

School plan 2018-2020

Kempsey East Public School 2278



School background 2018–2020

School vision statement

Collaborative high impact teaching and supportive partnerships enable students to become active and motivated learners who can connect, succeed and thrive.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through the P&C.

The school is a Positive Behaviour for Learning, (PB4L), school. There is a supportive learning environment that caters for the needs of every child, equips students to be successful learners and encourages parents as partners in learning.

The school is an EAfS school and has an instructional leader on staff. All teachers regularly analyse data to make informed teaching decisions.

There are 225 students enrolled in the school, 21% of these students identify as Aboriginal or Torres Straight Islander. The school average attendance rate for 2017 was 92.43% which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2017 is 123. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

School planning process

The school plan has been formulated following an extensive school and community consultation process that resulted in the development of their vision for the school.

Parents and teachers were also consulted on a number of occasions as the plan has been developed.

School data was gathered from: NAPLAN, PLAN, student work samples; staff mentoring conversations, teachers' PDP's, phone and Survey Monkey surveys of parents, a Year 3–6 student survey and staff surveys, parent and student focus groups. Tell Them From Me, also provided valuable data on the learning environment at the school.

A school self evaluation process using the School Excellence Framework underpinned the development of the strategic areas for school improvement.

In developing the school directions, the Public Schools NSW Strategic Directions– 2018–2120, and the Melbourne Declaration on Educational Goals For Young Australians were consulted.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 High Impact Teaching

Purpose:

To improve student outcomes, with a focus on literacy and numeracy, through teachers working collaboratively, reflecting on and refining their practice to ensure high impact teaching.



STRATEGIC DIRECTION 2 Engaged, Inspired and Connected Learners

Purpose:

To develop responsible independent students who are committed to learning, supported in an environment that is responsive to their individual needs.

Strategic Direction 1: High Impact Teaching

Purpose

To improve student outcomes, with a focus on literacy and numeracy, through teachers working collaboratively, reflecting on and refining their practice to ensure high impact teaching.

Improvement Measures

– To increase the percentage of students in the Year 3, 5 and 7 NAPLAN proficiency bands, ensuring we are consistently above the percentage achieved by similar schools (SSG) in all areas of NAPLAN.

– All teachers are designing and effectively implementing high impact teaching practices, facilitated by improved school instructional systems.

People

Staff

Teachers understand evidenced based teaching practices and are committed to being curious life long learners.

Teachers value collaboration and understand it is through working together that student outcomes improve.

Teachers have the skills to develop ITC capabilities in all students to support high impact teaching and learning.

Students

Students understand how to give formative feedback to peers and teachers.

Students understand how to use the skills of critical and creative thinking, problem solving, collaboration and using technology, to enhance their learning.

Leaders

Leaders have developed the necessary skills to effectively analyse and use data to inform school programs.

Leaders further develop their understanding of the evidence base for effective teaching and share this information with all teachers.

Parents/Carers

Parents have an understanding of how teachers assess students and how they use this information to develop responsive learning programs using the learning progressions.

Processes

Best Practice Teaching

Providing opportunities for teachers to continue to develop their understanding of, and embed quality teaching practice using the Australian Professional Standards for Teachers, evidence based practice, Australian Curriculum and the required skills for 'future' learners (Hub structures/protocols/collaboration, LI SC, analysis and use of data, mentoring).

Improving Literacy and Numeracy Outcomes

A focus on developing teacher knowledge of best practice literacy and numeracy teaching, and developing skills to confidently use data to inform learning programs (EAfS, 7 steps to writing, PLAN 2 Best Start, Progressions).

Evaluation Plan

We will be regularly evaluating our progress by analysis as set out in our milestone document;

–parent and student focus groups

–student work samples and data

–NAPLAN, learning progression, SCOUT and SMART data

–teacher programs and classroom observations

–parent student and teacher surveys

–SEF2

–personal and school visible learning

Practices and Products

Practices

Best Practice Teaching

– Teachers and students are valuing and implementing feedback and using this to improve their individual practice and learning.

– The school community is engaging in learning opportunities to develop their understanding and support of the implementation of a learning environment, that is future focused, evidence based and responsive to the needs of all students.

– All staff demonstrate an understanding of Australian Professional Standards and are demonstrating a growth in their practice. This is evidenced by staff achievement of personal goals.

Improving Literacy and Numeracy Outcomes

– Teachers are confidently and collaboratively analysing student data to develop responsive learning programs.

– Teachers are implementing evidence based approaches in their literacy and numeracy programs.

Products

Best Practice Teaching

– There is a school culture of genuine collaboration to improve student outcomes, evidenced by teacher mentoring notes, hub protocols and minutes and a consistent approach to data analysis.

– All classroom teaching programs, parent

Strategic Direction 1: High Impact Teaching

People

Parents have a greater understanding of the research that informs evidence based and future focussed teaching practice, enabling them to better support their children.

