School plan 2018-2020

Karangi Public School 2260

School vision statement

The students, staff and community of Karangi Public School have a shared vision.

In Learning we aim to:

- Implement evidence–based change to whole school practices, resulting in measurable improvements that support learning.
- Provide explicit and collaborative feedback to address individual learning needs.
- Develop self–driven, resilient and engaged learners who display high expectations in a supportive and collaborative environment.

In Teaching we aim to:

- Ensure high quality teaching practices as measured against the Australian Professional Standards, in which capabilities are enhanced, ensuring every student experiences high quality teaching.
- Identify, understand and implement effective, innovative and explicit teaching methods with the highest priority given to evidence based teaching strategies.
- Educate confident and creative students who are successful learners, active and informed citizens.

In Leading we aim to:

- Support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.
- Sustain a culture of effective, evidence–based teaching and ongoing improvement to ensure every student makes measureable learning progress.
- Provide quality curriculum and teacher delivery monitored through professional judgement, self–assessment, peer assessment and purposeful testing.

School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As of February 2018 we have a student population of 101. It has a Family and Occupational Education Index (FOEI) of 70 indicating the school is more advantaged compared to the state mean of 100. It is a school and community founded upon generational families and country values, blending with a recent increase in city families opting for a rural country lifestyle. Karangi Public School is a TP2 school with a non–teaching principal, four classroom teachers of which two are temporary engagements. There is an Assistant Principal, one day per week teacher librarian, one day per week RFF teacher focusing on IT, a one and a half day a week Learning and Support Teacher, one temporary part time School Learning and Support Officer, one full time Senior Administration Manager, a two day a week Senior Administration Officer and a three day per fortnight General Assistant. School Communication Meetings involve all members of staff to ensure a shared vision and understanding of decisions, respecting all members as having an equal opportunity for input and collegiality. Professional Learning is ongoing, fluid, and driven by the school plan, Department of Education requirements and reforms. Karangi Public School receives a variety of equity funding encompassing funding for Location/Isolation, Socio–economic background, Aboriginal background, Low Level Adjustments for Disability The school is supported by a proactive Parents & Citizens Association working collaboratively to continue to move the school forward and support student and school growth, aligning their vision to the school plan. Decisions regarding the school are discussed and shared between the P&C and school.

School planning process

To collaboratively inform Karangi Public School's plan the following processes were followed to allow a broader community input:

- School staff received Professional Learning on the 5P School Planning Model and its format/structure and purpose.
- Principal received specialised support from the Principal School Leadership.
- School staff reviewed the school utilising the School Excellence Framework.
- Executive staff formulated a parent survey which was sent to all families.
- Three information and discussion sessions were held– open invitation to all families.
- A day information and discussion session was held – open invitation to all ATSI families.
- Teaching staff read, discussed and summarised the Melbourne Declaration of Educational Goals for Young Australians and the School Excellence Framework (Version 2) to assist in forming our school vision, strategic directions and purpose.
- Executive staff explored all data and formed 3 strategic directions which aligned directly to the School Excellence Framework. The staff then explored these directions and initiatives within.
- 5Ps were informed and all staff involved in discussing, amending and informing.
- The draft School Plan presented at various parent/community information opportunities to garner further input from our community including at a Karangi Yarn Up to Indigenous Parents.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
LEARNING

STRATEGIC DIRECTION 2
TEACHING

STRATEGIC DIRECTION 3
LEADING

Purpose:

Our purpose is:

1. To develop students ability to think and learn in a creative and innovative environment that promotes their ability to draw upon a range of learning areas and disciplines.
2. To provide all students with access to high quality schooling free from discrimination.
3. To develop students' capacity to form and maintain positive and respectful relationships that promote student wellbeing and to optimise learning.
4. To hold high expectations for educational outcomes across the whole school community.

Purpose:

Our purpose is:

1. To develop staff capacity to introduce and model evidence based teaching practices and effectively implement current curriculum.
2. To provide strong accountability and transparency through regular collection and analyse of quality data and highly effective programming, reporting and feedback.
3. To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning.
4. To ensure the delivery of quality lessons in–line with current policy documents.
5. To enable parents/carers to effectively engage in supporting their child's educational development
6. To ensure teachers are knowledgeable of current and evolving pedagogical practices.

