

School plan 2015-2017

Kempsey East Public School 2278



School background 2015-2017

School vision statement

Kempsey East Public School is a supportive school community of 21st century learners who are respectful, happy, healthy, discerning and aspirational global learners.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

Of the fourteen full time equivalent teaching positions in the school, six teachers are maintaining accreditation at the Proficient level and another is currently working towards accreditation at this level.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through P&C involvement.

The school is a Positive Behaviour for Learning, (PBL), school. There is a supportive learning environment that caters for the needs of every child, equips students as healthy, 21st Century learners and encourages parents as partners in learning.

There are 222 students enrolled in the school, 18.5% of these students identify as Aboriginal or Torres Strait Islander. The school average attendance rate is 93.0%.

The Family Occupation and Education Index (FOEI) for the school community in 2015 is 137. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

School planning process

The school plan has been formulated following an extensive school and community consultation process that resulted in the development of their vision for the school.

School data was gathered from: NAPLAN, PLAN, student work samples; staff mentoring conversations, teachers' goals, phone and Survey Monkey surveys of parents, a Year 3-6 student survey and staff surveys. External surveys: Tell Them From Me, Focus on Learning, and The 'Visible Learning School Survey and Matrix' provided valuable data on the learning environment at the school.

In developing the school directions, the Public Schools NSW Strategic Directions- Creating Futures Together 2015-2017, and the Melbourne Declaration on Educational Goals For Young Australians were consulted.

School strategic directions 2015-2017

**Purpose:**

To build stronger, respectful and collaborative partnerships within our education community to support our students in becoming confident, competent and creative learners who understand the importance of their physical and emotional wellbeing.

**Purpose:**

To improve student outcomes by ensuring teacher professional practice is evidence based and future focussed and students are visible learners who have a disposition for learning. Students will acquire the skills of 21st Century learners who are literate and numerate, discerning users of technology, collaborative and creative.

Strategic Direction 1: Developing A Quality Learning Environment

Purpose	People	Processes	Practices and Products
<p>To build stronger, respectful and collaborative partnerships within our education community to support our students in becoming confident, competent and creative learners who understand the importance of their physical and emotional wellbeing.</p>	<p>Students</p> <p>Students have a greater understanding of the components of a healthy lifestyle. Student practice of respect, responsibility and cooperation is evident in their contribution to the school and wider community.</p>	<p>Lifestyle programs; Crunch and Sip, Dhalayi Doctors, Sporting Schools and the Premier's Sporting Challenge are conducted. Leadership opportunities; QUEST, SRC are provided.</p>	<p>Practices</p> <p>The healthy lifestyle focus is embedded in teaching programs and school ethos with active lifestyle opportunities provided for a minimum of two hours a week.</p>
Improvement Measures	<p>Staff</p> <p>There is a greater understanding of, and, communication with, families. Staff value productive parent partnerships and continue to foster and expand a collaborative learning community. Staff support and encourage health and wellbeing within the school community.</p>	<p>Parents and community members are actively encouraged to participate in school events: art show, Education Week presentations, parent Information evenings, classroom and other whole school events.</p>	<p>All school events are communicated to parents using a variety of methods.</p>
<p>A school-wide approach to student wellbeing is evident.</p> <ul style="list-style-type: none"> All members of the school community understand the new behaviour procedures and PBL. All classroom programs include learning experiences to enhance student wellbeing. 	<p>Parents/Carers</p> <p>Parents value and understand the importance of their support for, and involvement with, the school to improve the quality of student outcomes and educational provision. Parents are committed to providing a healthy lifestyle for their children.</p>	<p>School digital communications and promotions are developed and enhanced to improve school/community relationships.</p>	<p>The QUEST leadership program is embedded enabling more Year 6 students to participate in leadership activities.</p>
<p>There is an improvement in parent engagement with the school:</p> <ul style="list-style-type: none"> A parent survey indicates an increase from 79% to 90% to 'positive relationships exist between the school and its community' and from 72% to 85% for 'the school provides a variety of learning and skill building opportunities for my child'. 70% families are engaging with the school digital communications and attend school events. 	<p>Community Partners</p> <p>Community agencies support school initiatives by contributing expertise and developing programs to support wellbeing and learning initiatives.</p>	<p>The PLP process is a genuine collaborative process and provides opportunities for Aboriginal parents, staff and students to work together regularly.</p>	<p>Products</p> <p>A school-wide approach to student wellbeing is evident.</p> <ul style="list-style-type: none"> All members of the school community understand the new behaviour procedures and PBL. All classroom programs include learning experiences to enhance student wellbeing
	<p>Leaders</p> <p>Leaders are committed to developing greater community involvement in the school, by enhancing their communication with the community.</p>	<p>A greater variety of curriculum and lifestyle opportunities are offered to students.</p>	<p>There is an improvement in parent engagement with the school.</p> <ul style="list-style-type: none"> A parent survey indicates an increase from 79% to 90% to 'positive relationships exist between the school and its community' and from 72% to 85% for 'the school provides a variety of learning and skill building opportunities for my child'. 70% families are engaging with the school digital communications and attend school events.
		<p>Evaluation Plan</p> <p>A regular program audit, school based surveys, canteen sales, BEEP tests, quality of PLPs, Tell Them From Me, parental participation data, and lunch box checks.</p>	<p>There is a school-wide collective responsibility for student learning and success, with high levels of student, staff</p>

