

Strategic Improvement Plan 2021-2024

Kelso Public School 2275



School vision and context

School vision statement

Success through belonging, opportunity and excellence.

At Kelso Public School we will create a culture of high expectations in learning and belonging so that we fulfil the educational aspirations of every student. Together with the community we will connect, succeed, thrive and learn.

School context

Kelso Public School has a proud history as being the longest established school in Bathurst. We have a modern, open-planned learning environment where all classrooms are connected to a central picturesque courtyard where the school community can connect as one.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 330 students is inclusive of 93 Aboriginal and Torres Strait Islander students, 14 Languages other than english and 71 students with additional needs.

Our school culture of belonging, opportunity and excellence allows students to engage in a broad range of additional activities including cultural, sporting, academic and creative programs (Sports GALA days, Eisteddfod).

We invite community connection through a model of wrap-around support inclusive of playgroup, Kelso Konnex and wellbeing initiatives that foster and nurture engagement.

Our skilled, caring team of teachers and ancillary employees are committed to quality teaching and creating positive, engaging learning environments.

Our school undertook a deep and thorough analysis of internal and external data to determine our future directions informing our school strategic improvement plan. Our data indicated that we will require explicit teaching in reading and numeracy with a focus on using data consistently and efficiently to support our students achieving at or above state system targets. We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies in partnership with our community.

We have engaged in authentic conversations with our community and local AECG to determine our future directions. As a result, we will focus on student growth and attainment, high expectations, learning culture and connection and belonging.

We will allocate human and financial resourcing to ensure that our activities are fully resourced and we will consistently monitor the impact of our planning through regular review with our finance team and school improvement team.

We will consistently monitor the impact of our plan through the evaluation team and share the findings and our successes with our community.

Strategic Direction 1: Student growth and attainment

Purpose

In order for our students to consistently perform at high levels in performance measures in reading and numeracy and to ensure we reduce the equity gaps, we will develop an integrated approach to quality teaching, planning and assessment that promotes excellence and responsiveness in meeting the needs of all our students.

Improvement measures

Target year: 2022

- Increase the percentage of students achieving in the top 2 bands in NAPLAN reading by 3.9%.

Target year: 2022

- Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading by 3.4%.

Target year: 2023

- Increase percentage of students achieving expected growth in NAPLAN reading by 5.4%.

Target year: 2022

- Increase percentage of students achieving in the top two bands in NAPLAN numeracy by 3.3%.

Target year: 2022

- Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy by 3.8%.

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN numeracy by 3.4%.

Initiatives

Explicit teaching in Reading and Numeracy

We will prepare all teachers for explicit teaching by:

1. Planning the scope and sequence of learning from the English and Mathematics syllabi to systematically build student understanding of skills and concepts in reading and numeracy.
2. Explain, model and guide learning opportunities for every student in every classroom based on a review of prior learning to ensure students are achieving mastery.
3. Provide specific feedback for reflection and improvement for every student by setting clear learning intentions, helping students understand where they are right now in comparison to their learning intentions and what they need to do to get there.

Data to inform our teaching

Teachers use data to check and understand where their students are in their learning and to plan what to do next. We will:

1. Regularly collect meaningful data and dedicate time to engage in collaborative analysis with colleagues.
2. Make informed teaching decisions based on this data for every student.
3. Make connections between different data sources to build up a rounded picture of each student and monitor and reflect on the progress of every student to identify strengths and gaps in learning.
4. Prioritise professional learning in effective and efficient use of data.
5. Data will be used to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.

Success criteria for this strategic direction

- 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. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.
- All teachers have a sound understanding of student assessment and data and use this information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

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 purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

NAPLAN data, Scout data, Student work samples, Literacy and numeracy, PLAN2 data, Student Personalised Learning Plans, Check-In assessments, PAT data, Phonemic Awareness & Phonic assessments, student focus groups, School Excellence Framework, School Self Assessment, teacher programs, IL feedback, classroom formative and summative assessments.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: High Performing Culture

Purpose

We will create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. When teachers work together, plan and design together, then student achievement and wellbeing will consistently improve.

Improvement measures

Target year: 2024

- School self-assessment of the School Excellence Framework (SEF) elements *Effective Classroom Practice: Explicit Teaching* indicates improvement from Delivering to Excelling.

