

School plan 2018-2020

Karuah Public School 2263



School background 2018–2020

School vision statement

To empower students to become actively engaged citizens who demonstrate respect, responsibly and pride. We will work together to create a safe and engaging learning environment that promotes our students to become lifelong learners. We ensure our students become confident, happy and caring individuals.

School context

Karuah Public School is located next to the picturesque Karuah River. Our students follow Positive Behaviour for Learning and value Respect, Responsibility and Pride. The school draws students from Karuah, Swan Bay, North Arm Cove, Carrington and Tahlee. Karuah Public School promotes excellence in all academic, social and physical endeavours. We strive to build strong connections between students, staff, parents and the community.

In 2018, Karuah Public School has an enrolment of 130 students, with 30% of these students identifying as being of Aboriginal or Torres Strait Islander descent. This wide range of student abilities are supported in 6 classes. In 2018 classes were arranged as K, 1/2, 2/3, 3/4, 4/5 and 5/6.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 153.

The school has a P1 Principal, Instructional Leader, Assistant Principal, six classroom teachers and a Learning and Support teacher. Nine School Administrative Support staff are employed for office management to work on additional programs for students, two of whom are Aboriginal. School staff are committed to providing a high quality education to all students that is both inclusive and engaging.

Our 2018 initiatives include: Additional Fulltime teaching position created from RAM funding to enable the creation of 6 smaller classes' Instructional Leader appointed with the Early Action for Success Program; LaST and SLSO implementing Minilit; Implementation of the TEN and L3 programs; Brekkie Club; Homework centre; In school Paediatrician; All Kinders assessed by Speech Therapist.

Karuah Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment.

School planning process

Karuah school staff, students, parents, P& C, AECG and Aboriginal community members were involved in the planning process. Principal School Leadership provided support, along with external critical friend opportunities. Consultation was provided and sought from parents and community via the school newsletter, TTFM, P& C meetings and a community consultation evening hosted by an independent facilitator.

In developing the 2018–2020 school plan, the following internal and external data was collected for information analysis through the following:

Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, and other documents seen by the school as informing the school self-evaluation

Formal and informal classroom lesson observations by executive and teaching staff.

Analysis of student achievement data in Yr. 3, Yr. 5 and Yr. 7 including detailed NAPLAN SMART analysis with a lens on trend data in Reading, Writing and Numeracy 2, 2017–2020.

Analysis of student achievement across K–3 including data from Best Start, L3, TEN and PLAN2

Voluntary parent surveys conducted on future directions the school should take.

Students, staff and parents were invited to take part in the Tell them From Me survey during 2017 and again in 2018. (Centre for Education Statistics and Evaluation)

Key DEC reforms also considered in preparing our school plan are; Great Teaching Inspired Learning; Local School Local Decisions, Rural and Remote; Early Action for Success; Every School Every Student, the Melbourne Declaration and the School Excellence Framework.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Learning

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations, best practice teaching and differentiated curriculum that is flexible and dynamic for diverse student needs.



**STRATEGIC
DIRECTION 2**
Quality Teaching

Purpose:

To provide and enhance high quality teaching in all Karuah Public School teaching staff. To ensure best practice teaching enhances student outcomes.

To enable teachers to develop future focused learning through the incorporation of engaging Information Communication Technology and Project Based Learning in the classroom.



**STRATEGIC
DIRECTION 3**
Quality Relationships

Purpose:

To enhance communication and promote wider school community engagement and collaboration with Karuah Public School.

To build stronger partnerships and relationships with local community to enhance student outcomes.

Strategic Direction 1: Quality Learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations, best practice teaching and differentiated curriculum that is flexible and dynamic for diverse student needs.

Improvement Measures

Increase the proportion of students reaching Early Action for Success (EAfS) benchmarks to 75% over three years.

Increase the proportion of students reaching the top two bands in Literacy (writing) and Numeracy by 10%. (2017 baseline data to be determined and attached).

People

Students

Students understand they are responsible for their learning through goal setting, self-assessment and feedback.

Staff

Staff build their capacity and accurately use student data and research based pedagogy to differentiate teaching and learning programs that cater for a diverse range of student needs.

Staff promote high expectations and encourage students to take risks in their learning.

Leaders

The leadership team builds the capacity of teaching staff in order to sustain a culture of evidence based teaching and develop a high performance culture.

Parents/Carers

Parents regularly engage with teachers to continually improve the learning opportunities of educational programs in the school.

Community Partners

Community collaboratively participate in school programs to improve student outcomes.

Processes

Literacy Pedagogy

Research informed pedagogy for literacy– Teachers implement high quality professional understandings in literacy teaching practices and assessment.

Numeracy Pedagogy

Research informed pedagogy for numeracy– Teachers implement high quality professional understandings in numeracy teaching practices and assessment.

Evaluation Plan

- Literacy and Numeracy Learning Progressions/PLAN2 data analysis
- SMART data analysis
- L3 data analysis
- SEF2 analysis
- Student goal setting
- Teaching and learning programs
- Learning walks
- PDP evaluations

Practices and Products

Practices

Teachers track student progress against the learning progressions/PLAN2 and use this data and the syllabus documents to inform and differentiate their teaching and learning programs.

