

School plan 2015-2017

Kentlyn Public School 2285



School background 2015–2017

School vision statement

In a safe, stimulating and diverse environment Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, striving for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the twenty first century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 155 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethic that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements the single minded approach to providing the best possible educational opportunities for all of our students. Our school motto, “Always our Best” reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have broad opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and as part of the New South Wales Public Education system under the control of the Department of Education & Communities we are proud of the achievements to date and look forward to expanding our success into the future.

School planning process

In 2014, Kentlyn Public School sought the opinion of parents, students and teachers about the school in terms of

- What programs/initiatives they liked and wanted to see continue and
- What programs/initiatives they would like to modify/change or introduce in the future.

We had 48 out of 110 families represented in this survey as we invited parents to attend one of two sessions, a breakfast or a dinner, on the same day. Forums were held highlighting The Melbourne Declaration, Culture and Values, Teaching and Learning, Student Engagement and community partnerships.

The results indicated that parents, students and staff were very happy with many of the initiatives that we were already implementing and wanted to see them continue in 2015 and also wanted to see updated technology and project based learning and student organised learning activities introduced as well to engage our students further.

All aspects of our school plan is constantly presented to all stakeholders, students, staff and the community, at every level of new information being written.

In 2016, a whole school and community planning day was held in late November. We had parent representatives as well as student SRC representatives.

2015 – 2017 will be very exciting times for Kentlyn Public School as we are building capacity in our staff, students and the community to be engaged in a new global educational environment.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 LEARNING

Purpose:

Kentlyn Public School will be a community of successful learners, confident and creative individuals and active and informed citizens. We will be promoting a culture of excellence by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all of them to explore and build on their gifts and talents.

Community of Schools: To build capacity across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

STRATEGIC DIRECTION 2 LEADING

Purpose:

Our teachers are inspirational, strong, strategic and effective leaders that transform the lives of students and their development as learners, individuals and citizens. They provide a school wide culture of high expectations and shared senses of responsibility for student engagement learning development and success. The school benefits from planned proactive engagement with the parent and broader community.

Community of Schools: Capacity is built across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

STRATEGIC DIRECTION 3 LIAISING

Purpose:

To work together with our dynamic community, our Community Of Schools and other schools and agencies outside our area, collaborating and planning programs for our students to become successful 21st Century learners, confident and creative individuals and active and informed citizens.

Cross– Cultural respect will be at the forefront of all our programs as we promote equity and excellence for all our students, which complements our motto, “Always our Best”.

Community of Schools: To build capacity across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

Strategic Direction 1: LEARNING

Purpose

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Improvement Measures

100% of staff have differentiated the curriculum which is evidenced through class programs and can provide student work samples which reflect the use of 21st Century pedagogy.

70% of students working at or above school benchmark and evidenced through our PLAN data. Increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.

Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

80% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.

100% of staff demonstrating career growth, mapped against Australian Teaching Standards and Teacher Performance and Development Plan

25% of parents participate in parent helper

People

Students

Students are actively engaged with the 7C's; critical thinking and problem solving; collaboration, team work and leadership; communicating and media fluency; cross cultural understanding; creativity and innovation; computing and ICT fluency; and citizenship.

Students will be active participants in their own learning focussing on assessments as learning and developing voice in their own learning.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Staff

Delivering and effectively implementing strategic and differentiated professional learning to build staff capabilities that translate into effective classroom practice.

All staff will be working from personalised learning plans to develop a deep understanding of National Professional Standards and curriculum requirements.

Build on teacher capacity to effectively develop and implement a 21st Century concept driven inquiry curriculum across all key learning areas

Community Partners

The school community is committed to the schools strategic directions and practices to achieve educational priorities

Processes

Student Assessment and Teacher Performance

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external formative and summative data on staff (Teacher Performance and Development Plan) student and school performance. Develop whole school formative and summative data collection; establishing data portfolios to triangulate results. (Lexiles, PLAN, See-Saw, and class assessments)

Literacy and Numeracy

Quality literacy and numeracy practices are identified and embedded across the school incorporating consistency of teacher judgement and assessing and tracking students through PLAN and school based data. Professional development in "Assessment for Learning" in consultation with Ruse Public School and Consultant, Kerrie Betts.

