

# School plan 2015-2017

## Kelso Public School 2275

# School background 2015–2017

## School vision statement

Kelso Public School provides opportunities that allows students to attain excellence through inclusive education and personalised learning. We value collaborative partnerships with the community fostering a socially cohesive school environment.

## School context

Kelso Public School has a diverse population and a strong collaborative partnership with school and community.

Kelso Public School has a holistic approach to improving the educational outcomes of all its students.

The school draws students from a broad spectrum of the community, 74% of children come from the lowest 25% of the socio economic community and a significant public housing sector. 8% children come from a Non English speaking background and 35% are Aboriginal.

The school is of a modern open design staffed with teachers ranging from in their first year of teaching to highly experienced teachers established in their careers. The school runs 10 mainstream classes, an early intervention setting and 5 additional support classes catering for children right across the Bathurst community.

The school receives significant additional funding under the Resource Allocation Model is supported under the Early Action For Success program and has been part of Next Steps initiatives and National Partnerships Literacy and Numeracy.

## School planning process

School Principal and planning team trained in various techniques to best allow all stakeholders to be heard and express a voice .

Staff /Stage Meetings, the provision of information at P & C meetings and the local AECG outlining the new process followed this.

Through surveys, written and by face to face or phone calls, the school community was invited to participate in the development of the 5P planning process by the identification of areas of achievement and areas of improvement.

Staff then took the results of the surveys over a series of meetings, assessed school data and identified key areas for the School Plan focus, displays in the staffroom were used to add or modify each stage of the planning process.

Drafts of each aspect of the plan were developed by planning team members with consultation of the various stakeholders and synthesised these into a first draft plan.

The planning team then reviewed and revised this plan to create our final draft. This plan is now available for review by key stakeholders and will regularly be revised to accommodate new directions that become available to the school.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Enhancing strong, quality and effective partnerships.

### Purpose:

To improve shared ownership and decisions for our local school and community members with a vision of improved student learning.

## STRATEGIC DIRECTION 2

Focusing on achieving Excellence in all we do.

### Purpose:

To develop processes and practices that are reflective and evaluative. Ensuring that these are sustainable and relevant to all stakeholders as well as providing the best opportunities to prepare for the current and future directions.

## STRATEGIC DIRECTION 3

Ensuring planned and negotiated personalised learning.

### Purpose:

To provide evidence-based equitable learning environments which will ensure quality education for all students.

# Strategic Direction 1: Enhancing strong, quality and effective partnerships.

## Purpose

To improve shared ownership and decisions for our local school and community members with a vision of improved student learning.

## Improvement Measures

### Parent partnerships and collaboration.

All PLPs and IEPs are developed and reviewed inclusive of parent consultation and feedback. As a result the PLP and IEP plans better support student growth in learning.

Annual Parent TTFM survey results demonstrates a significant increase in positive feedback and connection to school.

There is a 50% decrease in 'yellow card' entries on senral demonstrating higher levels of student engagement in class learning.

With the exception of students identified for ongoing specific intervention, student attendance is at or above State average in all grades.

### Bathurst school alliance

Teacher feedback and assessment of student learning demonstrates deep knowledge and understanding of syllabus requirements.

Program reviews and classroom observation demonstrate teacher self assessment and reflection of the quality of their teaching.

### Partnerships with government and non-government agencies

## People

### Students

Will participate in decision-making processes related to their learning

### Staff

Will be involved in working collaboratively with key stakeholders to enhance school and community relationships.

### Parents/Carers

Will become part of a collaborative team which focuses on enhancing quality, effective partnerships.

### Leaders

Participate in the development of coaching skills learning how to actively listen, understand the issues and clarify solutions.

## Processes

### Parent partnerships and collaboration.

P&C- building identity and valuing purpose and consultation.

AECG – Regular attendance and participation. Establishment of Jnr AECG.

Wide range of school events, functions and workshops designed to celebrate student achievement and build parent confidence and support.

