

School plan 2015-2017

Kings Langley Public School 4528



School background 2015-2017

School vision statement

Kings Langley Public School is committed to:

Excellence in Scholarship

Citizenship

Personal Development

- Providing a happy, co-operative environment conducive to learning
- Maintaining cohesiveness through a K-6 philosophy
- Providing equal opportunities for all students
- Implementing a caring, supportive student welfare program
- Expecting high standards of achievement
- Providing quality teaching/learning programs presented by a dedicated, progressive, flexible staff
- Promoting the professional development and welfare of staff
- Working in partnership with the school community

Managing effectively

School context

Kings Langley Public School is situated within the Blacktown Local Government area and The Hills School Education group.

The school population has been reasonably stable over the three years of the School Plan; 2015 - 713, 2016 -700 and 2017 - 721. The school's current population is the highest in its 36 year history. Currently we have 28 classes of which 6 are demountable classrooms. All classrooms are air conditioned and have an Interactive Whiteboard. The school is extremely well resourced.

The school is supported in technology with 150 iPads, 150 Laptops ,computers in the classroom and Wi-Fi throughout the school.

In late 2016 we have converted our Technology room into an RFF room for Primary Science.

The community has high expectations of the school and work enthusiastically in a three way partnership between the parents, staff and students. The P&C work extremely hard with fundraising and with the operation of the Uniform Shop and Canteen. The P&C provide the school in excess of \$80 000 each year to help purchase resources. We have parent representatives on a number of committees including Finance, Non-Local Placement, BLC, Student Wellbeing and the School Plan Writing Team. We average 25-30 parents at our monthly P&C meeting.

Parents help out in a variety of other ways, including helping in the classroom, being MiniLit and MultiLit tutors, transporting students involved in extracurricular activities and training PSSA teams.

Our school has a stable and dedicated staff of experienced and Institute teachers in their first ten years of teaching. Our classroom teachers are complemented by a LaST teacher, EaLD teacher, full time Librarian, Reading Recovery Teacher and a School Counsellor. The school has four office staff, one General Assistant and five School Learning Support Officers.

School planning process

In 2014, a comprehensive process was undertaken to review current practices and collect evidence, including student results (including NAPLAN), attendance and behaviour along with survey data of students, staff and parents. Information gathered through the TARS process was also included. From this information future directions were developed. At staff meetings, P&C meetings and student meetings we worked through a process of what we thought the school did well and what were areas of development.

With this data we developed our Strategic Directions for the next three years. They are:

- **STUDENT LEARNING** –The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills.
- **ENGAGEMENT AND ATTAINMENT** - Lead whole school practices enabling all students to be highly engaged in schooling, emotionally and socially aware and technologically competent.
- **SCHOOL CULTURE AND VALUES** - All stakeholders engaging as partners in education developing the school as a centre of excellence.

A school planning team consisting of 3 Executives, 9 teachers and 3 parents went off site on Wednesday 26th November to formulate our 2015-17 Plan using the data, results and information collected from staff, students and parents.

The School Plan will be presented to the staff and P&C early in Term 1 2015 for ratification.

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School vision statement

School context

Generally, students are very well behaved and the suspension rate in the last five years is less than 1short suspension per year. The school has its own 'Code of Conduct' that all students follow. Our students wear their full school uniform including school hat and black shoes on a regular basis.

Our school has an outstanding reputation in the community. As a result our school is very popular. However since 2013 our school does not accept Non-Local Enrolments unless there is an exceptional circumstance or they have a sibling currently at the school. This will continue until at least 2018.

School planning process

School strategic directions 2015-2017



STRATEGIC DIRECTION 1 STUDENT LEARNING

Purpose:

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills.

To support all students to achieve their potential as learners through whole school programs, teacher capacity and student engagement through purposeful, targeted learning opportunities.



STRATEGIC DIRECTION 2 ENGAGEMENT & ATTAINMENT

Purpose:

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally and socially aware and technologically competent.

To support all staff and students to become active, engaged and successful lifelong learners.



STRATEGIC DIRECTION 3 SCHOOL CULTURE & VALUES

Purpose:

All stakeholders engaging as partners in education developing the school as a centre of excellence.

To celebrate the achievements and successes of our school (as a community) through a shared vision and connectedness to improve student learning outcomes. To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and organisational practices.

Strategic Direction 1: STUDENT LEARNING

Purpose

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills.

To support all students to achieve their potential as learners through whole school programs, teacher capacity and student engagement through purposeful, targeted learning opportunities.

Improvement Measures

All teachers implementing History and Geography syllabuses.

All teachers K-6 using concept based units for English programs.

Year 3 students in top 3 bands to be higher than the State average in Writing.

Year 5 students in top 3 bands to be higher than the State average in Writing.

Year 3 students in top 3 bands to be higher than the State average in Mathematics.

Year 5 students in the top 3 bands to be higher than State average in all areas of Mathematics.

50% of K-2 students to meet minimum expectations in Benchmarking. K-8, 1-16, 2-26.

At least 75% of staff attending external TPL providing feedback to staff.

People

Students

Engage students in meaningful learning activities which enhance intellectual quality and significance in an appropriate learning environment.

Staff

Engage all staff in personalised professional development activities through a range of strategies that focus on the delivery of quality teaching and learning.

Parents/Carers

Establish collaborative partnership that builds awareness and understanding amongst parents and community of the school's quality teaching and learning programs and encourage parents to support the learning of their children.

Processes

Continued development and implementation of concept based English Units of work, Mathematics K-6 Syllabus and Science K-6 Syllabus through on-going professional learning and support to teachers.

Development and implementation of History and Geography Syllabuses through on-going professional learning and support to teachers.

