

School plan 2015-2017

Karanggi Public School 2260



School background 2015–2017

School vision statement

The students, staff and community of Karangi Public School have a shared vision. We aim to:

- Provide all students with access to high quality schooling free from discrimination;
- Engage parents and caregivers to work in partnership with the school community to enable high expectations for educational outcomes;
- Educate confident and creative students who are successful learners, active and informed citizens;
- Develop excellent teachers with the capacity to transform the lives of all students and inspire and nurture their development as learners, individuals and citizens;
- Provide quality curriculum and teacher delivery monitored through professional judgement, self–assessment, peer assessment and purposeful testing;
- Ensure strong accountability and transparency through:
 - collecting and analysing quality data
 - enabling highly effective reporting and feedback to students, parents and caregivers; and
 - ongoing community consultation to ensure an understanding of decisions made that affect performance and outcomes.

School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As at February 2015 we have a student population of 138. It has a Family and Occupational Education Index (FOEI) of 68 indicating the school is more advantaged compared to the state mean of 100. It is a school and community founded upon generational families and country values, blending with a recent increase in city families opting for a rural country lifestyle. Karangi Public School is a P5 school with a permanent teaching principal, six classroom teachers (including the teaching principal) of which 3 are temporary engagements. There is a relieving Assistant Principal, one day per week teacher librarian, one day per week RFF teacher (temporary) focusing on Music, a one and a half day a week Learning and Support Teacher, two temporary School Learning and Support Officers, one full time senior Administration manager, a two day a week Senior Administration Officer and a three day per fortnight General Assistant. School Communication Meetings involve all members of staff to ensure a shared vision and understanding of decisions, respecting all members as having an equal opportunity for input and collegiality. Professional Learning is ongoing, fluid, and driven by the school plan, Department of Education and Community requirements and reforms. Karangi Public School receives a variety of equity funding encompassing funding for Location/Isolation, Socio–economic background, Aboriginal background, Low Level Adjustments for Disability The school is supported by a proactive Parents & Citizens Association working collaboratively to continue to move the school forward and support student and school growth, aligning their vision to the school plan. Decisions regarding the school are discussed and shared between the P&C and school.

School planning process

To collaboratively inform Karangi Public School's plan the following processes were followed to allow a broader community input:

- School staff received Professional Learning on the 5P School Planning Model and its format/structure and purpose.
- Orara Valley Learning Communities of Schools Principals and identified executive received specialised support from the Principal School Leadership.
- School staff reviewed the school utilising the National School Improvement Tool.
- Staff identified a range of areas in order to formulate a parent survey. This survey was administered through the School Survey website, emailed to families with a validated email address, and made available in paper form to all families opting to reply in that form.
- Teaching staff compiled student surveys for all students K–6. Students completed these in class time alongside discussions about the purpose of the survey.
- An evening information and discussion session was held– open invitation to all families.
- A day information and discussion session was held – open invitation to all families.
- A day information and discussion session was held – open invitation to all ATSI families.
- All school staff were given the opportunity to complete a survey through School Survey Website.
- Teaching staff read, discussed and summarised the Melbourne Declaration of Educational Goals for Young Australians to assist in forming our school vision, strategic directions and purpose.
- Executive staff explored all data and formed 3 strategic

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directions. The staff then explored these directions and initiatives within.

- 5Ps were informed and all staff involved in discussing, amending and informing.
- The draft School Plan presented at various parent/community information opportunities to garner further input from our community.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Strategic direction 1: Student, Teacher and Community Wellbeing

Purpose:

- To provide all students with access to high quality schooling free from discrimination;
- To provide opportunities for parents and carers to work in partnership with the school community to enable high expectations and student well-being;
- To create confident and cooperative students who are active and informed citizens within our school and who are able to play their part on a global scale.
- To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning;
- To ensure the delivery of quality lessons in-line with current policy documents;
- To implement policies and procedures which will ensure the well-being of all staff and students;
- To readily identify resources and utilise these as required to best support staff, students and families.

STRATEGIC DIRECTION 2

Strategic Direction 2: Student Engagement

Purpose:

- To develop staff capacity to use 21st century teaching practices and reflect on curriculum implementation enabling all students to achieve ongoing growth as life-long learners.
- To provide all students with a high quality education, differentiated to enable sustained and continuous growth in academic achievement.
- To create confident and engaged students whose personalised learning styles are catered for.
- To utilise a diverse range of information technology to support student learning.