Strategic Direction 1: Developing A Quality Learning Environment

Improvement Measures

People

Leaders continue to reflect on and develop effective wellbeing strategies.

Processes

Practices and Products

and community engagement, as evidenced by the School Excellence framework- Learning Culture and 'Tell Them From Me' survey results

Strategic Direction 2: Building Student and Teacher Capacity as 21st Century Learners

Purpose	People	Processes	Practices and Products
<p>To improve student outcomes by ensuring teacher professional practice is evidence based and future focussed and students are visible learners who have a disposition for learning. Students will acquire the skills of 21st Century learners who are literate and numerate, discerning users of technology, collaborative and creative.</p>	<p>Students</p> <p>Students understand that they are responsible for their own learning and have a positive disposition towards learning.</p> <p>They understand what they are learning and what they need to do to improve.</p> <p>Students are confident and discerning users of technology, understanding how technology can enhance their learning.</p> <p>Students take risks and show initiative with their learning as they become independent learners who problem-solve, collaborate, thinking deeply and critically.</p> <p>Staff</p> <p>Teachers only use evidence-based practice and have the skills to lead peer-mentoring processes. They are reflective practitioners.</p> <p>Teachers have a deep understanding of learning intentions and success criteria and explicitly share this information with students. They understand what effective feedback is and use this with students and peers.</p> <p>Teachers are confident and curious users of technology, applying 21st learning pedagogy in their practice.</p> <p>Parents/Carers</p> <p>Parents are partners in the learning process, supporting their children to become confident, collaborative, problem solvers.</p>	<p>Teachers will participate in the Instructional Rounds and 'Walk Throughs'.</p> <p>Teachers will engage in regular mentoring sessions using reflective processes to improve student outcomes. All teachers will be skilled to lead this process.</p> <p>Through explicit teaching of the learning process, students will develop an understanding of how to learn effectively, collaboratively, creatively and to problem solve.</p> <p>Students will be encouraged to use a variety of software and devices to support their learning processes.</p> <p>Support will be provided for teachers and leaders to engage with the accreditation process.</p> <p>Evaluation Plan</p> <p>Data will be collected and reviewed each term using PLAN, NAPLAN, student work samples and surveys.</p>	<p>Practices</p> <p>All students understand the learning intentions and success criteria. Classroom observations and teacher mentoring confirm that quality feedback is embedded into the learning process and data, is systematically used to inform the learning process.</p> <p>Teaching practices and programs demonstrate a greater focus on student direction, problem solving and thinking and technology is meaningfully incorporated into the learning process.</p> <p>All teachers have professional goals that support their continual professional learning and accreditation process.</p> <p>Products</p> <p>Teachers and students demonstrate reflective practices</p> <p>All teachers use collaborative practices to assess the impact of current teaching practices.</p> <p>.90% students are assessment capable learners who understand how they learn effectively.</p> <p>All teaching programs and lesson observations demonstrate use of pedagogies that develop future learners.</p> <p>Improved outcomes in literacy and numeracy.</p> <p>The 2017 Yr 3 & 5 NAPLAN results indicate 8% or fewer students at or below, NMS in all areas of NAPLAN.</p>
Improvement Measures			
<p>Teachers and students demonstrate reflective practices</p> <ul style="list-style-type: none"> All teachers use collaborative practices to assess the impact of current teaching practices. 90% students are assessment capable learners who understand how they learn effectively. All teaching programs and lesson observations demonstrate use of pedagogies that develop future learners. <p>Improved outcomes in literacy and numeracy.</p> <ul style="list-style-type: none"> The 2017 Yr 3 & 5 NAPLAN results indicate 8% or fewer students at or below, NMS in all areas of NAPLAN 2017 Yr 3 & 5 NAPLAN data indicates at least 30% students are in the proficiency bands. 			

Strategic Direction 2: Building Student and Teacher Capacity as 21st Century Learners

Improvement Measures

People

Leaders

Leaders model and share the skills that students require to become learners and global citizens. They have a sound understanding of using technology to support learning.

Processes

Practices and Products

2017 Yr 3 & 5 NAPLAN data indicates at least 30% students are in the proficiency bands.