School plan 2018-2020

Kinchela Public School 2303

"Learning in Harmony"

School vision statement

Kinchela Public School is a community focused on recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 140 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions and a permanent part time teacher 2 days per week.

We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

School planning process

All members of staff were consulted in the development of our plan. The school community was surveyed and their ideas and opinions were incorporated into our strategic directions.

Both formal and informal discussions were held throughout the planning stages to determine the school's direction.

As a result of the school and community consultation process, it was decided the student's well being should be central to the plan. Parents and staff expressed some concern as to the student's social skills and their level of resilience. It was decided to allocate time to assist in the development of teacher capacity to implement programs such as "Kids Matter and "Positive Behaviour for Learning".

Parents have also requested more learning opportunities for the children in the performing arts and sports.

Parents were happy with their children's results in Literacy and Numeracy and supported the schools cooking and gardening programs.

Staff decided that students should have more opportunities to develop their leadership skills and peer tutoring.

To enable these strategic directions to be accomplished it was decided to focus resources on staff development to ensure their success.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Inspired and passionate teachers

STRATEGIC DIRECTION 2
Reflective responsible learners

Purpose:

To develop highly skilled, passionate teachers who inspire life–long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Purpose:

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Kinchela Public School 2303 (2018-2020)

Strategic Direction 1: Inspired and passionate teachers

Purpose

To develop highly skilled, passionate teachers who inspire life–long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Improvement Measures

School assessment against the School Excellence Framework (SEF) indicates movement from:

- Delivering to Sustaining and Growing within the Teaching domain element of *Effective Classroom practice* (explicit teaching & feedback); and
- Sustaining and Growing to Excelling in the Teaching domain elements of *Data Use in Teaching and Data Use in Planning.*

Literacy and Numeracy

All students in Year 5 achieve equal to or greater than expected growth in numeracy in Naplan.

Naplan results in writing for both Year 3 and Year 5 demonstrate a shift from 50% currently achieving results in the Top 3 bands to 60% (plus 3).

People

Students

Students have the skills to use feedback to improve their learning within literacy and numeracy and provide teachers with feedback about the effectiveness of their teaching.

Staff

Teachers have the knowledge and skills to analyse assessment data & feedback to develop differentiated teaching and learning programs.

Leaders

Leaders value collaborative practice and provide opportunities for reflective, evidence based practice to inform future directions.

Leaders understand how to analyse and use individual and whole school data to drive school improvement.

Parents/Carers

Parents understand and support their child to progress through evidence based practice.

Processes

Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy progressions.

Building teacher capacity through collaborative practice based processes and reflective practices.

Evaluation Plan

Our progress will be measured by:

- teaching and learning programs
- student progress monitored against the progressions
- NAPLAN data
- feedback and surveys regarding student learning
- mentoring conversations
- staff meetings to evaluate, refine and scale success
- learning community meetings

Practices and Products

Practices

Teachers confidently and consistently use the Learning Progressions to monitor student progress and to plan effective differentiated teaching and learning programs.

Effective feedback empowers students and parents to understand student learning achievement and what they need to do to progress.

Teachers use formative assessment and feedback to improve student learning and reflect on their effectiveness collaboratively across the learning community using consistency of teacher judgement to ensure best practice.

Products

Teacher programs and practices include learning intentions and collaboratively developed success criteria in literacy and numeracy.

Teacher programs are differentiated and data driven.

Quality teaching occurs in all classrooms evidenced by all teachers consistently achieving all elements of the Australian Professional Standards for Teachers Proficiency Standard 3 & 5.

The school has an embedded culture of reflective practice evidenced by 5 weekly mentoring conversations.

Learning community collaboration opportunities are embedded to build teacher capacity and satisfaction with improved practice.

Strategic Direction 2: Reflective responsible learners

Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Improvement Measures

All students, teachers and parents understand the skills and dispositions required for effective learning.

School self evaluation against the SEF indicates movement from:

- Delivering to Sustaining and Growing in the theme of *Behaviour in the Learning domain* of *Wellbeing*; and from
- Delivering to Sustaining and Growing in the theme of *Student Engagement within the Learning domain of Assessment.*

People

Students

Students understand and value collaboration to improve learning.

Students understand, articulate and demonstrate what they are learning, their effective learning dispositions and strategies to achieve it.

Staff

Teachers adopt and enact the mind–frame of being an enabler of self–directed learning.

Teachers develop their understanding of and how to teach critical and creative thinking.

Leaders

Leaders enable an effective learning culture with a strong understanding of evidence based practices to develop student agency and future focussed skills.

Leaders are committed to ensuring effective conditions for learning.

Parents/Carers

Parents understand the factors that contribute to successful learning, how their child learns best and are confident to provide support.

Processes

Assessment Capable Learners

Students develop skills to think creatively and critically to solve problems collaboratively.

Teachers provide repsonsive and engaging curriculum and learning opportunities through STEM.

Learning Maps provide students with a forum to plan, monitor and evaluate their learning.

Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.

Wellbeing Framework

PBL– Positive Behaviour for Learning systems and practices ensure optimum conditions for student learning across the whole school.

Evaluation Plan

Learning Maps developed and refned Week 1 of each term

Students achieve stage appropriate levels within the *Think about Thinking element* of the Acara *Critical and Creative Thinking Continuum*

Visible Learning Inside Checklist demonstrates growth by all teachers within the *Mindframe aspect*

Regular monitoring of programs against the implementation plan

Data collection and analysis

Practices and Products

Practices

Assessment Capable Learners

Students are assessment capable learners who can confidently develop their learning maps and achieve their learning change goals.

Students have an understanding of and can articulate the learning dispositions and a range of effective strategies to support their learning as evidenced by surveys and classroom observations.

Wellbeing Framework

Teachers collect and analyse behaviour data to support the development and implementation of responsive whole school programs.

Teachers, students, parents and the community have a consistent shared understanding og the school's PBL values, systems and practices.

Products

Assessment Capable Learners

All students have effective learning maps which are regularly revisited and used to articulate their journey evidenced by the achievement of learning goals.

Assessment capable students who can articulate where they are in their learning, where they are going to and how they are going to get there.

Wellbeing Framework

A shared language of learning by all in the

Processes	Practices and Products
Student learning surveys Walkthroughs as evidence of practice implemented to support student learning	school community. Consistently implemented PBL systems that is responsive to data.