Target year: 2024

- School self-assessment of the School Excellence Framework (SEF) elements *Assessment: Formative and Summative Assessment* indicates improvement from Working Towards to Excelling.

Target year: 2024

- School self-assessment of the School Excellence Framework (SEF) elements *Effective Classroom Practice: Feedback* indicates improvement from Delivering to Excelling.

Initiatives

High Expectations

If we use effective collaborative practices to improve teacher quality. We will:

- Consistently challenge all students to learn new things and pitch each lesson at the right level for students in the class by providing increasingly more complex tasks that consider prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem-solving.
- Establish clear and consistent expectations for learning and behaviour by providing clear and concise learning intentions and success criteria to establish expectations early in the learning process.
- Guide and support students towards meeting expectations by using high-quality exemplars that explain the Success Criteria.
- Establish opportunities for the development of sharing success with the community celebrating the high standard of student achievement and performance.

Collaboration

The leadership team models commitment to fostering a school-wide culture of collaboration and high expectations to achieve a common goal by sharing evidence-based practices. We will:

- Engage in professional learning opportunities to gain and share expertise in evidence-based teaching practices by drawing on the collective expertise of teachers within our school.
- Regularly dedicate time for working with colleagues to plan, develop and refine teaching and learning.
- Draw on the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.
- 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.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation plan for this strategic direction

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 purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

School Excellence Framework, School Self Assessment, teacher programs, minutes from collaboration time and Quality Teaching Successful Students, Professional Development Plans, assessment policy, High Impact Professional Learning Assessment Tool.

The evaluation plan will involve:

Strategic Direction 2: High Performing Culture

Initiatives

- Implement a system of structured learning, give and receive feedback of the effectiveness of the strategies observed.
 - All staff demonstrate personal responsibility for maintaining and developing their professional standards and use the Professional Standards as a reference point for reflection and improvement.
-

Evaluation plan for this strategic direction

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Connection and Belonging

Purpose

We will embed researched and innovative wellbeing practices that promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the school community. We will build authentic connections and a strong sense of belonging.

Improvement measures

Target year: 2022

- Increase the percentage of students achieving 90% attendance by 1.6% (achieving toward lower bound 77.3%).

Target year: 2022

- TFFM wellbeing data (advocacy, belonging and expectations) increases to be at or above the lower bound system negotiated target of 95.2%.

Target year: 2024

- School self-assessment of the School Excellence Framework (SEF) elements Reporting: Parent engagement indicates improvement from Delivering to Excelling.

Initiatives

Attendance

Every day counts when it comes to attendance and to do this we will build positive and productive school-student-family connections and a sense of cultural safety. We will:

- Establish high expectations of attendance standards early, ensuring students feel a sense of belonging and taking a whole community approach.
- Data is regularly systematically analysed and used to inform planning whole school attendance approaches that are culturally authentic and address individualised needs, improving regular attendance rates for all students, including those at risk.
- Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student and parent/carer.

Wellbeing

Evidence shows that higher levels of wellbeing are linked to higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle. We will:

- Design and implement additional support to vulnerable students in class and other school activities to assist them in feeling safe and supported.
- Implement self-regulation skills and encouraging students to de-escalate emotional responses in stressful situations.
- Discuss student progress with parent/carers to establish partnerships built on trust and respect and check in with students regularly.
- Establish opportunities for the development of student voice to allow them to feel an enhanced sense of advocacy.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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

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 purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

NAPLAN data, Scout data, Student Personalised Learning Plans, Student focus groups, SEF SaS, Scout and internal attendance data, Positive BL data and Tell Them From Me.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.

Strategic Direction 3: Connection and Belonging

Initiatives

Community High Expectations

By partnering with parents and caregivers to encourage them to hold high expectations of their children and by building a sustainable connection we aim to reduce absenteeism and disengagement.

- Develop open channels of communication with parents and carers to establish partnerships built on trust and respect.
- The school uses best practice to embed a culture of high expectations, allowing community members to engage in a full range of school related activities and regularly addresses feedback.
- Enhance the school environment and parental involvement to build a sustainable connection to the school community enhancing school connectedness within the community, reducing absenteeism and disengagement.

Evaluation plan for this strategic direction

- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes, community surveys, Wellbeing hub data - parent attendance and school workshops