School plan 2018-2020

Kiama Public School 2293

School vision statement

A community working together in a dynamic, engaging learning environment. Developing and empowering individuals to fulfill their potential as we prepare for the future.

The school community values the traditional with a clear focus on what is required for the future. The P&C and broader community run their own Facebook page displaying their pride in the school – "We Love Kiama Public School". This encompasses high expectations from the community to achieve excellent results with a nurturing view to develop youth ready not only for high school but for a future passion for learning. All staff recognise and agree that as a school we have a priority to foster in every child that they can achieve and improve themselves through education and learning.

The wider community has developed our school values – "Respect, Responsibility and Resilience" as the foundation of learning and personal growth.

School context

We are part of the Kiama Community of Schools, situated in the South Coast area of NSW. A relatively high socio economic community – FOEI 56 (ICSEA 1053). KPS has recently increased student numbers to 520 students and 21 classes.

The school prides itself on a strong culture of providing quality learning and showcases an excellent school band, choir, dance ensemble, drama productions and public speaking/debating. Extra curricular activities are a corner stone of the school. Sport and physical activity is a defining aspect of our school. We offer a broad range of in–school and representative sporting opportunities. We have strong connections with our district and regional PSSA.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. We were recently awarded a place in the nation's top 40 innovative schools. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room, the library, and more. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi–Fi access across the school. Our school has BYOD technology in Stage 3.

These activities are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Learning practices. We meet the needs of all our students through individualised programs and support.

School planning process

We have completed the Tell Them From Me Surveys and local surveys of the staff and broader community.

Staff were consulted through stage meetings and school planning forums to engage in the process of creating strategic school directions and milestones. We consulted data and the Schools Excellence Framework V2 to identify areas of need. We engaged in an evaluative process considering previous school plans to make appropriate revisions and plan for the future. We have also used the Performance and Development Framework for individual staff to look for trends in school need. Executive were trained in the DEC SCOUT application by CESE in order to effectively analyse and use data to inform planning. We held parent symposiums on current directions in the school and suggestions for the future. Parents were also invited to comment on current school policies through the PandC and online avenues to make suggestions for the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Explicit Teaching and Feedback

Purpose:

To develop pedagogical content knowledge and empower teachers to ensure all students learn and achieve curriculum outcomes.

To create a whole school approach that ensures the most effective evidence–based teaching methods optimise learning progress for all students, across the full range of abilities.

To identify, promote and model effective methods of teaching, assessment and feedback where students' learning improvement is monitored and value added growth is achieved.

To provide explicit, specific and timely formative feedback related to learning intentions and defined success criteria, to both students and parents.

STRATEGIC DIRECTION 2
Innovation

Purpose:

"It is entirely possible that the most important function of education in the years ahead will be to prepare our future citizens for citizenship in a world only barely imaginable today" – DEC Education for a Changing World Symposium, 2017.

To develop a future–focused learning culture where creativity, collaboration and risk taking is fostered.

To identify expertise within our staff, student and community bodies, and draw on this to further develop effective programs and opportunities within our school and wider community.

STRATEGIC DIRECTION 3
Wellbeing For All

Purpose:

To create an increasingly positive culture where there is a school wide collective responsibility for student wellbeing and success which is shared by parents, staff and students.

As a school we value the wellbeing of all students, staff and community members.

Strategic Direction 1: Explicit Teaching and Feedback

Purpose

To develop pedagogical content knowledge and empower teachers to ensure all students learn and achieve curriculum outcomes.

To create a whole school approach that ensures the most effective evidence–based teaching methods optimise learning progress for all students, across the full range of abilities.

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Improvement Measures

Naplan data shows an increase of 2+% of students in top two bands.

Increase the percentage of students demonstrating expected growth to at least 80%

Increase the number of students in top two bands for NAPLAN from ~32% to 51%

People

Students

Self assess based on success criteria and set individual learning goals based on feedback with a focus on a growth mindset.

Staff

Implement evidence based strategies to support student learning in Literacy and Numeracy.

Parents/Carers

Develop an understanding and value of evidence based practice used within the school.

Leaders

Facilitate professional learning to share current evidence based pedagogy to support the development and implementation of effective learning practices.

Processes

Draw on research to develop and implement effective pedagogy and practices in teaching Numeracy. (Mathematics Building Blocks for Numeracy).

Develop a culture across the school which empowers all learners with the language, habits and dispositions that promote successful 21st century learning. (How2Learn)

Implement a whole school approach to student assessment and support implementation of needs based teaching and learning. (Literacy and Numeracy Progressions)

Evaluation Plan

Progress towards improvement measures will be evaluated through: evaluation of classroom environments, teaching and learning program supervision, school learning progression data.

