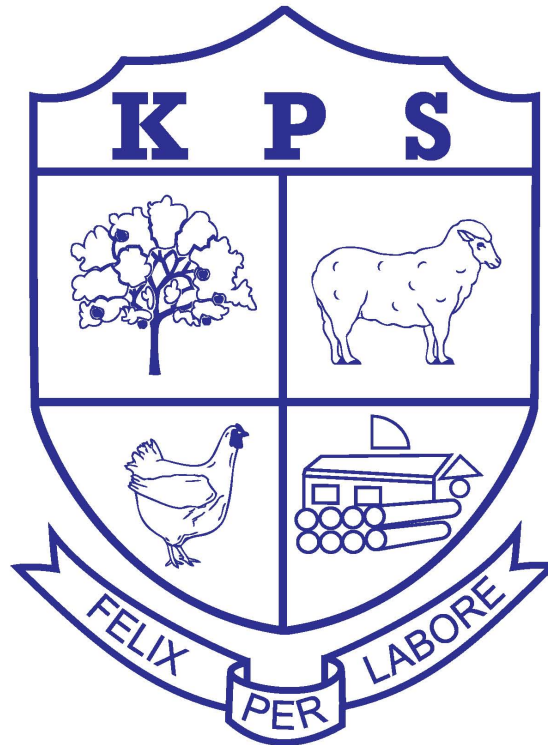


# School plan 2015-2017

## Kootingal Public School 2327



# School background 2015–2017

## School vision statement

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

## School context

Kootingal Public School is a small P4 school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 189. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 23% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and permanent SLSO (Learning and Support and Integration funding). School currently has classes, three of which are composite. The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day Reading Recovery
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a class set of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Play is the Way, School Chaplaincy, Buddy program and Before and After School Care with Sherpa Kids.

## School planning process

Survey – available through hard copy, email and school website.

Support offered via phone and person-to-person

P&C consultation

Reviewed previous targets (staff)

Newsletter reminders

Review and analysis of data including

- PLAN
- ESES
- NAPLAN
- Attendance
- RISC / Suspension

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1 Diverse Curriculum

### Purpose:

Through implementing a diverse curriculum, KPS caters for all students by creating quality, engaging and appropriate learning experiences in accordance with current syllabus documents. This ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

## STRATEGIC DIRECTION 2 Teacher Quality

### Purpose:

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

## STRATEGIC DIRECTION 3 Student Welfare

### Purpose:

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

# Strategic Direction 1: Diverse Curriculum

## Purpose

Through implementing a diverse curriculum, KPS caters for all students by creating quality, engaging and appropriate learning experiences in accordance with current syllabus documents. This ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

## Improvement Measures

Students identified as requiring additional support are achieving incremental goals in literacy and numeracy as demonstrated through longitudinal analysis of ILPs 2015 – 2017.

## People

### Students

Students must be ready to learn and participate in new learning opportunities. Build the leadership capacity of all students.

### Staff

Deep knowledge and understanding of the syllabus. To be open to new 21st Century pedagogies and accepting of change.

### Parents/Carers

Awareness of new syllabuses.

## Processes

Enriching the curriculum for students

Provision of a 0.4 French and Music teacher to broaden the language and music experiences for all students.

Deep knowledge in new syllabi

Establishing processes for staff to work in collaboration in the development of Scope and Sequence, units of work and support materials to support the implementation of new syllabi.

## Evaluation Plan

We will utilise the milestone template for school improvement priorities and plan, implement and review improvement progress at regular intervals.

## Practices and Products

### Practices

The introduction of French and music classes has broadened students' horizons with strong support from community evidenced in survey responses. The additional staffing has increased teacher opportunity for ongoing professional learning in other key priority areas as identified through milestone planning.

Staff are proficient in the design, implementation and evaluation of teaching and learning programs in the new Mathematics, Science and Technology, History and Geography syllabi, as reflected in classroom programming and evidenced in program review and feedback processes.

### Products

Students identified as requiring additional support are achieving incremental goals in literacy and numeracy as demonstrated through longitudinal analysis of ILPs 2015 – 2017.

