

School plan 2018-2020

Kentlyn Public School 2285



School background 2018–2020

School vision statement

In a safe, stimulating and diverse environment Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, striving for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the twenty first century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 155 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethic that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements the single minded approach to providing the best possible educational opportunities for all of our students. Our school motto, “Always our Best” reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have broad opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and as part of the New South Wales Public Education system under the control of the Department of Education & Communities we are proud of the achievements to date and look forward to expanding our success into the future.

School planning process

In 2017, comprehensive planning processes were undertaken across the school community to review and reflect upon our evidence and progress against the School Plan 2015–2017. Consultative measures included:

- Deep analysis and professional discussions of internal and external data sources to identify strengths, trends and areas for improvement.
- Self-assessment against the School Excellence Framework (Version 1 and 2)
- Parent forums organised to inform the community of the current practices that were implemented and how these will be further extended in our 2018–2020 school plan. (Education Week, Parent Teacher Evening Presentation 2018)
- P&C presentations, updates and feedback given and received throughout the year as well as P&C presentation in 2018 (Week 4)
- Informal feedback opportunities through open communication channels.

Underpinning the Kentlyn Public School plan is the professional development of teachers. In providing teachers with the expertise to competently implement teaching practices we are preparing children for a future defined by technology, creativity and open-ended thinking.

The Kentlyn Public School 2018–2020 School Plan articulates our school's targets for improvement in line with the Department of Education's priorities and the School Excellence Framework. Our school plan aims to promote transparency, ownership and investment to realise our school vision. Working in partnership with our community is integral to our processes.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

To ensure student learning is supported by consistent, quality educational practices focused on high engagement and differentiated learning to develop the literacy, numeracy and technological skills of all students whilst supporting them to be critical thinkers and collaborative, creative learners. Student learning will be supported through explicit teaching, effective feedback and the use of authentic student data to inform teaching practice. Evidence based strategies will be implemented to ensure the well-being and engagement of all students as they connect, succeed, thrive and learn.

STRATEGIC DIRECTION 2 Teaching

Purpose:

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.

STRATEGIC DIRECTION 3 Leading

Purpose:

Kentlyn Public School staff will engage with our community to deliver future focused, developmentally appropriate learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor. Professional Development opportunities will assist in improving student learning and outcomes in literacy and numeracy using evidence based and informed teaching practices resulting in rich, engaging and differentiated learning.

Strategic Direction 1: Learning

Purpose

To ensure student learning is supported by consistent, quality educational practices focused on high engagement and differentiated learning to develop the literacy, numeracy and technological skills of all students whilst supporting them to be critical thinkers and collaborative, creative learners. Student learning will be supported through explicit teaching, effective feedback and the use of authentic student data to inform teaching practice. Evidence based strategies will be implemented to ensure the well-being and engagement of all students as they connect, succeed, thrive and learn.

Improvement Measures

Increased student learning engagement as evidenced by measurable observation data.

Improved school well-being practices as evidenced by TTFM data.

Increased parent and community involvement in school planning as evidenced by TTFM data and increased attendance by parents at school planning meetings.

People

Students

Encourage students to actively engage in their own learning and develop learner qualities.

Staff

Engage staff in current research strategies to promote positive well-being and engagement for all students.

Community Partners

Strengthen learning alliances within and beyond the school to improve student well being and engagement.

Leaders

Expand leadership capabilities within the learning and support team to improve systems and practices.

Processes

PBL– Wellbeing

Effectively implement Positive Behaviour for Learning across the school; Wellbeing framework to be incorporated in all our policies; Review and update well-being policies and practices.

Learning and Support

Provide equitable academic opportunities; programs and assessments must indicate what all students are expected to know, understand and do; Refine systems and procedures to support all students in need; Work with an external psychologist in providing support practices/ strategies across all aspects of the school community.

Student Engagement

Continue to develop authentic assessment Practices.; Enhanced student engagement and active learning across the school through developing quality teaching practices within all KLAs. Collaborating with Ruse PS staff and identified external experts to improve learning engagement for all students.

Evaluation Plan

- School teams systematically analyse internal and external data sources and use all available information to design and deliver targeted learning priorities; Regular monitoring and reporting against intended milestones, and stakeholders to give feedback using SPARO.

Practices and Products

Practices

Teachers are implementing a consistent and effective approach to managing difficult student behaviors.

Clear, authentic and equitable assessment procedures exist.

Improved systems and strategies are in place to support students with challenging behaviors and complex learning needs.

Products

Revised well-being policies in place.

Improved systems for tracking and monitoring students via the Learning Support Team.

Improved learning engagement for all students.

Learning goals and success criteria evident in all Key Learning Areas.

Strategic Direction 2: Teaching

Purpose

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.