Consistent demonstration of parent support through participation in student PLP and IEP planning and review.

Staff training in Stronger Smarter, Dare to Lead, 8 Ways, Bridges out of poverty, to build staff connection to community.

Structured communication protocols with parents embedded through PBL and LST processes

### Bathurst school alliance

Focus on Syllabus implementation.

Building staff leadership opportunities.

Sharing resources, expertise and procedural guidelines.

Supporting staff welfare and wellbeing.

### Partnerships with government and non-government agencies

Building partnerships to provide wrap-around services in support of student wellbeing.

## Practices and Products

### Practices

#### Parent partnerships and collaboration.

The school actively leads in community consultation with a strong and informed P&C and AECG partnership.

The Jnr AECG develops student leadership, a sense of belonging and communicates school commitment the Aboriginal culture.

Parent participation in school events demonstrates parents willingness and sense of being welcome to share in and celebrate student achievements.

PLP and IEP development and review is inclusive of parent/guardian input and feedback.

Specific staff training has improved awareness of Aboriginal culture with empathy, understanding and trust demonstrated through increased levels of communication and parent inclusion in the life and learning of their child at school.

Developed and established parent/teacher communication protocols are aligned to PBL principles and more uniformly promote key messages, expectations and procedures to the parent community.

#### Bathurst school alliance

Syllabus implementation is supported with shared development of Scope and Sequence documents, units of work, assessment schedules and teacher training in syllabus documents.

# Strategic Direction 1: Enhancing strong, quality and effective partnerships.

## Improvement Measures

All complex need and/or at risk students engage in school life with appropriate support enabling achievement of learning and wellbeing goals.

## People

## Processes

Strong collaborations with Area Health, Police and Community Services.

Strong collaborations with Relationships Australia and BELS (Bathurst Early Learning)

Strong transition programs (I Learn and Head Start)

Readiness for NDIS service support (2017)

## Evaluation Plan

The school will use the milestone improvement process to plan and implement key improvement initiatives. Evidence of impact will be measured each 5 weeks and the project will be evaluated annually.

## Practices and Products

All teaching staff demonstrate a sound knowledge of syllabus with class programs developed to support students to achieve outcomes in all key learning areas

Effective practices exist of planning, delivering and evaluating teaching and learning through consistent knowledge and judgement of syllabus across KLAs.

Increased strong transferrable skills in instructional leadership leads the building of staff capacity and student growth

Shared and distributed leadership across the alliance of schools ensures a consistent and high delivery of new syllabus

### Partnerships with government and non-government agencies

A high functioning LST ensures explicit case management of complex need and at risk students that coordinates interagency collaboration with the focus on best support for student needs.

Well developed transition activities ensure students learning and wellbeing continues to grow be supported Preschool to high school

## Products

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# Strategic Direction 1: Enhancing strong, quality and effective partnerships.

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### **Partnerships with government and non-government agencies**

All complex need and/or at risk students engage in school life with appropriate support enabling achievement of learning and wellbeing goals.

# Strategic Direction 2: Focusing on achieving Excellence in all we do.

## Purpose

To develop processes and practices that are reflective and evaluative. Ensuring that these are sustainable and relevant to all stakeholders as well as providing the best opportunities to prepare for the current and future directions.

## Improvement Measures

### Focus on literacy and Numeracy

K–2 EAfS demonstrates student growth on the L&N continuums equal to or better than similar school groups.

NAPLAN results demonstrate student growth in Literacy and Numeracy between Yr 3 (2015) and Yr 5 (2017) equal to or better than similar school groups.

A continued upward trend in NAPLAN results Literacy and Numeracy that established the school at or above SSG achievements.

### Excellence in Staff Performance and Development

Classroom programs provide evidence that school system processes are embedded in their day to day teaching.

Student engagement in classroom learning has increased as a result of refined and improved pedagogical practices evidenced in a 50% reduction in student 'yellow card' entries on Sentral.