## Strategic Direction 2: Teacher Quality

### Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

### Improvement Measures

As a result of professional Learning of Focus on Reading, students are utilising the Super 6 comprehension strategies to improve reading outcomes. This is evidenced by an overall 10% increase in students achieving the exit benchmark of 22 in Year 2 2017.

Different types of assessment are developed across the school ensuring assessment of, for and as learning drives accurate placement of students on the Literacy and Numeracy continuums and forms the basis of planning program delivery to meet the individual needs of students.

### People

#### Leaders

Working knowledge of 21st Century learning and development of professional learning timeline.

#### Students

Students must be ready to learn and participate in new learning opportunities, which are inquiry based.

#### Staff

Working knowledge of 21st Century learning with specific emphasis on critical and creative thinking, problem solving and teamwork and centred on a deep Deep knowledge and understanding of the new syllabus..

#### Staff

Development of a yearly student transition process to promote knowledge

### Processes

#### Focus on Reading

Conduct a review of current teacher training in Focus on Reading by ex-HAT of Kootingal Public School.

Implementation of a school-based trainer in Focus on Reading to ensure continuity of program for all current and future staff members.

#### Validity of Teacher Assessment

Formation of Assessment Team to conduct professional learning associated with assessment of, for and as learning and aligned with the NSW syllabus outcomes and Literacy and Numeracy Continuums.

#### 21st Century Learning

21st Century Learning Team established to deliver professional learning based on the 6 domains and incorporating these into teaching and learning programs based on the new NSW syllabi.

### Evaluation Plan

We will utilise the milestone template for school improvement priorities and plan, implement and review improvement progress at regular intervals.

### Practices and Products

#### Practices

Staff are proficient in the use of the Super 6 Focus on Reading strategies and this is evidenced in the design and implementation of teaching and learning programs.

Knowledge of and application of various assessment practices are evidenced in teaching and learning programs.

Teachers have a broader understanding of student achievement in alignment with NSW syllabi and the Literacy and Numeracy Continuums as evidenced in their teaching and learning programs.

#### Products

As a result of professional Learning of Focus on Reading, students are utilising the Super 6 comprehension strategies to improve reading outcomes. This is evidenced by an overall 10% increase in students achieving the exit benchmark of 22 in Year 2 2017.

Different types of assessment are developed across the school ensuring assessment of, for and as learning drives accurate placement of students on the Literacy and Numeracy continuums and forms the basis of planning program delivery to meet the individual needs of students.

# Strategic Direction 3: Student Welfare

## Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

## Improvement Measures

As a result of best practice in student welfare, there is a reduction of 10% in student behaviour referrals from 2015 – 2017.

## People

### Students

Teach the students how to actively access the curriculum in order for them to achieve success. Develop the students' skills to be independent and lifelong learners in the curriculum and everyday life.

### Staff

Quality professional learning and development for staff. Supporting staff both professionally and personally.

### Parents/Carers

Encourage parents to take an active and positive role in their child's education and development. Parents work collaboratively with teachers and the school to develop the best outcomes for all stakeholders.

### Leaders

Provide quality professional learning opportunities for staff members. Support staff members both professionally and personally.

## Processes

### PBL

Establishment of Positive Behaviour for Learning (PBL) team for data collection, planning, implementation and evaluation of PBL program.

### Learning and Support Team

Survey of existing Learning and Support Team practices against best practice matrix for planning, implementation and evaluation.

### Learning and Support Team

IEP planning, implementation and review to support students with complex needs, with appropriate accommodations and adjustments for all identified students, including GAT students.

## Evaluation Plan

We will utilise the milestone template for school improvement priorities and plan, implement and review improvement progress at regular intervals.

## Practices and Products

### Practices

There is strong evidence of differentiation to support individual learning needs across all teaching and learning programs.

There is strong evidence to support the Learning and Support Team is delivering outcomes against the best practice matrix, fulfilling the needs of the students, parents and teachers.

The PBL team is delivering, in collaboration, the actions as identified in the analysis of the Self Assessment Survey of School Wide Systems for improved systems of behaviour administration.

### Products

As a result of best practice in student welfare, there is a reduction of 10% in student behaviour referrals from 2015 – 2017.

The Learning and Support Team is supporting teachers to be responsive to student's needs and provide opportunities for student to work to the best of their ability.