Processes

checklist.

Practices and Products

surveys and classroom observations provide evidence that learning intentions and success criteria are embedded and known by students, parents and teachers.

–Information technology skills are embedded across the curriculum, evidenced by student progress against the Australian Curriculum Information and Technologies Capabilities Learning Continuum.

– school systems and culture demonstrate the practices of visible learning are embedded in teacher practice. evidenced by classroom observations, teaching programs and instructional rounds feedback.

Improving Literacy and Numeracy Outcomes

–K–3 student outcomes in literacy and numeracy improve evidenced by SCOUT value added data shifting to delivering.

–All students demonstrate an improvement in writing outcomes. This is evidenced by 60% of students achieving expected growth in NAPLAN and progression in PLAN 2 data.

–All teachers have an increased knowledge of evidenced based teaching strategies in numeracy (number). Evidences by mentoring conversations, NAPLAN data (numeracy), teacher observations, teacher programs and progression data.

Strategic Direction 2: Engaged, Inspired and Connected Learners

Purpose	People	Processes	Practices and Products
<p>To develop responsible independent students who are committed to learning, supported in an environment that is responsive to their individual needs.</p>	<p>Students</p> <p>Understand the most effective processes to learn. They adopt a growth mindset and are risk and challenge takers. Students understand how to provide and accept formative feedback.</p>	<p>Supportive Learning Environment</p> <p>Developing a supportive environment with a focus on PB4L, Got It, We Can Do It, LST systems and a wellbeing policy, to ensure students develop social skills and have a strong sense of belonging.</p>	<p>Practices</p> <p>Supportive Learning Environment</p> <p>–Teachers cultivate and foster positive individual relationships, ensuring students have a sense of belonging and positive identity. This is evidenced by Tell Them From Me Data and teacher observations.</p> <p>– Staff, students and parents model their consistent understanding of the PB4L values.</p>
<p>Improvement Measures</p> <p>–TTFM data (skills challenge, relevance, positive sense of belonging, advocacy)and student surveys indicate that students are increasingly feeling a sense of belonging, identity and report increased positive relationships and advocacy.</p>	<p>Staff</p> <p>Have a commitment to student centred learning and student autonomy.</p> <p>Staff understand and demonstrate a growth mindset and share their understanding of dispositions for learning with students</p> <p>Staff value, know and care for all students. They understand effective differentiation practice and develop learning programs responsive to student needs.</p>	<p>Learning about Learning</p> <p>Providing opportunities for students to understand effective learning processes with a focus on growth mindset, learning dispositions, learning pit, feedback and learning maps.</p>	<p>Learning About Learning</p> <p>–Students are motivated to continually improve, taking responsibility for their learning processes. Student learning maps demonstrate an understanding of learning dispositions and effective learning behaviours.</p> <p>–Teachers and students understand and demonstrate a growth mindset. They are aware of and increasingly demonstrate successful dispositions for learning.</p>
	<p>Leaders</p> <p>Demonstrate a growth mindset and model the dispositions of a successful learner.</p> <p>Leaders understand the importance for all children to be known and valued. They ensure there are systems in place to support this.</p>	<p>Evaluation Plan</p> <p>We will be regularly evaluating our progress by analysis as set out in our milestone documents;</p> <p>–student and teacher surveys</p> <p>–whole school programs and teaching programs</p> <p>–student learning maps</p> <p>–student behaviour data</p> <p>–teacher observations</p> <p>–Quality teaching observations</p> <p>–ACARA Personal Social Capability Learning Continuum</p> <p>–focus groups</p>	<p>Products</p> <p>Supportive Learning Environment</p> <p>–There is a consistent school wide approach and understanding of PB4L, evidenced by through PB4L behaviour records, focus group responses and teacher reflection on the delivery of PB4L lessons.</p> <p>–There is an embedded culture of student connectedness evidenced by TTFM data indicating an increase in sense of belonging, advocacy and identity.</p>
	<p>Parents/Carers</p> <p>Understand the factors that contribute to being a successful learner.</p> <p>Parents have a strong understanding of the PB4L values and program and are supportive of the process in place.</p>		
	<p>Community Partners</p>		

Strategic Direction 2: Engaged, Inspired and Connected Learners

People

Agencies and community partnerships understand and support school learning and wellbeing priorities.

Practices and Products

A school wide Wellbeing Policy and LST systems are in place with evidence indicating they are understood and consistently applied and are contributing to individual wellbeing.

–Programs, practices and policies are responsive to individual student needs. This is evidence by each student having the relevant adjustments and accommodations to become a successful learner and learning programs catering for and engaging all students.

Learning About Learning

–Analysis of student learning maps indicates students are becoming increasingly aware of their learning processes and strategies, to enable their learning success.

–Students have a greater understanding of their most effective learning processes. Evidenced by students managing and understanding their learning goals, making autonomous learning choices, classroom observations using QT matrixes