Practices and Products

Practices

Every teacher will collect and use data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Learning intentions will be displayed in every classroom

Products

All classrooms will display evidence of effective visible learning, learning intentions and success criteria.

100% of teaching and learning programs show evidence of best practice Mathematics strategies.

All teachers will be trained in and using the new learning progressions.

Strategic Direction 2: Innovation

Purpose

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To develop a future–focused learning culture where creativity, collaboration and risk taking is fostered.

To identify expertise within our staff, student and community bodies, and draw on this to further develop effective programs and opportunities within our school and wider community.

Improvement Measures

100% of staff will have participated in STEM professional development to build capacity.

The culture is innovative and willing to participate and take risks.

100% of students have experienced STEM activities.

100% of staff and students have access to suitable and equitable technology.

People

Students

Equitable access and specific teaching in technology is provided, with a focus on how to apply it in varied settings. Build skills and confidence to take risks and focus on resilience. Students will become the teacher for their peers in technology.

Staff

Build confidence and capacity in staff to use technology and encourage risk taking regarding technology. Set assessments on inquiry modelling and utilise skills to integrate technology across the whole school staff.

Parents/Carers

Inform and educate parents on technology resources in school – encourage interaction and involvement in events and in student learning.

Community Partners

Seek opportunities in CoS and broader agencies to create relevance with student learning through technology. Explore partnerships with agencies to expand student learning opportunities.

Leaders

Coordinate teacher and staff technology lessons to build confidence and to be leading learners in this field.

Processes

Students and teachers will be problem solvers around all aspects of technology, including trouble shooting simple IT issues. Processes are in place to support regular and frequent use of technology K–6.

Teachers will experience Professional Development to ensure they have embedded innovative teaching practices in their regular classroom pedagogy. Resources are shared fairly and equitably across all teachers and classes K–6.

There is a progression of skills and experiences through the school K–6.

Evaluation Plan

Progress will be assessed through student, parent and staff surveys, results and quality of student assessment work, programs and units clearly indicating whole school approach to STEAM lessons, and use of technology by all classes increased.

Practices and Products

Practices

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

The leadership team deploys teaching and non–teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Technology that supports learning is available and expertly integrated into lessons by teachers.

Products

All teachers systematically engage in a scope and sequence to incorporate STEAM in their classrooms

Enhanced ability for teachers to integrate STEM principles into their existing teaching programs and units of learning.

Lateral capacity within our staff body to ensure progression of initiatives such as the garden, robotics, 3D printing, kitchen etc. Such initiatives will be celebrated in events including Science Fair.

Strategic Direction 3: Wellbeing For All

Purpose

To create an increasingly positive culture where there is a school wide collective responsibility for student wellbeing and success which is shared by parents, staff and students.

As a school we value the wellbeing of all students, staff and community members.

Improvement Measures

Further improve student attendance at school from 2017 baseline. (2016 92.7%). Achieve ongoing reductions in partial attendance.

Increase the proportion of students demonstrating the school values of Respect, Responsibility and Resilience as evidenced by awards received, and reduction in student incident reports relative to student population.

Increase parent attendance at class information sessions, parent teacher interviews and other school events.

Experience overall increase in Workplace wellbeing as indicated by the PERMA Workplace profiler from baseline measure of 70.63 at implementation of plan.

People

Students

Specifically taught school procedures for wellbeing.

Staff

Awareness and training in PBL (Positive Behaviour for Learning) and procedures.

Resource skills and materials for wellbeing.

Ongoing training and support through the Staff PDP (Performance and Development) process.

Parents/Carers

Communication of school expectations in dealing with wellbeing.

Leaders

Analysis of data and programming for continuous improvement in wellbeing. Staff PDP reviews focused on wellbeing elements.

Processes

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling (Kidsmatter).

Apply a revised PBL wellbeing procedure across the school starting, with teachers and then students and the community.

Provide resources and skills in resilience and mental health for students and staff (Mindfulness and Flourish).

Evaluation Plan

Progress will be evaluated through staff and student surveys, data analysis for student awards and incident reports, and participation of students in events and activities. Staff PDP process analysed and reported.

Practices and Products

Practices

Shared school–wide approach is evident through initiatives including Mindfulness and Flourish.

A whole school approach to student welfare through the revision of the school behaviour policy.

All staff use data to monitor and review student attendance and inform parents if necessary.

Products

Improved attendance rates (whole and partial) across the school and improved communication between home and school regarding attendance.

Consistent approach to behaviour management. Students, parents and staff are aware of expectations.

Evidence of parent attendance at school information sessions is collected through sign on sheets.

Wellbeing programs embedded across the school to ensure an environment of positive relationships.