Active Parent Body

Development of an active parent body who contribute to the governance of the school. Parent forums, parent helpers, working bees and P&C volunteers

Inquiry Based Learning

Collaborative development of differentiated and conceptualised integrated units of work on incorporating NSW syllabuses, high quality assessment, planning and implementation of 21st century quality teaching and learning programming models incorporating the 7 Cs and working closely with our Community of Schools.

Practices and Products

Practices

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate.

Practices are embedded for parents to engage and understand the learning process of their children and how to effectively support them to learn.

Products

Students use reflection on assessment and reporting processes and feedback to plan learning.

Well-developed explicit inquiry based programs that embed the use of technology and information literacy using the library as a major resource.

Performance of equity groups is comparable to the performance of all students in the school.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning.

Teachers clearly understand and utilise assessment for, assessment as learning and assessment of learning in determining teaching directions, school performance

Strategic Direction 1: LEARNING

Improvement Measures

programs and attend parent forums

People

Processes

Incorporate student interactive excursions/camps. Purchase more resources to cater for student/teacher needs.

Evaluation Plan

Literacy and Numeracy was our focus in 2016. We started working on effectively implementing Learning Intentions and Success Criteria across all Key Learning Areas. This will be a big focus for Kentlyn Public School in 2017.

Practices and Products

levels and effectiveness.

Strategic Direction 2: LEADING

Purpose

Our teachers are inspirational, strong, strategic and effective leaders that transform the lives of students and their development as learners, individuals and citizens. They provide a school wide culture of high expectations and shared senses of responsibility for student engagement learning development and success. The school benefits from planned proactive engagement with the parent and broader community.

Community of Schools: Capacity is built across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

Improvement Measures

35% of students take on leadership roles within the school and our school community.

60% of Teachers effectively undertaking leadership roles within the school

100% of teachers show evidence of career growth against National Professional Standards embedded in the Performance and Development Framework.

20% of staff participate in formalised leadership development projects

100% of staff have individual professional learning plans

People

Students

Engage all students in the development of student leadership capabilities which integrate skills and learning experiences. Diverse range of extra-curricular activities and student leadership programs developed and implemented. Actively motivate students to reach their full potential by continuing to showcase their work and celebrate successes.

Staff

Shared school wide responsibility is evident through leadership, teaching, high expectations, professional learning and community evaluations to review overall progress. Kindergarten teacher to be trained in L3 and R/Assistant Principal to be trained in L2.

Staff have, purposeful leadership roles based on professional expertise and have opportunities to actively engage in formal leadership programs and roles utilising the school and the Community of Schools projects.

The school leadership team builds the collective capacity of the staff and school community to access resources within our local school communities for the purpose of enriching the staff's deep knowledge and understanding of the curriculum and 21st Century learning to further improve student outcomes. Strengthen the induction policy and process for beginning teachers to ensure that it is explicit and systematic.

Community Partners

The school is recognised as being pro-

Processes

Student Leadership

Provide opportunities for students to organise and run projects which will enhance and build upon their leadership skills as well as attend leadership courses to network with other schools within our school and community.

Learning Intentions and Success Criteria

Actively engage students in their own learning by using formative and summative assessment to develop visible learning through differentiated learning goals, learning intentions, success criteria and quality feedback

Action Research

The school leadership team builds the collective capacity of staff and school community to use evidence based research and data to inform strategic school improvement efforts. Focus area for 2017, implementing a 'growth mindset' across our whole school community, Assessment for Learning and Inquiry Based Learning.

Staff Leadership Programs

School provides meaningful opportunities for aspiring leaders to attend professional learning as well as mentoring programs to continue to build capacity with our staff to take on leadership roles, apply for Expression of Interests and higher executive roles.

