

School plan 2018-2020

Kearsley Public School 2267



School background 2018–2020

School vision statement

Kearsley Public School is committed to giving every child every opportunity with a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of curriculum in an inclusive, engaging and supportive school environment.

The purpose of our school is to encourage all children to become active and successful participants in the community by providing them with the opportunity to learn and develop personally and socially through individualised support in a safe and enjoyable environment.

School context

Kearsley Public School was established in 1912. We are situated 5 kilometres East of Cessnock in the Hunter Valley. 2018 enrolments are stable at 151 students with 18% of the students identifying as Aboriginal.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provide differentiated learning for individuals.

Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary school to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

The school values the input of the community members through the Parents' and Citizens' Association.

Kearsley Public School is a part of the 'Bump It Up' strategy which involves the school setting targets to increase the percentage of students in the top 2 bands in Reading and Numeracy in NAPLAN testing. Trend data indicates that the school has work to do in the areas of Writing and Numeracy. Specific practices, based on current research, aimed at achieving impact are required to ensure progressive improvements.

The Early Action for Success initiative drives the schools K–2 setting. The employment of an Instructional Leader provides all staff K–6 with professional learning in literacy and numeracy to build teacher capacity and improve student outcomes.

School planning process

Annual evaluations and strategic planning was led by the executive staff that involved a variety of key stakeholders to include the following:

- staff workshops
- regular staff meetings
- focus groups
- student body Year 4/5/6
- parent surveys
- P&C meeting
- Community open forum
- AECG

The consultation occurred over a 10 week period, where parents, staff, students and community members were provided with a number of opportunities to participate in surveys and meetings to share their thoughts and ideas about future directions for the school.

The information gathered, alongside departmental directions, collectively formulated the three strategic directions for the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Together We Achieve

Purpose:

To provide all staff with the opportunity to engage in appropriate professional development that ensures effective pedagogy to improve student outcomes in literacy and numeracy. All staff are equipped with the capacity to effectively analyse and interpret data to inform planning and modify teaching practice.

STRATEGIC DIRECTION 2 Together We are Empowered

Purpose:

There is a school-wide collective responsibility to promote positive, respectful relationships among students, staff and the community. Student wellbeing is fostered to ensure optimum conditions for student learning across the whole school.

STRATEGIC DIRECTION 3 Together We Succeed

Purpose:

To create an atmosphere built on high expectations through providing opportunities to equip all students with the necessary skills to be active, engaged and successful future focused learners.

Strategic Direction 1: Together We Achieve

Purpose

To provide all staff with the opportunity to engage in appropriate professional development that ensures effective pedagogy to improve student outcomes in literacy and numeracy. All staff are equipped with the capacity to effectively analyse and interpret data to inform planning and modify teaching practice.

Improvement Measures

- Progressively increase the percentage of students demonstrating expected growth in literacy and numeracy. (NAPLAN & EAfS).

- Increase students in the top 2 bands–

Year 3 Target

Reading –35% (30% in 2017)

Numeracy –25% (17% in 2017)

Year 5 Target

- Reading –30% (25% in 2017)

Numeracy – 25% (0% in 2017)

People

Students

Will have access to the language of grade expectations in order to be able to set specific learning goals.

Staff

Will have increased capacity to –

- Implement specific, agreed, targeted practices in literacy and numeracy.
- Interpret data and utilise the information target teaching to meet the needs of students.

Community Partners

Will have increased capacity to –

- Understand the metalanguage around literacy and numeracy information.
- Access to information about their child/children and school practices.

Leaders

Will –

- Develop deep knowledge of current practices in literacy and numeracy education.
- Utilise collaborative practices, observations and co-teaching to drive improvements in teaching and learning.

Processes

Programs

Commitment and delivery of recommended literacy and numeracy programs that align with Early Action for Success and State Government initiatives.

Systems

There is an expectation of improvement in literacy and numeracy standards across the school. School decisions are driven by data and individualised teaching practices are aligned with student learning needs.

Professional Learning

Teachers draw on research, evidence and data to plan and implement future teaching and learning experiences.

Evaluation Plan

- Track students against Literacy and Numeracy Learning Progressions
- Plot students using PLAN2 software
- 5 weekly analysis of PLAN2 data
- Analysis of NAPLAN data
- Collegial professional sharing session
- Classroom Observations and supervision
- School Excellence Framework(SEF) analysis

Practices and Products

Practices

Data informed decision making.

Explicit feedback among staff to improve teaching practices.

Regular check-ins with student/teacher to discuss progress allowing for self-regulation and authentic learning experiences.

