024

Improvement Measures: Numeracy

- 90% of students in Kindergarten achieve measurable learning progress for Additive Strategies based on the Pre and Post Schedule for Early Number Assessment (SENA).
- In Years 1-6 90% of students achieve measurable learning progress in Pre and Post Progressive Achievement Test (PAT) in numeracy.

Target year: 2024

Improvement Measures: Literacy

- 90% of students in years 1-6 achieve measurable learning progress in Pre and Post Progressive

Initiatives

Reading

In reading we will embed sustainable whole school practices for collecting and analysing data. The evaluation of this data will regularly be used to inform;

- the selection of teaching strategies in relation to students learning needs
- the impact of the implemented strategies on students learning
- teacher professional learning and school resourcing
- consistent teacher judgements of reading across and between stages.

Numeracy

In numeracy we will embed sustainable whole school practices for collecting and analysing data. The evaluation of this data will regularly be used to inform;

- the selection of teaching strategies in relation to students learning needs
- the impact of the implemented strategies on students learning
- teacher professional learning and school resourcing
- consistent teacher judgements of numeracy across and between stages.

Success criteria for this strategic direction

- 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.
- Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data.
- Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Evaluation plan for this strategic direction

Question: What has been the impact of regular analysis of data in informing the teaching and learning cycle? What has been the impact of data driven practices on student performance? Are teachers consistent across all stages, and between stages, and cohorts in assessing students levels of understanding?

Data: *External Student Performance Measures:* NAPLAN, PAT. *Internal Student Performance Measures:* Pre and Post assessments, Formative and Summative assessments in line with school assessment schedule. Other data includes; teaching programs, classroom observations and student work samples.

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review the progress towards improvement measures.

Strategic Direction 1: Student growth and attainment

Improvement measures

Achievement Test (PAT) in reading.

Target year: 2022

- Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Evaluation plan for this strategic direction

Implications: Will be drawn from analysis and used to inform next actions.

Strategic Direction 2: Quality Teaching

Purpose

In order to optimise learning progress for all students across a full range of abilities, teaching and learning programs are dynamic, show evidence of revision based on feedback, consistent reliable student assessment and continuous tracking of student progress achievement.

Improvement measures

Target year: 2024

Student growth

- Students make measurable learning progress in the pre and post assessments in writing, reading and numeracy.

Target year: 2024

Formative Assessment Informing differentiated Practice

- Teachers using formative assessment practices, and tracking students in writing, reading and numeracy to inform their daily practice with differentiation for all student abilities.

Target year: 2022

Instructional leader- Teacher Quality

- Teachers identify positive impact made on their students abilities and their professional practice as a result of the support offered through the instructional leader program.

Initiatives

Effective Classroom Practice

- Develop a comprehensive and ongoing professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.
- Embed explicit systems of teacher collaboration, observation and feedback to sustain quality teaching practices through the Instructional Leader program.
- Establish a whole school literacy/numeracy focus to regularly assess, collate and analyse students progress to inform next steps in teaching.

Success criteria for this strategic direction

- 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, school wide improvement in teaching practice and student results.
- 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.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- 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.
- 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.

Evaluation plan for this strategic direction

Question: To what extent have we catered for all ability ranges within our teaching and learning programs? How successful has tracking of student data been in informing the teaching and learning cycle?

Data:

Strategic Direction 2: Quality Teaching

Evaluation plan for this strategic direction

- Teaching programs
- Data walls
- Professional Learning agendas
- Student tracking sheets
- Classroom observations
- Student learning goal attainment
- Assessment policy
- Instructional Leader reflection sheets

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review the progress towards improvement measures.

Implications: Will be drawn from analysis and used to inform next actions.

Strategic Direction 3: Wellbeing and Engagement

Purpose

In order to ensure optimal conditions for student learning and promote respectful relationships, we will implement evidence based practices resulting in measurable improvements in Wellbeing and engagement across the learning community.

Improvement measures

Target year: 2022

Attendance

- Increase of students maintaining 90% or greater attendance at school by 5%.

Target year: 2022

Wellbeing

- Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) increases by 2% to be at or above the lower bound system-negotiated target.

Target year: 2024

Engagement

- Improve in the Parent Survey component of the Tell Them From Me (TTFM) survey (2020) in the area of 'Parents feel welcome' from 7.0 the NSW Government Norm of 7.4 or above.
- Improve in the Parent Survey component of the Tell Them From Me (TTFM) survey (2020) in the areas of 'Parents are informed' from 6.1 to the NSW Government Norm of 6.6 or above.
- We aim to see a steady improvements in parents and carers attending or providing input regarding school events.
- Students showing greater agency and voice through the implementation of the 4C's transformative learning.

Initiatives

Positive school culture

All stakeholders to feel welcome within the school and valued as school community members. Parents and Carers to feel encouraged to work with the school in a partnership that promotes student learning and social and emotional wellbeing. This will be achieved through:

- Fathering project - encourage male parents/carers to attend school events as part of the Fathering Project.
- Parent communication and engagement - promote positive communication and engagement between school and home to ensure that students are fully supported in their learning and wellbeing. This will take place over a variety of mediums; open school events, online communication tools, parent teacher meetings etc.

Connect, Succeed, Thrive and Learn

Embed a whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- PAX - a whole school evidence based initiative to improve academic and social outcomes in students in a trauma informed way.
- Student voice - students to feel known, valued and cared for as members of our school community. Through implementing the 4C's of transformative learning; collaboration, creativity, critical thinking, communication; students will be empowered with greater agency and voice within the school.
- Sentral data - embedding processes to ensure that we monitor analyse and evaluate the behaviour, wellbeing and attendance of students through regular updating data within the Sentral platform.

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.
- 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.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful? How can we gauge if the initiatives have been successful in increasing parent engagement?

Data:

- Tell Them From Me (TTFM) - student, teacher and parent surveys.
- Incident data & suspension data.
- Personalised attendance plans.
- Parent attendance rates at school events.
- Parent Teacher Interview engagement.
- Professional Learning Agenda

Strategic Direction 3: Wellbeing and Engagement

Evaluation plan for this strategic direction

- Award chart data

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review the progress towards improvement measures.

Implications: Will be drawn from analysis and used to inform next actions.