

Strategic Improvement Plan 2021-2024

Kitchener Public School 2315



School vision and context

School vision statement

Empowering all in an engaging environment.

We strive for excellence in an inclusive environment where every student maximises their potential through high expectations and strong community connections.

School context

Kitchener Public School is a small school, situated on the outskirts of Cessnock with an enrolment of 107. We have 19 Aboriginal and Torres Strait Islander students with a FOEI of 126. As a proud member of the Cessnock Community of Great Public Schools (CCGPS) we aim to deliver high quality, engaging learning opportunities for all members of our school community.

A strong and committed staff lead future-focused teaching and learning, preparing our students for success today, tomorrow and into the future.

The school enjoys strong links with similar schools in the Cessnock area, with many connections through professional learning, teaching and learning, sporting and cultural activities. Links with the wider community are continually being developed in order to provide greater opportunities for our students.

The school is considered to be delivering in terms of value-added measures for K-2 and 5-7. Percentages of students in the top two skill bands will continue to be a focus and will continue to be a focus for the school.

Key programs that will remain and grow include Early Action for Success, Science, Technology, Engineering and Mathematics (STEM), Behavioural Reading and POD, MiniLit, L3 and a K-6 focus on developing number sense.

Time and resources have been invested into developing teacher's skills, consistency and evolving classroom practice. High level areas for improvement over the next four years are stronger practice using school based data, informing teaching programs and the wellbeing needs of individuals.

Strategic Direction 1: Student growth and attainment

Purpose

Student Growth and Attainment.

To ensure all students are achieving their best possible achievements at Kitchener Public School. To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Target year: 2022

-a minimum of 6.5% increase in Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (above baseline data)

Target year: 2022

-a minimum of 7.6% increase in Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (above baseline data)

Target year: 2024

- at least 90% of students across k-6 will have achieved the learning indicators within the additive strategies sub element in the numeracy progression and the punctuation and understanding text in the literacy progression (baseline 60%)

Target year: 2024

- Spiral of Inquiry survey data shows 80% of students can articulate what they are learning, why this learning is important and what their current goals in literacy and numeracy are. 80% of parents/ carers surveyed will have knowledge of their child's goals

Target year: 2024

- learning sprints are embedded with changes to student learning outcomes (Guskey - "Levels of Impact")

Initiatives

Initiative 1 - Data

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback.

- Leaders working with teachers within the classroom and developing effective intervention for small group support and extension each day.

- surveys students, parents and carers using the Spiral of Inquiry for learning to ensure continuous learning along continuity of feedback across the school

- Systematic analysis and use of PLAN to personalise and differentiate teaching for all students, as well as track progress and growth

Initiative 2 - Self Directed Learning with more one to one support

A pedagogical base for whole school teaching and learning:

- School will implement a strategic approach to intervention to meet individual needs.

- School will use formative assessment and self directed learning to assist and lead reporting and assessment

Success criteria for this strategic direction

Initiative 1 - Data

- All teaching and learning programs are programmed to the needs of all learners with feedback on teaching practices through classroom observations, student assessment and continuous PLAN 2 tracking.

- Data is up to date and entered regularly into PLAN across the entire school eventually becoming an embedded and sustained practice

- Goal setting for students at various intervals and is tracked through PLAN 2 and 3-Way conferences.

Initiative 2 - Self -Directed

- Families are actively engaged in their child's learning working closely with the school to support learning

- All teachers use formative assessment to track and monitor student achievement across PLAN 2

- All students can articulate their learning goals

- Learning sprints, success criteria and feedback are embedded into practice

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 - Value added data
- * Learning sprint data analysis
- * Student work samples

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

- all students achieve at or above expected growth in determined literacy and numeracy school determined goals using PLAN2 data.

Target year: 2024

- SEF element "Effective classroom practice" excelling
- SEF element "Data skill and use" excelling

Evaluation plan for this strategic direction

* Literacy and numeracy PLAN2 data

* Student PLPs

* Student focus groups.

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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Well-being and Engagement

Purpose

To ensure all students are attending, happy, succeeding and reaching their full potential with a planned approach to developing whole school wellbeing and attendance processes that support all students engagement.

Improvement measures

Target year: 2022

- Increase the percentage of students attending above 90% by 2.9% in lower band target.

Target year: 2022

- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.

- Decrease negative recorded behaviours and suspensions by a minimum of 25% determined by a two year baseline of incident reports as at year end 2020

Initiatives

Wellbeing and Engagement

Embed a consistent whole school approach to student well-being and engagement where everyone is responsible for student learning and success:

- Reviewing current wellbeing processes and how they align with the data from surveys and the wellbeing framework self assessment findings to establish some focus areas as a whole school.

- Embedding parent, student, community and teacher voice across our school planning and activities.

- Updating whole school approach to behaviour through PBL and trauma informed practice and that these become embedded across teachers programs.

- Embedding of differentiated and negotiated targeted support for wellbeing and engagement into practice including teaching programs, behaviour systems, interventions and adjustments ensuring all of these are regularly reviewed.

Attendance

Increase whole school attendance:

- Updating whole school approach to attendance. Ensuring monitoring and evaluation are everyone's responsibility whilst ensuring planning of whole school activities meet a variety of student needs.

Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex needs.

- Learning and Support processes guide and assist teachers and parents in supporting students

- Respectful and positive relationships are evident through explicit teaching and reflection of school values and expectations

- Regular and ongoing planning, monitoring and evaluating the whole school approach to student well being.

Evaluation plan for this strategic direction

Evaluation plan 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:

- Wellbeing Framework self assessment pre and post data

- Professional Development Plan

- Personal Attendance Plans

- Attendance data

- Incident reports

- Suspension data

- Extra- curricular group data

- Survey responses around student wellbeing, family satisfaction

The evaluation plan will involve:

* Regular review of these data sources to provide clarity

Evaluation plan for this strategic direction

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.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'