Goal setting through collaborative use of data to inform teaching and learning discussions.

All teachers provide evidence of differentiation and explicit teaching during data discussions, data meetings, program stage meetings and regular classroom observations.

Products

Data collection and analysis every 5 weeks used to inform future teaching & learning directions.

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

Students will receive individualised content aimed at supporting all students to achieve expected growth in Literacy and Numeracy.

Strategic Direction 2: Together We are Empowered

Purpose

There is a school-wide collective responsibility to promote positive, respectful relationships among students, staff and the community. Student wellbeing is fostered to ensure optimum conditions for student learning across the whole school.

Improvement Measures

- Improved score or sustained high percentage in targeted areas of the School Wide Evaluation Tool (SET).
- Positive collegial culture and building of relational trust measured through consultation with staff via surveys and evaluations.
- progressively improve the percentage of student engagement and inclusivity as measured through the 'Tell Them from Me' surveys.

People

Students

- Understand the school values, expectations and language through weekly lessons.
- Will develop knowledge of strategies to support mental health and well-being.

Staff

- Understand the link between positive and consistent adult behaviour and school culture.

Community Partners

- Remain informed about PBL, discipline and well-being initiatives as communicated through discussions, newsletters and P&C meetings.

Leaders

- Monitor PBL data and utilise PBL values and discipline policy to drive decisions on student welfare.
- Create a positive environment across the school through : check-ins, consultation with staff, feedback, evaluations, shared communication in a safe and supportive work environment.

Processes

Programs

Every staff member reinforces the school values with a thorough understanding of the PBL values and well-being initiatives.

Professional Learning

Every teacher participates in professional development, stage meetings, classroom observations, feedback and collegial discussions focused on well-being initiatives.

Evaluation Plan

- Tell Them From Me (TTFM) Survey
- SENTRAL (behaviour management software) Data
- Collegial discussions/surveys
- School Excellence Framework (SEF) analysis
- Observations and mentoring

Practices and Products

Practices

All teachers will utilise skills developed from professional learning to foster and embed positive wellbeing practices in all school settings.

Leaders will create a positive environment across the school and community in order to develop positive, respectful relationships with all stakeholders.

Products

There is a school wide collective responsibility that promotes student and staff wellbeing through positive and respectful relationships. This will provide optimum conditions for student learning.

Strategic Direction 3: Together We Succeed

Purpose

To create an atmosphere built on high expectations through providing opportunities to equip all students with the necessary skills to be active, engaged and successful future focused learners.

Improvement Measures

Teacher mastery and use of technology in teaching and learning as measured by staff surveys and observations.

Improved student engagement as measured by TTFM surveys.

Executive observations and supervision of programs indicates that integrated units that develop problem solving, design skills and creative and critical thinking skills are evident across the school.

Executive observations and supervision of programs indicates that Sport is integrated and being taught effectively throughout the school.

People

Students

Will develop the skills to –

- Be creative, critical thinkers with the capacity to solve a range of problems.
- Participate in a range of sporting opportunities.

Staff

Will develop the capacity to –

- Implement innovative, integrated units of work with a focus on creative and critical thinking and problem solving skills.
- Deliver effective sport programs and coaching to all students.

Parents/Carers

- Will have access to information and the language around STEM programs and activities.
- Will develop the capacity to engage with the school for sports coaching and lessons.

Leaders

Will create opportunities for staff to –

- Undertake any necessary professional development.
- Have access to the necessary technology and equipment.

Processes

Professional Learning

Targeted, ongoing professional learning that ensures all staff have the capacity to deliver high quality, integrated programs that equip all students with the skills to be active, engaged, creative and critical thinkers.

Systems

Staff draw on research and professional development to develop and implement integrated teaching and learning programs with a focus on problem solving, design and creative and critical thinking.

Evaluation Plan

- Teaching and learning Program reviews.
- Staff and Student surveys.
- School Excellence Framework (SEF) analysis.
- Tell Them From Me (TTFM) surveys

Practices and Products

Practices

Leaders ensure that technology which supports teaching and learning is available and expertly integrated into lessons.

Teachers integrate units of work with a focus on design, problem solving and creative and critical thinking.

Teachers provide effective and targeted Sport programs

Students engage in opportunities to improve skills and knowledge in Science, Technology, Engineering and Mathematics.

Students develop skills and engage in a range of sporting opportunities.

Products

100% of teaching and learning programs include integrated units of work that provide opportunities for students to develop design capabilities, problem solving skills and creative and critical thinking skills.

Increased student engagement through access and opportunity.