## People

### Students

Will be engaged with quality learning programs.

### Staff

Will be designing and establishing best practice programs which reflect high standards linked to the Quality Teaching Framework, Australian Teaching Standards and the new Excellence Framework

### Parents/Carers

Parents and teachers will work together to increase their understanding of the school's programs through the provision of information and training.

### Leaders

Implement the new Performance and Development Framework focusing on staff capacity building and focussed goal setting giving clear and supportive direction.

## Processes

### Focus on literacy and Numeracy

Establish programming processes as embedded practice incorporating evidence from researched teaching strategies including L3 and Reading 2 Learn

### Excellence in Staff Performance and Development

Embed explicit systems for collaborative feedback to improve teaching practise and student outcomes utilising:

- Lesson study
- 21st Century Fluencies
- Cooperative planning and consistent teacher judgement
- The 8 Ways Learning Framework
- School wide programming frameworks

### Evaluation Plan

The school will use the milestone improvement process to plan and implement key improvement initiatives. Evidence of impact will be measured each 5 weeks and the project will be evaluated annually.

## Practices and Products

### Practices

#### Focus on literacy and Numeracy

Embedded pedagogical practices taught across stages deliver consistent learning experiences that demonstrate differentiated teaching and learning support to achieve individual student growth.

The Literacy and numeracy continuums are used to measure and track student achievement K–6.

#### Excellence in Staff Performance and Development

The school leadership team demonstrate instructional leadership, promoting, modelling effective evidence based practice. School leadership monitor, review and evaluate staff performance.

All staff develop and review Personal Development Plans, implementing new learning and achieving goals that align to identified areas within the school plan as well as personal development..

### Products

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# Strategic Direction 3: Ensuring planned and negotiated personalised learning.

## Purpose

To provide evidence-based equitable learning environments which will ensure quality education for all students.

## Improvement Measures

### Data collection and analysis

The school demonstrates high level data analysis with tracking tools for student achievement in literacy and numeracy and student engagement and wellbeing. As a result the school can tailor learning and be responsive to emerging learning and wellbeing needs.

## People

### Students

The students will be engaged with teaching and learning programs that reflect the NSW Australian curriculum and be provided with the opportunity to develop their potential according to individual needs.

### Staff

Will plan systematic and explicit teaching and learning activities to support student literacy and numeracy progress across the curriculum.

They will engage in PL in literacy (L3, L3S1, Writing, Quality Teaching) and numeracy (TEN, TOWN) to enhance their teaching practice.

Staff will be provided with coaching in data analysis and quality teaching practices to increase student engagement, capacity and skills.

### Parents/Carers

Parents will be informed of current directions within the school in order to support their children.

### Leaders

Instructional Leader: The Instructional Leader works directly with teachers in the early years to identify and provide teacher professional development and classroom-based coaching.

The instructional leader contributes to the planning for support and resources to gain shift for K-2 students.

## Processes

### Data collection and analysis

Student assessment for, of and as learning is a whole school process that underpins differentiated and individualised student learning and wellbeing support.

PL delivery in assessment strategies and how to utilise assessment to analyse teaching and learning practice as well as assess student learning.

Weekly meetings established to focus on data analysis to support collaborative pedagogical improvement and LaST support priorities..

### Evaluation Plan

The school will use the milestone improvement process to plan and implement key improvement initiatives. Evidence of impact will be measured each 5 weeks and the project will be evaluated annually.

## Practices and Products

### Practices

#### Data collection and analysis

Teachers are skilled in the collection and analysis of student learning and wellbeing data and use this as a baseline from which to tailor individualised teaching and wellbeing support.

Teachers use student achievement to reflect upon and modify their teaching approach in order to improve student engagement and achievement in learning.

Teachers demonstrate high expectation for student achievement and collaborate to ensure the best possible teaching strategies are employed in each class.

### Products

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