Building Teacher and Leadership capacity to ensure quality teaching of all curriculum through providing on-going professional learning and support to teachers, focussing on improved teaching practices using QT elements.

Evaluation Plan

Through completion of PLAN Data, student literacy and numeracy learning will be regularly monitored, refined and adjusted.

Review and monitor teaching programs and practices to reflect new curriculum.

NAPLAN Data/School based data analysed and programs adjusted to reflect the needs of the school and individual student.

Monitoring of Staff Performance Development Plans.

Practices and Products

Practices

Teachers' programs show inclusion of research skills in History and Geography.

High quality practices evident in teaching /learning programs, assessment practices and teacher performance reviews leading to improved learning outcomes for students (TARS & EARS)

Improved and embedded practices across all curriculum areas.

Staff reflect and report on the achievement of their own learning and leadership goals (TPL and PDP).

QT of newly implemented curriculums.

Products

Improved NAPLAN results, benchmarking, standardised testing and PLAN data.

Increased number of students achieving in the top three bands in external literacy tests.

Increased number of students achieving in the top three bands in external numeracy tests.

K-6 Scope & Sequences in English and Mathematics, common assessment tasks for data collection and analysis.

Strategic Direction 2: ENGAGEMENT & ATTAINMENT

Purpose

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally and socially aware and technologically competent.

To support all staff and students to become active, engaged and successful lifelong learners.

Improvement Measures

25% increase each year in students actively engaged in lessons incorporating 21C learning technologies

100% of students engaged in planned physical activity (incorporating FMS) and health lessons.

At least 95% of parents are satisfied with the school's reporting system.

100% of teachers utilising technology independently to complete student reports to parents.

People

Students

Engage and prepare students to become competent, creative learners in a 21st Century context. All students to be engaged in structured physical activity and health sessions.

Staff

Provide staff with opportunities to develop innovative, creative and engaging teaching practices, accommodating changes in curriculum to cater for 21st Century learners.

Develop capabilities for teaching staff in the areas of planning and implementing PDHPE programs.

Leaders

Provide leaders with opportunities to support innovative practices.

Parents/Carers

Ensure parents are aware of the innovative, creative and engaging practices being implemented and are informed of the achievements of students as 21st Century learners. Involve the parent community in the Live Life Well program.

Processes

Provide opportunities for students to engage in creative and innovative learning activities which enable students to be life-long learners.

All students to be engaged in structured physical activity and health sessions through the implementation of the PDHPE scope and sequence.

Develop and review communication and reporting procedures to parents and implement changes to reports that reflect curriculum changes.

Evaluation Plan

Review and monitor teaching programs and practices that increase student engagement and review the integration of technology across curriculum areas.

Review the implementation of FMS and the PDHPE scope and sequence and the number of students engaged in planned

The continued use of parent Satisfaction Surveys annually over the three years to review reporting to parent procedures.

Practices and Products

Practices

Implementation of quality teaching learning programs utilising effective technology

Further implementation and review of PDHPE Scope & Sequence.

Incorporate curriculum changes into reports and effectively communicate this to parents.

Products

Create learning activities catering for 21st Century learners.

All students to be engaged in structured physical activity and health sessions.

Develop and review communicating and reporting procedures

Strategic Direction 3: SCHOOL CULTURE & VALUES

Purpose

All stakeholders engaging as partners in education developing the school as a centre of excellence.

To celebrate the achievements and successes of our school (as a community) through a shared vision and connectedness to improve student learning outcomes. To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and organisational practices.

Improvement Measures

Kings Langley Public School represented and involved in an extensive range of extracurricular activities.

100% of IEPs developed in consultation with parents and teachers

90-95% of students receiving playground awards and banners

30% increase in students provided with support they need – cognitive, social, physical, emotional and spiritual wellbeing.

People

Students

To ensure students' social, cognitive, spiritual, emotional and physical needs are met, to prepare students to be self-disciplined and to represent the school with pride, thus reflecting the values and expectations of the school community.

Staff

To provide staff with opportunities to effectively communicate with parents and caregivers ensuring improvement in student engagement and attainment. Teachers to up skill and improve understanding in order to implement NCCD data.

Parents/Carers

Parents and community are engaged as partners in the holistic development of all students and in the culture and values of the school.

Processes

Establish and maintain wellbeing programs, structures and procedures which support all students in taking responsibility in becoming active contributors to the school community

To provide staff with opportunities to engage with colleagues, collegial networks and the local community to develop the school as a place of excellence. Parents are encouraged to participate in school programs and follow a shared vision to develop the school as a place of excellence

Staff will provide opportunities and be actively involved in the provision of extracurricular activities for all students.

Evaluation Plan

Student referrals to the LaST will be monitored and intervention program success reviewed.

Review and monitor teaching programs and practices reflecting some changes in direction for 2016 e.g "Move to Learn" program.

Number of students involved in representing the School Zone and Region in extra-curricula activities.'

Practices and Products

Practices

Explicit teaching of the school Code of Conduct, Manners Program, Anti-bullying and Child Protection.

Students supported through quality teaching by class teachers, EALD teacher, school Chaplain and Learning and Support teachers and through programs offered including Bounce Back, Buddies and Peer Tutoring. TPL for NCCD.

Improved communication with parents through school newsletter, parent/teacher meetings and collection of NCCD.

Student involvement in extra-curricular activities encouraged and monitored.

Implementation of PBL in 2016/17.

Products

Increased number of students receiving playground awards and banners for good playground behaviour (90-95% receiving awards)

Increased number of students with special needs supported throughout the year, with programs in place and including collection of Disability data.

Percentage of students involved in extra-curricular activities, particularly Year 6.