Improvement Measures

Improved student outcomes in literacy and numeracy as evidenced by internal and external assessment data. 80% of students achieving literacy and numeracy benchmarks; NAPLAN (bottom 2 bands down, top 2 bands up 8%, growth); Premier's priorities;

Increased use of evidence based strategies by all teachers as evidenced by observational data and learning engagement tool data.

Improved parent capacity to support student learning as evidenced by TTFM data and parent satisfaction survey data.

People

Students

Improve Literacy and Numeracy outcomes through targeted evidence based intervention strategies for all students.

Parents/Carers

Parents are regularly informed about current strategies to support literacy and Numeracy at home.

Staff

Teachers collaboratively utilise responsive teaching strategies and evaluative frameworks to monitor the effectiveness of teaching practices and to provide quality feedback to students

Community Partners

Enhancing and strengthening learning alliances within and beyond the school to improve student wellbeing and engagement.

Leaders

The school leadership team builds the capacity of the staff and the community to: reflect on student performance; determine the effectiveness of teaching; and provide direction for future teaching.

Processes

Literacy and Numeracy

Provide teachers with coaching and mentoring support, professional learning and access to expertise and innovation; Formalised structures to facilitate continual professional learning and development of effective, inclusive instructional strategies in literacy and numeracy; Collaborative learning in Learning Progressions K-6, STEAM, collaborative practice model with Ruse PS and Peer Observations.

Evidence-based Teaching-

Teachers implement evidence-based, responsive teaching strategies to ensure active student learning across all KLAs.; Facilitate continual collaboration between external partners, executive, teachers and support staff relating to effective changes in Pedagogy.

Evidence-informed teaching

Teachers use a wide range of evidence based strategies to collect, collate, analyse and use student data; Regular evaluation of teaching and learning programs and practices to ensure authentic differentiation is evident and to set future learning directions.

Evaluation Plan

All teachers are supported in reaching their professional goals, measured against the APST; Regular review of data analysis ensuring measurable improvement for target students and programs.

Practices and Products

Practices

Teachers are implementing Learning progressions and PLAN2 to track student learning in Literacy and Numeracy.

Teachers are effectively using a range of formative and summative assessment strategies.

Teachers work collaboratively to develop and deliver quality evidence-based learning programs in literacy and numeracy.

Products

Improved literacy and numeracy outcomes for students.

Systems are in place to promote reflective practices.

Effective differentiation in all literacy and numeracy lessons.

Strategic Direction 3: Leading

Purpose

Kentlyn Public School staff will engage with our community to deliver future focused, developmentally appropriate learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor. Professional Development opportunities will assist in improving student learning and outcomes in literacy and numeracy using evidence based and informed teaching practices resulting in rich, engaging and differentiated learning.

Improvement Measures

Increased parent participation in school planning and activities as evidenced by participation data trends and parent satisfaction survey responses.

Increased engagement and opportunities for student leaders as evidenced by student forum data and TTFM student survey results.

Improved engagement for teachers in the Performance Development process as evidenced by TTFM data.

Improved administrative processes as evidenced by staff feedback.

People

Students

All students are provided with opportunities to build their leadership capacity through quality programs.

Systems and processes are in place to ensure the successful transition of all students through all stages of schooling.

Parents/Carers

Effective communication exists between the school and parents providing for purposeful collaboration and meaningful feedback.

Staff

All staff engage authentically in the Performance Development Process.

Community Partners

Strengthened learning alliances exist within and beyond the school to improve student well-being and engagement.

Leaders

All teachers are provided with opportunities to improve their leadership capabilities

Processes

Student Leadership

Provide opportunities for students to organise and run projects which will enhance and build upon their leadership skills. Students will engage in leadership development programs and network with other schools within our school and community. Promote an active student voice in school decision making.

Systems Leadership

Developing the capacity of staff through systems leadership and the implementation of mentoring, coaching, targeted feedback, reflective practice and personalised professional learning; Strengthened administrative systems and processes; Promote distributed leadership opportunities for all staff.

Communication

Improved communication processes to ensure effective consultation with the whole school community; Increased community involvement in school activities through the promotion of volunteers, engaging parent consultation forums and community events; Increased opportunities for community use of facilities.

Evaluation Plan

Annual completion of SEF-SaS to inform school plans and reports. School leaders access and benefit from learning alliances and opportunities to seek accreditation and professional growth. Regular finance committee meetings review and track physical and financial resources.

Practices and Products

Practices

Consistent and effective school wide approach to the PDP process.

Products

Improved leadership skills in students.

Efficient school administration and resource management systems are in place.

All teachers receive instructional leadership support.

All teachers have leadership roles.

Increased parent and community involvement in school activities and decision making processes.

School facilities are used to support community initiatives.