Purpose:

Our purpose is:

1. To identify and deploy resources to provide identified support for all staff, students and families.
2. To implement policies and procedures which will ensure the wellbeing of all staff and students.
3. To ensure staff are knowledgeable of current and evolving pedagological practices.
4. Support quality teaching and school leadership, promoting world class curriculum and assessment.
5. Strengthen accountability and transparency within the school setting.
6. To create and foster a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: LEARNING

Purpose

Our purpose is:

1. To develop students ability to think and learn in a creative and innovative environment that promotes their ability to draw upon a range of learning areas and disciplines.

2. To provide all students with access to high quality schooling free from discrimination.

3. To develop students' capacity to form and maintain positive and respectful relationships that promote student wellbeing and to optimise learning.

4. To hold high expectations for educational outcomes across the whole school community.

Improvement Measures

Evidence of improvement in student engagement and resilience as evidenced through student and teacher surveys.

School standardised assessments to demonstrate academic growth for 100% of students in Literacy.

People

Students

Gain increased understanding of where they are at and where they are headed as well as what they need to do to get there.

Staff

Actively engage in targeted professional learning.

Parents/Carers

Form a partnership with the school to further enhance their child's learning.

Support the policies and procedures endorsed by the school.

Support the school and their child/children in developing resilient, caring and respectful people in line with restorative practice.

Leaders

Support staff, students and families in reviewing and implementing policy and programs.

Work closely with all school community members to further enhance the successful implementation of Kids Matter.

Community Partners

Strengthen partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers.

Processes

Project 1: Wellbeing

Embed a planned approach to wellbeing across the school.

Project 2: Literacy

To implement an integrated approach into quality teaching of Literacy.

Evaluation Plan

- PBL: Pre– and post–data collected through SENTRAL and other relevant surveys.

- Positive culture evidenced through student and parent surveys.

- Pre and post Literacy data collected each learning cycle.

- Teaching Program feedback.

- Monitoring of student reports.

- Engagement in Instructional Rounds.

- Analysis of standardised data.

Practices and Products

Practices

Students identify strategies and express understanding of their behaviour choices and impact through weekly PBL lessons, restorative discussions and Bounce Back.

Whole school community work collaboratively to develop and sustain positive mental health.

All classroom teachers using Learning Progressions and learning intentions to identify student outcomes and goals.

Analysis of systematic and reliable assessment information to evaluate student learning and inform teaching practice.

Thorough knowledge and implementation of current English Syllabus documents.

All teaching and learning programs show direct evidence of differentiation.

Products

Whole school community support and engagement with wellbeing practices.

Individuals utilising restorative practices and forming positive networks of support.

Teachers involve students and parents in planning to support learning and share expected outcomes.

Teacher and learning programs show evidence of adjustment to address individual student needs.

Measurable individual student growth in Literacy as evidenced through data and consistent teacher judgement.

Strategic Direction 2: TEACHING

Purpose

Our purpose is:

1. To develop staff capacity to introduce and model evidence based teaching practices and effectively implement current curriculum.
2. To provide strong accountability and transparency through regular collection and analyse of quality data and highly effective programming, reporting and feedback.
3. To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning.
4. To ensure the delivery of quality lessons in–line with current policy documents.
5. To enable parents/carers to effectively engage in supporting their child's educational development
6. To ensure teachers are knowledgeable of current and evolving pedagogical practices.

Improvement Measures

Student and parent surveys show increased satisfaction, awareness of teaching and learning practices and student engagement.

NAPLAN data to reflect 100% of students meeting at or above expected growth years 3–5 and years 5–7 in Reading, Writing & Mathematics.

85% of students achieving stage expected outcomes and indicators in Science.

People

Students

Engage with support personnel for academic development.

Apply recommendations from effective feedback.

Actively engage in self and peer assessment.

Gain an increased understanding of where they are and where they are heading.

