

School plan 2018-2020

Kendall Public School 2280



School background 2018–2020

School vision statement

Kendall Public School, in partnership with our community, has a focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

School context

Kendall Public School is located in the Camden Haven area 30km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 223 students enrolled in 2018, an increase of 18% in the past two years. 6% of students identify as Aboriginal. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 110.

The school has a non teaching Principal, a non teaching Deputy Principal, 2 Assistant Principals and 7 classroom teachers. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, Library and Reading Recovery. The Administration staff comprises of two full time office staff and 1 GA (0.5). All are permanent. The school currently has 4 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

There is a high level of parent/carer participation throughout the year, including classroom helpers, school initiatives, fundraising and support.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff.

School planning process

In 2017 Kendall Public School undertook self-assessment using the School Excellence Framework and participated in an external validation. As a result, high quality practices and priorities for future improvement were identified across the three domains of Learning, Teaching and Leading. Strategic directions were developed for the 2018–2020 School Plan to support sustained focus on the identified priorities and ensure the provision of high quality educational opportunities for all students.

The school planning process has included:

- analysis of student performance data
- consultation with staff, students and parents through surveys and meetings
- guidance from Departmental personnel – Director Public Schools NSW and Principal School Leadership
- consultation and communication with the school community via the newsletter and P&C Association meetings.

Examination of the following documents has informed the development of the school plan:

- School Excellence Framework – version 2
- Melbourne Declaration on Educational Goals for Young Australians
- DoE Strategic Plan 2018–2020
- The Wellbeing Framework for Schools

School strategic directions 2018–2020

**Purpose:**

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods based on evidence-based teaching, quality professional learning and collaboration. We will promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

**Purpose:**

To ensure the school plan is at the core of continuous improvement efforts and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Innovative Teaching and Learning

Purpose

To provide all staff with an opportunity to identify, understand and implement the most effective teaching methods based on evidence-based teaching, quality professional learning and collaboration. We will promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

Improvement Measures

- Increase the number of students in the top two NAPLAN bands for reading and numeracy from 27% in 2017 to 33% by 2019 and 35% by 2020.
- Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30%.
- To move 8% of tracked students in reading and numeracy from national minimum standard to above minimum standard
- In the domain of Teaching we will develop sufficient evidence to demonstrate and validate achievement in the elements of Learning and Development and Data Skills and Use to move the school from Delivering in 2017 to Sustaining & Growing by 2020.

People

Students

Students analyse their overall learning progress and performance, to make informed judgements about their successes and plan the next steps in their learning. They demonstrate a growth mindset to strive toward and achieve meaningful goals.

Staff

Engage in collaborative professional learning opportunities that focus on improving teaching pedagogy.

Leaders

Model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Parents/Carers

Parents are active participants in their children's education with high expectations for student achievement. They understand what their children are learning and expected outcomes, and are able to support their learning at home.

Processes

Collaborative Practice

Explicit systems are established for collaboration and professional learning. This includes negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice. Professional learning is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Data Use in Teaching

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation Plan

Kendall PS will use the milestone planning tool to plan, implement and review key processes. The review aspect will incorporate a range of evidence collection to demonstrate impact and achievement of annual milestones.

Practices and Products

Practices

Collaborative Practice

- Teachers engage in professional discussions and collaborate within and across stages to improve teaching and learning as evidenced in meeting minutes, agendas and schedules.
- Teachers actively evaluate, share and discuss learning from targeted professional development to improve whole school practice as evidenced in PDPs, surveys and PL logs.
- Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning. Demonstrated through learning walks and student work samples.
- Students reflect and report on the achievement of their own learning goals. They can articulate their learning and understand what they need to learn next to enable continuous improvement. Evidenced through learning walks, reflection tools and student focus groups.

Data Use in Teaching

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. Evidenced in assessment tasks, teaching programs and student performance data collection.

Strategic Direction 1: Innovative Teaching and Learning

Practices and Products

Products

Collaborative Practice

- Teaching and learning programs include learning goals and success criteria as evidenced by supervision and monitoring of class programs, feedback from supervisors, classroom observations and learning walks.
- Students are engaged, self-directed, autonomous learners as evidenced by learning walks and self-reflection on learning goals.

Data Use in Teaching

- School data shows that student progress and achievement on internal measures is consistent with progress and achievement on external measures.
- Students are aware of, and most are showing, expected growth on internal school progress and achievement data.

Strategic Direction 2: Effective Leadership

Purpose

To ensure the school plan is at the core of continuous improvement efforts and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement Measures

In the domain of Leading we will develop sufficient evidence to demonstrate and validate achievement in the elements of School Planning, Implementation and Reporting and Educational Leadership to move the school from Delivering in 2017 to Sustaining & Growing by 2020.

People

Students

Participate in school evaluation processes and share ideas for school improvement.

Staff

Develop a shared understanding of the school's strategic directions and take an active role in the implementation, monitoring and review of the school plan.

Leaders

Support collaborative performance development and efforts to continuously monitor improvement.

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

Parents/Carers

Parents and the community are provided with regular opportunities to provide feedback on school performance and contribute to the school's self-assessment and planning processes.

Processes

Leadership Capacity

Develop a culture of shared and distributed leadership that builds the capacity of staff to understand and actively support continuous school improvement.

Community Engagement

The school will engage the school community in reflecting on student performance data and will regularly solicit and address feedback on school performance.

Evaluation Plan

Kendall PS will use the milestone planning tool to plan, implement and review key processes. The review aspect will incorporate a range of evidence collection to demonstrate impact and achievement of annual milestones.

Practices and Products

Practices

Leadership Capacity

The leadership team embeds clear strategic processes, with accompanying timelines, to lead and direct school activity towards effective implementation, monitoring and review of the school plan. Demonstrated through regular review and evidence of impact.

Community Engagement

Feedback from students, parents and staff on school performance is used to review school practices and inform decision-making to ensure continuous whole school improvement

Products

Leadership Capacity

Staff have collective ownership for the planning, implementation and review of school improvement plans evident in the alignment of the school plan to PDPs and the increasing number of staff willing, and with capacity to, undertake leadership beyond quality teaching and learning.

Community Engagement

Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.