Evaluation Plan

A diverse range of extra-curricular activities were implemented in 2016 developing student leadership skills. Some

Practices and Products

Practices

Students effectively use components of the 7 C's to articulate their learning and reflect on personal and leadership goals.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the schools standing within the local community and improving educational outcomes.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

Information sessions and workshops are ongoing responding to the needs of the community.

Products

Evidence of student voice and participating in a variety of leadership roles and courses such as School Representative Council (SRC), Junior Aboriginal Educational Consultative Group (JAECG), Grip Leadership conference, Peer Support, House Captains, in school and community contexts.

Evidence of staff leadership and increased capacity through joint professional learning and COS scheduled meetings

Teachers in leadership positions facilitate professional learning, share expertise and provide ongoing support e.g., mentoring, peer observations mapped to the Quality Teaching Model.

Strategic Direction 2: LEADING

Improvement Measures

People

active and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

Processes

of the extra curricular activities included leaders visiting Parliament House, Leadership Conferences, and fundraising events. An overall increase with community participation due to the implementation of see-saw and the positive feedback that was received.

Practices and Products

Strategic Direction 3: LIAISING

Purpose

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Cross- Cultural respect will be at the forefront of all our programs as we promote equity and excellence for all our students, which complements our motto, "Always our Best".

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Improvement Measures

70% our students obtaining principal awards and a 10% of students obtaining silver, gold, platinum and diamond medallions.

25% Increased positive parental involvement and participation within the school community

15% students contributing to outside community events.

People

Students

Demonstrating core school values through regular collaboration with the whole school community. Establishing relationships within our local schools and community to share and develop cultural knowledge and expertise.

Staff

Staff collaborates within and across stage and COS to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Increase staff capacity to meet the needs of a significantly culturally diverse and changing educational system.

Community Partners

Provide information to community partners to inform them how they can best work with the school to build relationships with the school community. Develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of Department of Education and Communities (DEC) initiatives

Processes

Positive Behaviour for Learning

Continue to develop and effectively implement Positive Behaviour Learning across the school. Wellbeing framework to be incorporated in all our policies. Discipline Policy and Anti-Bullying to be updated. All staff to be trained in PBL. Use the AP PBL co-ordinator as a resource in the school to evaluate current practices.

Inter-School Relationships

Develop school-wide and inter-school relationships to provide mentoring and coaching to all staff. In 2017 all staff are working in collaboration with Ruse Public School and Consultant in the area of "Assessment for Learning".

Cross-Cultural Community Connections

Maintain, enhance and utilise connections across community organisations ie community of schools, Tharawal, University of Western Sydney and local cultural groups to provide a range of authentic learning opportunities. Continue our LARC group meetings within the Community of Schools.

Networking with the Community

Utilising the skills of the community to support and enhance school programs, especially in the area of sport and cultural understanding.

Community Participation

Increased number of community members playing an active role in the participative decision making and actively involved in

Practices and Products

Practices

Tracking and record keeping of behaviour and attendance using the SALM software. Students will be provided with authentic opportunities to connect with their learning meaningfully within the school and the wider community.

Students to engage within and across the community as active and informed citizens. The school successfully fosters collaboration with key stakeholders in the effective implementation and evaluation of our school plan.

Consistently encouraging parental involvement in school activities, both long term and for specific occasions. School executive facilitate increased community partnerships.

Products

Increased positive student behaviour. Community members that feel welcomed and valued within the classroom and resinate a positive school profile.

Purposeful and authentic quality learning links and relationships for staff, students and the community.

The school community value and engage with their child's learning while providing support to teachers and school initiatives. Community café operating once a term utilising connections across the community such as Tharawal, Occupation Therapy, Interrelate Program etc.

Strategic Direction 3: LIAISING

Improvement Measures

People

Processes

the key areas of school life.

Evaluation Plan

Our Collaboration with Ruse Public School was very productive and supported all staff in the area of consistent teacher judgement. PBL training will take place in 2017 for all staff.

Practices and Products