Teachers across stages share programming and data to ensure teaching and learning programs are consistent, engaging and meet the needs of all students.

Teachers and leaders work in partnership to build teacher capacity, ensuring quality teaching is underpinned by best practice in literacy and numeracy.

Students and teachers collaborate to set individual student goals that are underpinned by high expectations.

Products

100% of students are accurately tracked against the learning progressions/PLAN2. CTJ and student work samples ensure consistency across the school.

100% of teaching and learning programs are differentiated for individual student learning needs and demonstrate syllabus content measured by program review.

100% of teaching and learning programs include research informed pedagogy for literacy and numeracy measured by program review and classroom observations.

100% of students achieve individual student goals and collaborate with teachers to review and update.

Strategic Direction 2: Quality Teaching

Purpose

To provide and enhance high quality teaching in all Karuah Public School teaching staff. To ensure best practice teaching enhances student outcomes.

To enable teachers to develop future focused learning through the incorporation of engaging Information Communication Technology and Project Based Learning in the classroom.

Improvement Measures

All students show growth in the general capabilities. (School developed tool)

100% staff accredited as proficient or higher.

Teachers utilise feedback to improve their performance which is tracked through their PDP.

People

Students

Students develop their capabilities in communication, critical thinking, collaboration and creative thinking.

Staff

Engaged in Professional learning to implement consistent strategies to enhance quality teaching.

Teachers take responsibility for student improvement and contribute to the school learning culture.

Parents/Carers

Parents collaborate around educational programs to build effective relationships with teachers and school staff.

Community Partners

Continue to build positive relationships with the school.

Leaders

Offer opportunities for staff to share expertise and lead improvement, innovation and positive change.

Processes

Professional Learning

Build teacher capacity to successfully plan and implement future focused learning activities including high level pedagogy, 8 ways of learning, collaborative practise, flexible learning spaces and authentic use of technology.

Collaborative Practice

Promote, build and sustain the professional learning of all staff members by creating systems for teachers and leaders to co-plan, co-design, co-analysis and co-evaluate

Evaluation Plan

All Teachers regularly use SEF2 to assess, progress in quality teaching..

PDP analysis

Accreditation

School tool around 4c's

Teacher feedback

Observations of classroom practice

Future Focus Data

Practices and Products

Practices

Learning plans are developed in consultation with staff, students and parents/carers for students with individual needs.

All teachers regularly provide and receive effective feedback to teachers ensuring lessons are systematically planned as part of a coherent program.

Students engage with quality pedagogy including ICT to promote Future Focused Learners.

All teachers plan for, assess and report on progress around general capabilities.

Products

Learning plans effectively drive student differentiation.

100% of staff accredited at proficient with a team of staff working towards higher levels of accreditation.

100% of teachers use Professional standards and PDP's to identify and monitor specific areas for development or continual improvement, including effective feedback

The leadership team establishes a professional learning community which is focused on continued improvement of teaching and learning.

Students demonstrate the general capabilities. through future focused programs.

Strategic Direction 3: Quality Relationships

Purpose

To enhance communication and promote wider school community engagement and collaboration with Karuah Public School.

To build stronger partnerships and relationships with local community to enhance student outcomes.

Improvement Measures

10% increase in parent satisfaction in school led interactions through survey responses.

Sustained high levels of engagement with community in extra curricula activities.

10% Increase in the number of students achieving positive recognition.

People

Students

Students engage in whole school welfare program –(PBL) and in leadership opportunities

Staff

Staff establish strong community relationships and consistency in expectations.

Leaders

Leaders use best practice to embed a culture of high expectations.

Parents/Carers

Parents participate in information forums and regular engagement opportunities to support learning.

Processes

Community Engagement

Provide opportunities' for regular engagement and insure effective two way communication. Develop community links to enhance public relations using 21st century technologies

Wellbeing

Explicitly embed wellbeing framework into whole wellbeing programs to support PBL.

Aboriginal Education

Develop explicit systems and programs to promote Aboriginal education across all perspectives of the school.

Evaluation Plan

Regular Sentral evaluations, behaviour and student attendance.

Community feedback.

Community engagement data.

Staff regularly use SEF2 to assess progress in quality relationships

Use internal review processes to monitor and track community engagement.

Review data on Tell Them From Me surveys to monitor student, staff, and parent options

Practices and Products

Practices

School regularly utilises effective communication strategies to build relationship between students, staff and community

Staff consistently communicate high expectations for all students.

Provide regular opportunities for parents to engage in student learning initiatives.

Welfare data is regularly analysed and strategies implemented to support identified needs.

School will establish a consultative group including staff and community, a junior AECG to drive Aboriginal Education

Products

Respectful communications and relationships between students, staff and community

All teachers take responsibility for ongoing improvement, analysing data and demonstrating a shared language around expectations.

Strong relationships between the AECG and school to support Aboriginal education.