



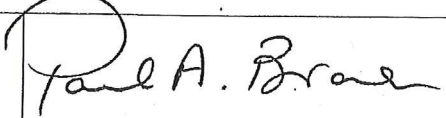
# Kingsford Smith School Strategic Plan 2015-2020

## Belconnen Network

---

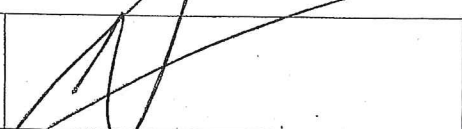
### Endorsement by School Principal

Name: Paul Branson

|        |   |                |
|--------|---|----------------|
| Signed |  | Date: 23.5.16. |
|--------|---|----------------|

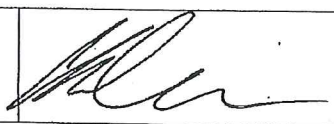
### Endorsement by School Board Chair

Name: Jason Smith

|        |   |               |
|--------|---|---------------|
| Signed |  | Date: 23.5.16 |
|--------|---|---------------|

### Endorsement by School Network Leader

Name: Stephen Gwilliam

|        |   |               |
|--------|---|---------------|
| Signed |  | Date: 23.5.16 |
|--------|---|---------------|

## School Profile

Kingsford Smith School was established as a new school in 2009 with a view to have it as a safe and caring place to learn. It is a P-10 school that caters predominantly for students from the Priority Enrolment Area (PEA). There has been an increase in overall enrolments from 847 to 916 during the last four years. The school currently employs just over 100 staff. Our Vision is that all young people at Kingsford Smith School learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

The Kingsford Smith School values are:

- Harmony
- Excellence
- Respect
- Optimism

The Kingsford Smith School Preschool statement of philosophy aligns with the school's vision and the Early Years Learning Framework. At Kingsford Smith School Preschool we believe that children:

This strategic plan has been developed based on a range of school data including longitudinal NAPLAN and PIPS assessment data, school satisfaction and climate survey data as well as enrolment, suspension and student absences data. The school's data and conclusions were ratified by an external validation panel in 2015 from which the following recommendations were made:

1. Ensure the improvements in literacy and numeracy is a prime focus in the next school plan
2. Develop and implement a school wide data collection, collation, analysis and reporting system
3. Ensure systematic delivery of the Australian Curriculum from preschool to year 10.
4. Review the whole school approach to student wellbeing with a view to optimising student learning outcomes with a consistency of practice
5. Strengthen induction processes for new staff, students and families

The recommendations are reflected and extended upon in this strategic plan.

All staff were involved in reviewing the school data and all staff used the National School Improvement Tool to identify strategic priorities. The results of this review were:

1. An explicit improvement agenda – high
2. Analysis and discussion of data – medium
3. Culture that promotes learning – medium, moving to high
4. Targeted use of school resources – high
5. An expert teaching team – medium, moving to high
6. Systematic curriculum delivery – high
7. Differentiated teaching and learning – high
8. Effective pedagogical practices – medium
9. School community partnerships – medium

In 2015, the preschool was assessed against the National Quality Standards assessment and rating process and received a ranking of Exceeding National Quality Standards against 5 standards and a ranking of Meeting National Quality Standards for 2 standards.

To review the school strategic plan, staff will engage in regular review of school data with a focus on the 4 strategic priorities as well as engage annually with the NSIT. The school Board will be involved in reviewing the school's progress against the Annual Action Plan regularly and will report against the plan annually.

Strategic Priority 1: **Develop an expert teaching team with effective pedagogical practices**

**Outcomes to be achieved:**

- The school will have strong mentoring and coaching programs operating
- Collaboration and team work is evident across the school
- Evidence based Literacy and Numeracy pedagogies will be implemented across Kindergarten – Year 10

**Targets**

By the end of 2020 the school will achieve:

- Increase the percentage of students in years 3, 5, 7 and 9 achieving proficiency in reading, writing and numeracy by 5%
- Increase the percentage of students in the top 2 bands of NAPLAN for years 3, 5, 7 and 9 by 2% across all areas
- An increase in the proportion of staff who indicate that “staff get quality feedback on their performance” from 4.7 to an average of 5.8
- Increase the proportion of staff who indicate that “teachers frequently discuss and share teaching methods and strategies with each other” from 5.8 to an average 6.3

| Key Improvement Strategies   | Key Performance Indicators  |
|--|---|
| Embed coaching and mentoring practices across P-10   | <ul style="list-style-type: none"> <li>• An increase in the proportion of staff members who indicate that “mentoring, coaching or peer observation are arranged at this school as part of professional development” from 5.1.</li> </ul>  |
| Embed professional pathways processes with QTm, Australian National Professional Standards and the school strategic plan   | <ul style="list-style-type: none"> <li>• An increase in the proportion of staff who indicate that “staff get quality feedback on their performance” from 4.7.</li> <li>• An increase in the proportion of staff indicating increased understanding of QTm and National Professional Standards on a school generated survey</li> </ul>   |
| Continue to develop KSS as Professional Learning Community   | <ul style="list-style-type: none"> <li>• An increase of NAPLAN mean score gains in Literacy and Numeracy in Years 3, 5, 7 and 9</li> <li>• An increase in the proportion of students achieving expected or better growth in PIPS</li> <li>• An increase in the proportion of staff who agree or strong agree that “Overall I am satisfied that the students are getting a good education at this school” from 88%</li> </ul>  |
| Develop a whole school professional learning agenda that focuses on building teachers’ understandings of evidence based teaching strategies in literacy and numeracy that align the school’s vision and Directorate priorities | <ul style="list-style-type: none"> <li>• An increase of NAPLAN mean score gains in Literacy and Numeracy in Years 3, 5, 7 and 9</li> <li>• An increase in the proportion of students achieving expected or better growth in PIPS</li> <li>• An increase in the proportion of students who agree or strongly agree that “overall I am satisfied I am getting a good education at this school” from 69%</li> <li>• An increase in the proportion of staff who indicate that “staff are offered programs to develop their teaching knowledge and skills” from 5.5.</li> <li>• An increase in the percentage of students who have achieved against ILP goals</li> </ul> |