Staff

Actively participate in ongoing professional learning on assessment and the teaching and learning cycle.

Engage in consistent and reliable student tracking and reporting of achievement.

Provide regular and effective feedback to students.

Parents/Carers

Participate in active discussions about their child's progress.

Engage in meaningful discussions regarding learning and achievement in order to support expected learning outcomes.

Leaders

Enable Professional Learning opportunities including peer observations.

Effective use of staff expertise.

Processes

Project 1 – Learning Cycles

Teachers identifying, understanding, planning and implementing the most effective explicit teaching methods, supported by regular data–driven collaboration.

Explicit systems established to provide effective communication to parents and carers.

Project 2 – Science, Technology and Mathematics

Using evidence based teaching strategies to extend students' ability to work mathematically, scientifically and technologically utilising 21st Century skill sets.

Evaluation Plan

- SENTRAL data collection.
- Analysing data and effective reporting and feedback.
- Digital portfolio sharing of students work.
- Professional development plans show evidence of capacity–building for teachers.
- Sharing of lesson models and student work including feedback.
- Monitoring of teacher programs.

Practices and Products

Practices

Provide opportunities for collaborative planning, observation, feedback and individualised development.

Students engage with learning intentions and success criteria.

Staff link analysis of assessment to current curriculum and teaching programs.

Engaging parents through regular communication of student tasks and progress.

Developing student's capabilities through research, evidence based strategies and innovative thinking utilising 21st Century skills.

On–going evaluation and identification of student needs in collaboration with supervisors and Learning Support team.

Staff to utilise STEM and Project–based Learning within classrooms.

Products

Teachers effectively differentiating for students.

Students have increased self–confidence and improved self–direction.

Evidence of the use of data analysis present in individual teaching programs to inform and direct practice and use of available resources.

Increased ability to problem solve utilising a creative, innovative and resourceful mindset.

Strategic Direction 3: LEADING

Purpose

Our purpose is:

1. To identify and deploy resources to provide identified support for all staff, students and families.

2. To implement policies and procedures which will ensure the wellbeing of all staff and students.

3. To ensure staff are knowledgeable of current and evolving pedagological practices.

4. Support quality teaching and school leadership, promoting world class curriculum and assessment.

5. Strengthen accountability and transparency within the school setting.

6. To create and foster a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

100% of staff to have one identified PDP goal linked directly to school strategic directions, progress is regularly reflected upon and improvements in teaching and leadership practice reported.

100% of teachers use Instructional Rounds coding feedback to improve teaching practice resulting in increased student outcomes.

100% of staff to engage in leading professional learning and mentoring colleagues.

People

Students

Play a more active role, engaging in learning intentions, becoming accountable and demonstrating initiative for their own learning.

Staff

Engage positively in ongoing planning, monitoring and self–assessment to improve teaching practice.

Share knowledge gained from professional learning with peers.

Parents/Carers

Hold high expectations for their child's educational outcomes, by showing interest and support for their child's learning and engaging positively with the school.

Community Partners

Will support the school in developing professional understandings and capacity of all staff.

Processes

Distributive and Instructional Leadership

Focus on distributive and instructional leadership models in all aspects of curriculum delivery and of teaching and learning.

Evaluation Plan

- Instructional Rounds coding feedback.
- Staff Professional Development Plans demonstrate evidence of capacity–building.
- Review of staff PDP goals.
- Evidence of change in practice due to feedback.
- Professional learning schedule and evidence of impact.

Practices and Products

Practices

Staff link analysis of assessment to quality teaching and learning programs and practices.

All staff to engage in effective professional learning as participants and leaders.

Staff to engage in Instructional Rounds utilising Quality Teaching Framework as both observers and practitioners.

Identify and support staff to mentor peers.

Engage staff in Visible Learning practices.

Products

Teachers feeling supported in developing and ensuring best practice through Instructional Rounds.

Differentiated learning and assessment practices resulting in improved student outcomes.

All teachers able to identify and share their own leadership qualities and practices.

Understanding and implementation of key aspects of Visible Learning across the school.