STRATEGIC DIRECTION 3

Strategic Direction 3: Evidence Based Teaching and Feedback

Purpose:

- To ensure teachers are knowledgeable of current and evolving pedagogical practices.
- To develop staff capacity in using quality assessment strategies and data.
- To provide all students with effective feedback informing continued growth.
- To enable parents/carers to effectively engage in supporting their child's educational development.
- To ensure quality curriculum and teacher delivery monitored through professional judgement, self-assessment, peer assessment and purposeful assessment.
- To provide strong accountability and transparency through collecting and analysing quality data and highly effective reporting and feedback.
- To readily identify students' individual needs and plan

Strategic Direction 1: Strategic direction 1: Student, Teacher and Community Wellbeing

Purpose

- To provide all students with access to high quality schooling free from discrimination;
- To provide opportunities for parents and carers to work in partnership with the school community to enable high expectations and student well-being;
- To create confident and cooperative students who are active and informed citizens within our school and who are able to play their part on a global scale.
- To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning;
- To ensure the delivery of quality lessons in-line with current policy documents;
- To implement policies and procedures which will ensure the well-being of all staff and students;
- To readily identify resources and utilise these as required to best support staff, students and families.

Improvement Measures

- Karangi Public School to be established as a Kids Matter School by end 2017.
- Improved fundamental skills in K-2: 90% proficient by end of 2017.
- 95% students involved in Crunch and Sip on a regular basis.
- 95% of students surveyed reflecting a decrease of incidences of unacceptable behaviours including bullying.

People

Students

- engage proactively in Kids Matter and PBL initiatives.
- display empathy and understanding in line with our restorative practice model.
- access support personnel for academic and well-being development.
- develop an understanding of life-long healthy life style choices.
- participate in peer support programs
- engage in opportunities for student voice.

Staff

- engage in mentoring with a focus on teacher capacity to develop and maintain student well-being.
- participate in implementation and professional review of school initiatives.

Parents/Carers

- collaborate with the school for the implementation and realisation of Kids Matter initiatives and PBL initiatives..
- support the school and their child/children in developing resilient, caring and respectful people in line with restorative practice.
- ensure their children develop a positive pattern of attendance as a priority.

Community Partners

Processes

Project 1: Establishing Karangi Public School as a Kids Matter school developing a whole school approach to children's mental health and wellbeing through:

- Formation of Action Teams.
- Continued implementation of a well-being program.
- Bounce Back.
- Building a community support network to enable sustainability.
- A culture of positive school attendance.
- Review and implementation of student welfare and discipline policy with input from the school community in line with Kids Matter and Restorative Practice.
- Consolidation of K-6 peer support program.
- Implementation of PBL (Positive Behaviours for Learning) – Review of current practice in alignment with PBL.
- Data tracking to identify areas of need/priority to inform further direction.
- Professional learning of the whole school community.

Project 2: Sustain & Grow Live Well @ School

- K-6 fundamental movement skills program tracking and review.
- Implement iPlay.

Practices and Products

Practices

- The engagement of school community in Kids Matter and Restorative Practice.
- Fortnightly Peer Support Program.
- Students able to implement strategies to identify and reduce bullying and build resilience.
- Whole school community support and engage with this PBL and restorative practice.
- Students identify strategies and express understanding of their behaviour choices and impact.

Products

- Families and school community work collaboratively to develop positive mental health.
- Build individual capacity to use restorative practices in line with our position as a Kids Matter School.
- Students form a positive network of support in the playground.
- Students and teachers actively engage in proactive welfare management through restorative practice and PBL.
- To develop fundamental movement skills in all students building capacity for further sporting opportunities with 100% participation (excluding medical)

Strategic Direction 1: Strategic direction 1: Student, Teacher and Community Wellbeing

Improvement Measures

- Whole School Community is familiar with KPS Welfare and Discipline Policy and practice and 100% of teachers to effectively use restorative practice by end 2016.

People

- NSW Health and NSW Cancer Council support the development of healthy lifestyle choices.

Leaders

- actively participate at all levels of policy development and delivery.
- support staff, students and families in reviewing and implementing policy and programs.
- work closely with all members of the school community to foster a Kids Matter/PBL school.

Processes

- Implement new Healthy Canteen strategy.
- K-6 Kitchen Garden Program implemented and evident in teachers programs and classroom practice.

Evaluation Plan

- Kids Matter surveys and review
- “Tell them from Me” staff and student surveys.– PBL: Pre-and post-data collected via SENTRAL, surveys.

