

Strategic Improvement Plan 2021-2024

Mount Kanwary Public School 2641



School vision and context

School vision statement

Mount Kanwary Public School strives for excellence in creating an inclusive, innovative learning environment that extends individual potential in a nurturing small school environment. 'Unity and Loyalty' reflects the school's commitment to building strong connections with our community, to support high expectations for students to be responsible and respectful citizens.

School context

Mount Kanwary Public School is located in picturesque countryside on Wonnarua land between Hinton and Raymond Terrace in the Hunter Valley. Our school has a long and proud history first opening its doors in 1927. Students come from a diverse geographical area, including from Port Stephens, Dungog and Maitland council areas. The school has a current enrolment of 23 students, school numbers have fluctuated over the past 5 years, with student enrolment ranging from 21 to 38. Our Aboriginal student population fluctuates significantly over time, in 2021 approximately 21% of students identify as Aboriginal. Our FOEI is 131 and ICSEA 955, identifying us as a low socio-economic rural school demographic.

Mount Kanwary has a dedicated and experienced staff committed to delivering engaging and future focused innovative lessons. Staff includes a teaching principal, one 3-6 classroom teacher, a part-time K-2 teacher, part-time librarian and two school learning and support officers (SLSOs). The school regularly employs specialist staff in Aboriginal education, technology and a variety of sporting disciplines to enhance learning.

The wellbeing and engagement of our students remains a priority, our school will continue to implement the evidence-based process 'Positive Behaviour for Learning'. The Tell Them From Me (TTFM) surveys will provide an ongoing data set to direct how the school continues to build whole school community knowledge, understanding and use of effective practices and strategies in wellbeing and engagement to support learning.

Through our situational analysis and external validation (2020), we have identified the need for continued improvement in a number of focused areas including teacher practice, the introduction of 'Quality Teaching Rounds', will provide a structure for school-wide improvement in teaching and student results. The establishment of consistent assessment practices across the school with formative and summative assessment used to monitor, plan and report on student learning. Data skills and use including data literacy and analysis will be targeted to develop school-wide processes for the analysis of internal and external student progress and achievement data, to ensure students achieve expected growth and increase the number of students in the top two bands in NAPLAN.

Mount Kanwary will continue to maintain and build upon a range of small school network alliances including curriculum, debating, public speaking, music and sport within the Hunter and Maitland network of schools. These small school networks embed good practice, enable collaboration and provide access to a range of quality extra-curricula activities for our students.

Strategic Direction 1: Student growth and attainment

Purpose

In order 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 of all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

NAPLAN top two bands

- Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 6.6%
- Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 10.2%

Target year: 2023

NAPLAN Expected growth

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system negotiated target of 70%.
- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system negotiated target of 70%.

Target year: 2023

NAPLAN Value-Add

- Value Add moves from Delivering for K-3, 3-5 and 5-7 to Sustaining and Growing.

Target year: 2024

SEF

- Data skills and use domain moves from Delivering to

Initiatives

Data skills and use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students to maximise the learning for all.

- Engaging staff in quality professional learning to build teacher capacity in the areas of data skills, differentiation, goal setting and curriculum.
- Review current assessment and reporting processes across the school to establish focus areas for whole-school reform.
- Employment of Aboriginal Education teacher to improve literacy and numeracy outcomes for Aboriginal students.
- Implement whole-school student monitoring systems including the embedding of PLAN2 observation tools to ensure ongoing monitoring, analysis and evaluation of student achievement.

Quality Teaching

Build a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

- Engage teaching staff in high quality professional learning to create a culture of continuous improvement and collaboration to improve professional knowledge and practice.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

Success criteria for this strategic direction

Initiative 1: Data Skills and Use

All teaching and learning programs are systematically planned with accommodations and adjustments responsive to the needs of all learners. Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback.

Student learning goals are informed by analysis of internal and external student progress and achievement data. Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2, PLPs and IEPs closely aligned to the school's scope and sequences.

School staff collaborate with the school community to use student progress and achievement data to reflect on student progress and develop plans and strategies for improvement.

Formative assessment is used flexibly and responsively in daily classroom instruction. The school analyses student progress and achievement data to respond to trends at individual, group and whole school levels.

Initiative 2: Quality Teaching

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. These systems drive ongoing, school-wide improvement in teaching practice and student results.

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

Strategic Direction 1: Student growth and attainment

Improvement measures

- Excelling.
- Learning and Development domain moves from Sustaining & Growing to Excelling.

Target year: 2022

Aboriginal Student Achievement

- Increase the number of Aboriginal students achieving in the top 3 bands in reading and numeracy to equal or better non-Aboriginal student results.

Evaluation plan for this strategic direction

- Student work samples Literacy and numeracy
- PLAN2 data
- Student PLPs (10 weekly intervals)
- SEF SaS
- student progress checked and monitored against progressions and syllabus standards using PLAN2.
- Network NAPLAN data.
- Teaching programs- data informed practice
- Family/community feedback

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.
- Whole staff reflective sessions.

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

Strategic Direction 2: Empowered Connections

Purpose

To ensure that all students, community and staff build connections with school to foster a shared sense of responsibility for student learning, wellbeing and engagement.

Improvement measures

Target year: 2022

Attendance

- Increase the percentage of students attending > 90% of the time to be at or above the lower system bound system-negotiated target of 90%.

Target year: 2023

Wellbeing

- TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 89.6%.

Target year: 2024

Progressions

- All Kindergarten students will achieve within the expected end of year progression for Creating Texts (3) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.
- All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

Target year: 2023

- Wellbeing moves from Sustaining & Growing in the domain of 'Wellbeing' to 'Excelling'.

Initiatives

Student wellbeing and Engagement

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

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking Quality Teaching Rounds used to adjust and improve practice.
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
- Reviewing and adjusting plans to ensure improvement measures are achieved.

Community partnerships

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by holistic information about student wellbeing and individual learning needs in consultation with parents/carers and community. This will be achieved through:

- Student goal setting- 3 way interviews
- PLP meetings- goal setting
- Aboriginal education partnerships- AECG, Connecting to Country PL

Success criteria for this strategic direction

School processes enable regular opportunities for students to meet with an identified staff member for advice, support and assistance to guide students to fulfil their potential.

Implementation of evidence based change, such as PBL to whole school practices, resulting in measurable improvements.

School collects, analyses and uses reliable student, parent and staff feedback to monitor and refine a whole school approach to wellbeing and engagement.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident among students and staff throughout the school to ensure optimum conditions for student learning.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

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

Teachers, parents and the community work together to support consistent and systematic processes to ensure high student attendance.

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:

Strategic Direction 2: Empowered Connections

Initiatives

- Small school networks- curriculum, leadership, sporting
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Evaluation plan for this strategic direction

- Wellbeing Framework Self-assessment pre and post data
- Professional Development Plans
- Personal Attendance Plans
- Incident reports
- Suspension data
- Extra-curricular group data
- TTFM
- PLP goal attainment
- Maitland AECG meeting attendance

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.
- Whole staff reflective sessions.

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