

School plan 2018-2020

Kempsey West Public School 2279



School background 2018–2020

School vision statement

Creating a child focussed centre of excellence.

Placing your child's future at the centre of our decision making and planning.

School context

Kempsey West Public School is the largest and oldest state primary school in Kempsey, recently celebrating its Sesquicentenary. It is a fabulous school to be part of.

Our school population is 350 students. It consists of 13 mainstream classes and 5 Support classes. The Support Unit caters for students with a range of physical, emotional and intellectual needs. These classes are classified as IM, IO/IS and three Multi Categorical classes.

Kempsey West is successfully engaging with an increasing proportion of students coming from lower socio-economic backgrounds. Kempsey West has a Family Occupation and Education Index (FOEI) of 187. The school has historically had a high student mobility rate.

Kempsey has a high level of government support agencies that serve the community. The school is part of several interagency projects including Breaking The Cycle and Family Investment Model. The proportion of Aboriginal students at the school is 50%. The school is supported by two Aboriginal Education Officers and all classrooms are supported by experienced School Learning Support Officers.

School planning process

The school planning process for the 2018 –2020 School Plan commenced with updated information about School Excellence Framework (SEF). The staff analysed and assessed our performance across a range of measures in the SEF and used those results to support our journey towards excellence.

The school community was invited to discuss the important skills that their children will need in the future, through focus groups and P&C meetings. All parents were given the opportunity to respond through surveys.

All of the information gathered on future directions and current practice was analysed to formulate three clear strategic directions.

These directions are future-focused and articulate the school's priorities over the next three years.

The directions are titled:

1. Lead
2. Learn
3. Engage

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Lead

Purpose:

Develop leadership capacity that drives instructional leadership and enhances teacher and leader capability.



**STRATEGIC
DIRECTION 2**
Learn

Purpose:

Utilise the framework of Agile Schools to create 5 week learning cycles, where student performance data is interrogated to create individual learning pathways in writing, numeracy and digital technologies.



**STRATEGIC
DIRECTION 3**
Engage

Purpose:

A demonstrated and observable commitment from the community that all students are engaged in improving their own learning. Student numbers at the school increase and parent attendance and engagement levels improve as the local community changes its perception of the school.

Strategic Direction 1: Lead

Purpose

Develop leadership capacity that drives instructional leadership and enhances teacher and leader capability.

Improvement Measures

Move from Delivering to Sustaining and Growing in Educational Leadership on the School Excellence Framework.

People

Staff

Proactively seek to improve their performance and increase knowledge of effective evidenced based teaching strategies.

Staff

Understand what they need to do to assist in achieving the school strategic directions.

Parents/Carers

Provide feedback about the schools performance and increased student engagement

Students

Provide feedback about their individual performance and their increased engagement

Processes

Draw on solid research to develop high quality leadership and team building skills to enhance teaching capability.

Identify effective evidence based quality teaching strategies and implement them through a school wide lesson study approach.

Evaluation Plan

- Principal modules
- Art of Leadership
- EAfS instructional leadership practices.
- Performance and Development Plans
- Classroom Observations
- TTFM and school based surveys

Practices and Products

Practices

Leadership Team develop processes to collaboratively review teaching practices to affirm quality.

Teachers actively participate in professional learning and monitor progress towards obtaining accreditation and /or maintaining proficiency.

Products

Parents, students and community provide feedback on school performance.

Staff implement effective evidence based teaching within a culture of continuous improvement

Strategic Direction 2: Learn

Purpose

Utilise the framework of Agile Schools to create 5 week learning cycles, where student performance data is interrogated to create individual learning pathways in writing, numeracy and digital technologies.

Improvement Measures

- Improvement in student progress in writing and number sense using the literacy and numeracy progressions.
- Improvement in student progress (Aboriginal) in writing and number sense using the literacy and numeracy progressions.
- Improvement in progress of teachers on the digital technologies self-assessment matrix

People

Students

Demonstrate a commitment and are engaged in their own learning.

Staff

Display a commitment to improving their practice and knowledge of literacy, numeracy and digital technologies.

SLSOs support targeted students with Tier 2 interventions.

Leaders

Facilitate opportunities and are committed through professional learning and resourcing to improve student and teacher capabilities.

Community Partners

ACARA assist and guide teachers in the implementation of the digital technologies curriculum.

Processes

The Writing Process K–2

Teachers engage in professional discussion and collaborate to improve teaching and learning in writing.

Digital Technologies

Teachers engage in professional learning with the familiarisation and implementation of the digital technologies K–6 curriculum to improve professional knowledge and practice.

Number Sense

Teachers engage in professional learning to build their understanding of the learning progressions 'number sense'.

Evaluation Plan

- Writing work samples
- 5 weekly data collection and review
- Evidence in programs
- surveys
- Anecdotal evidence/observations
- Videos
- Focus groups
- Program feedback data

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning in writing as evidenced in program feedback and classroom observations.

Teachers and students, understand and confidently use digital technologies.

All teachers utilise feedback to improve their teaching and learning in writing, numeracy and digital technologies

Products

A consistent approach to writing and numeracy which uses evidence based teaching interventions.

Digital technologies outcomes are embedded in teacher programs across Key Learning Areas.

Teachers give feedback to students on learning goals.

Students use feedback to reflect on their progress.

Strategic Direction 3: Engage

Purpose

A demonstrated and observable commitment from the community that all students are engaged in improving their own learning. Student numbers at the school increase and parent attendance and engagement levels improve as the local community changes its perception of the school.

Improvement Measures

Move from Sustaining and Growing to Excelling on 2018 SEF – Community Satisfaction – Management Practices and Processes.

Move from Delivering to Sustaining and Growing on 2018 SEF in Service Delivery – Management Practices and Processes.

Move from Delivering to Sustaining and Growing on 2018 SEF in Community Engagement – Educational Leadership.

People

Students

Develop a wider understanding of local cultural knowledge.

Parents/Carers

Have the opportunity to engage and a range of school related activities which help build the school as a cohesive education community.

Staff

Are supported to develop skills that focus on a positive customer service ethic.

Leaders

Analyse responses to school community satisfaction measures.

Processes

Staff actively seek events and opportunities to develop relationships/partnerships with families to support student learning.

Evaluation Plan

TTFM Survey

360 profiling tool

Connecting to Country – Staff

Kids on Country – Students

Parent interviews

Practices and Products

Practices

Leadership team used the 360 profile tool to measure community satisfaction and shares the analysis and actions in response to the findings with the school community.

Effective school processes deliver services and information that increase parental engagement and satisfaction.

Products

Enhanced relationships with parents and families generate clear improvement aims and learning outcomes.