Practices and Products

Strategic Direction 2: Strategic Direction 2: Student Engagement

Purpose
<ul style="list-style-type: none"> To develop staff capacity to use 21st century teaching practices and reflect on curriculum implementation enabling all students to achieve ongoing growth as life-long learners. To provide all students with a high quality education, differentiated to enable sustained and continuous growth in academic achievement. To create confident and engaged students whose personalised learning styles are catered for. To utilise a diverse range of information technology to support student learning.
Improvement Measures
<ul style="list-style-type: none"> Professional Learning to be linked to PDP, school plan directions and teacher programming and delivery in line with new syllabus documents.
<ul style="list-style-type: none"> 100% teachers to display balanced numeracy lessons in their programs by 2017; increase from 33% current in 2014.
<ul style="list-style-type: none"> Continuum and new syllabus documents confidently utilised by end of 2017.
<ul style="list-style-type: none"> Teacher mentors established to build teacher capacity by 2016 with increased teacher participation at school and Community of Schools level.
<ul style="list-style-type: none"> 100% of teachers confidently using a range of learning technologies
<ul style="list-style-type: none"> L3 consolidated in Yr 1 and Kindergarten.

People
<p>Students</p> <p>All Students:</p> <ul style="list-style-type: none"> engaged in order to develop as both leaders and learners. provide input through surveys and discussion. engage in curriculum evaluation. play an integral role in the implementation and review of key initiatives and best practice. gain increased understanding of 'where they are at' and 'where they are heading'. <p>Staff</p> <ul style="list-style-type: none"> actively engage in professional learning participate in opportunities for collaboration in the development and ongoing evaluation of curriculum development and its delivery. participate in peer mentoring, collegial sharing and support for ongoing Professional development, within the school, the Orara Valley Community of Schools and wider district. <p>Parents/Carers</p> <ul style="list-style-type: none"> attend PL and information sessions on new curriculum and expectations. involved in our collaborative learning community. <p>Community Partners</p>

Processes
<p>Project 1: Develop teacher capacity to engage students as individuals and 21st Century learners.</p> <ul style="list-style-type: none"> The establishment of a collaborative teacher development model to further build teacher capacity in engaging students in the learning process. Continued Professional Learning to review and monitor teacher programming and delivery in line with current and new syllabus. Staff engage in sharing teaching/ learning experiences, programs and practice within their school setting and the OVCoS. Parent and caregivers participate in information workshops. All students identifying "where they are at" and "where they're heading", utilising continuums. K-6 Reading for Enjoyment program. L3 K/1.- Super 6 strategies evident in all classes. Identified programs – MiniLit, MultiLit, Spelling Rules Yr 3-6 students participate in Djehuti K-2 teachers implement TENS. Balanced Numeracy Sessions K-6. All classes provide differentiation. Provision of quality outcome based

Practices and Products
<p>Practices</p> <p>Ongoing collegial discussions and engagement with new syllabus content directly linked to school and staff professional learning plans.</p> <p>Teachers receive PL in giving and receiving effective feedback – to students and colleagues.</p> <p>Mentors established as a component of PL</p> <p>Students know the learning intention and success criteria to self- monitor and improve their academic performance.</p> <p>Students know the learning intention and success criteria to self- monitor and improve their academic performance.</p> <p>Ongoing evaluation and identification by the classroom teacher in consultation with the supervisors and the Learning Support Team.</p> <p>Differentiated assessment models and student feedback.</p> <p>Implement quality QT programs and allow student voice to share their perspective.</p> <p>Provide opportunities for collaborative planning, observation, feedback and development at school and CoS level.</p> <p>Products</p> <p>Effective implementation, programming and delivery of new syllabus.</p> <p>Collaborative and honest professional feedback enabling continued personal and professional growth in alignment with the</p>

Strategic Direction 2: Strategic Direction 2: Student Engagement

Improvement Measures

- Student and Parent surveys show increased satisfaction, awareness of teaching learning practices and student engagement.

- 80% of student reaching expected norms and cluster markers.

People

- collaboration between Orara Valley CoS in providing professional opportunity for staff and students.

- effective use of Department of Education Advisors and other educational bodies.

Leaders

- enable differentiated PL opportunities.

- ensure effective use of staff expertise.

- collaboratively supervise staff through effective mentoring programs which are both formal and informal.

- provide opportunities for teachers to witness effective classroom practice.

Processes

extra-curricular activities across KLAs.

- Effective use of a range of technology to engage and support students in all classrooms.

- Provision of quality outcome based extra-curricular activities across KLAs

- Quality Innovative teaching practice catering for 21st century learners

- Effective use of a range of technology to engage and support students in all classrooms.