## National Quality Standard Area covered by this priority

Quality Area 1 – Education program and practice

### Strategic Priority 2: **Embed systematic curriculum delivery across the school**

#### Outcomes to be achieved:

- The school's explicit and coherent curriculum delivery plan is implemented across the school
- There is a focus to ensure all students learn at relatively high levels in key learning areas
- Classroom learning experiences are seen as accessible, engaging and challenging for all student including those with particular needs

#### Targets

By the end of 2020 the school will achieve:

- Increase the percentage of students in years 3, 5, 7 and 9 achieving proficiency in reading, writing and numeracy by 5%
- Increase the number of students in the top 2 bands of NAPLAN for years 3, 5, 7 and 9 by 2% across all areas
- Increase in the percentage of students who have achieved against ILP goals from 82% to 90%

| Key Improvement Strategies  | Key Performance Indicators   |
|---|--|
| Develop a guaranteed and viable curriculum so that there is continuity and progression of learning from P-10 with teaching in each year building onto and extending the learning from the previous year | <ul style="list-style-type: none"><li>• An increase of NAPLAN mean score gains in Literacy and Numeracy in Years 3, 5, 7 and 9</li><li>• Proportion of students achieving expected or better growth in PIPS</li></ul>  |
| Consistently implement DuFour's 4 guiding questions and Response to Intervention across all PLTs to inform all teaching, learning and assessment and reporting practices                                | <ul style="list-style-type: none"><li>• An increase of NAPLAN mean score gains in Literacy and Numeracy in Years 3, 5, 7 and 9</li><li>• Proportion of students achieving expected or better growth in PIPS</li><li>• Proportion of staff who agree or strongly agree that "students' learning needs are being met at this school"</li><li>• Proportion of parents/carers who agree or strong agree that "students' learning needs are being met at this school"</li><li>• An increase in the percentage of students who have achieved against ILP goals</li></ul> |

## National Quality Standard Area covered by this priority

Quality Area 1 – Education program and practice

### Strategic Priority 3: **Embed a culture of data analysis to inform teaching**

#### Outcomes to be achieved:

- Staff use a broad range of data to identify and respond to student learning needs
- Academic and well being data is used to systematically to monitor performance

#### Targets

By the end of 2020 the school will achieve:

- Increase teachers' use of a range of assessment tools indicated by an increase in the proportion of staff that agree or strongly agree that "teachers at this school give useful feedback" from 58% to 80%

| Key Improvement Strategies   | Key Performance Indicators   |
|--|--|
| Develop, implement and evaluate an effective data collection and analysis plan to inform teaching and improve student learning and well being  | <ul style="list-style-type: none"> <li>• Proportion of assessment data that is tracked and stored electronically on the school's assessment data base</li> <li>• Proportion of staff that indicate they agree or strongly agree that "teachers at this school use results from system testing and system processes to inform planning"</li> <li>• Proportion of staff that indicate they use localised assessment data to inform teaching and learning from a school developed survey</li> </ul> |
| Establish a systematic plan for developing teachers' and leaders' data literacy skills so that staff conversations and language reflect a sophisticated understanding of data concepts | <ul style="list-style-type: none"> <li>• Proportion of staff who indicate confidence in discussing and analysing student data through a school generated survey</li> </ul>   |

Strategic Priority 4: **Develop a culture that promotes learning for all through positive well-being and community partnerships**

**Outcomes to be achieved:**

- Support for student's well being is promoted through high expectations and relationships between staff, students and parents
- Community partnerships are effective and contribute to improving student outcomes

**Targets**

By the end of 2020 the school /college will achieve:

- Increase student attendance rates from 87.8 % in 2015 to 90 % in 2020
- Reduce suspension from 91 incidents in 2015 (170 days) by 20% in 2020

| Key Improvement Strategies  | Key Performance Indicators   |
|---|--|
| Establish deliberate and strategic partnerships with the community for the purpose of improving student learning and wellbeing                                  | <ul style="list-style-type: none"> <li>• Proportion of staff who agree or strongly agree that "community partnerships are valued and maintained"</li> <li>• Proportion of parents/carers who agree or strongly agree that "parents/carers get information from this school on how to support their children to improve learning"</li> </ul>  |
| Review, develop and implement structures and processes that support a school culture of high expectations and respectful relationships between all stakeholders | <ul style="list-style-type: none"> <li>• Proportion of staff who agree or strongly agree that "student behavior is well-managed at my school"</li> <li>• Proportion of parents/carers who agree or strongly agree that "student behavior is well-managed at this school"</li> <li>• Proportion of staff who agree or strongly agree that "student behavior is well-managed at this school"</li> <li>• Proportion of parent/carers who agree or strongly agree that "I am satisfied that the school has high expectations in all that it does"</li> <li>• Proportion of students who agree or strongly agree</li> </ul> |

|  |   |
|--|---|
|  | <p>that “I am satisfied that the school has high expectations in all that it does”</p> <ul style="list-style-type: none"><li>• Proportion of parents/carers who agree or strongly agree that “I am satisfied that the school has high expectations in all that it does”</li></ul> |
|--|---|

**National Quality Standard Area covered by this priority**

Quality Area 6 – Collaborative partnerships with families and communities