Evaluation Plan

- Tell them from Me” staff and student surveys

- Program supervision and lesson observations targeting specifics eg: engagement, differentiation, use of IT.

- Sharing of lesson models, student work and examples.

- Data analysis.

Practices and Products

QT Framework.

Students access the breadth of the curriculum.

Distribution of resources and programs to support quality teaching practices for all students.

All students show their true potential though assessment tasks

All students show their true potential though assessment tasks

QT programs which are evidence based, syllabus and student driven.

Teachers effectively differentiating for students

Strategic Direction 2: Strategic Direction 2: Student Engagement

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 3: Evidence Based Teaching and Feedback

Purpose

- To ensure teachers are knowledgeable of current and evolving pedagogical practices.
- To develop staff capacity in using quality assessment strategies and data.
- To provide all students with effective feedback informing continued growth.
- To enable parents/carers to effectively engage in supporting their child's educational development.
- To ensure quality curriculum and teacher delivery monitored through professional judgement, self-assessment, peer assessment and purposeful assessment.
- To provide strong accountability and transparency through collecting and analysing quality data and highly effective reporting and feedback.
- To readily identify students' individual needs and plan accordingly.

Improvement Measures

- Standardised testing and data collection analysed to inform teaching direction and student feedback.
- Use of standardised testing to guide programming and differentiation.
- All students demonstrating growth in school standardised data.
- NAPLAN data to reflect an increasing % of students meeting expected growth 3–5 & 5–7 in Literacy and Numeracy as compared to the previous years data.

People

Students

All students :

- have access to support personnel for academic development
- receive effective feedback.
- actively engage in self and peer assessment.

Staff

- engage in professional learning on assessment and the teaching and learning cycle.
- provide and deliver quality assessment tasks and standardised testing.
- review and assess student achievement and learning to inform programming and direction on a school, class and individual level.
- engage in the regular analysis of student assessment levels through meaningful data collection.

- review school reports and feedback to align with new curriculum content.

Parents/Carers

- will be informed, and participate in active discussions, about their child's progress
- engage in information sessions regarding reforms.
- will be engaged in meaningful

Processes

Project 1: Evidenced based and differentiated curriculum and assessment.

- Delivery and in–depth analysis of a range of Standardised Assessment.
- Teacher professional learning sessions identifying trends within our school.
- Identified assessment and work samples shared during PL.
- Assessment of teaching learning programs against student outcomes.
- Introduction of student self and peer assessment models.
- Differentiation of assessment inclusive of all students., review of practice.
- Opportunities for collaborative planning of differentiated assessment tasks as a whole school & CoS.
- Implementation and consolidation of Literacy strategies – MiniLit, MultiLit, L3.

Project 2: Developing and acknowledging teacher capacity as lifelong learners utilising the Instructional rounds model.

- Provide all teachers with an in–depth understanding of Instructional Rounds and what it entails.
- Establish achievable timetables ensuring all teachers at Karangi PS are involved in the Instructional Rounds once a term.– Establish sustainable practices to ensure the longevity of the Instructional Rounds Project.– Provide quality and constructive

Practices and Products

Practices

- Timely delivery and collaborative analysis of assessment and identification of individual need.
- Formal reporting to be presented to parents in Terms 2 and 4 informing individual student achievement and direction.
- Staff link analysis of assessment to Quality Teaching and Learning. Learning groups and individualised delivery linked directly to assessment data and its analysis
- Teachers to collaboratively decide on the focus area for Instructional Rounds at the beginning of each term.

Products

- Program reflecting analysis of assessment data to inform groupings, differentiation and direction.
- Informed and individualised student centred formal reporting to parents.
- Evidence of the use of data analysis present in individual teaching programs to inform and direct best practice and use of available resources.
- Shared understanding of what Instructional Rounds are and how it will be implemented.
- Instructional Rounds to have a specified purpose.

Strategic Direction 3: Strategic Direction 3: Evidence Based Teaching and Feedback

Improvement Measures

- Increased percentage (80%) of students achieving stage expected markers on Literacy and Numeracy continuums and school standardised testing.

- Teachers increased engagement with teaching standards.

People

discussions to support their child's academic and social growth.

Leaders

- actively participate in the reviewing, analysing, mentoring and ensuring of accountability.
- support staff, students and families in ensuring individual and collective growth.

Processes

feedback to teachers to ensure the continuation of best practice.

Evaluation Plan

- Professional development plans show evidence of capacity-building.
- Staff surveys.– Evidence of change in follow up observation due to feedback given.
- Data review and tracking.

Practices and Products