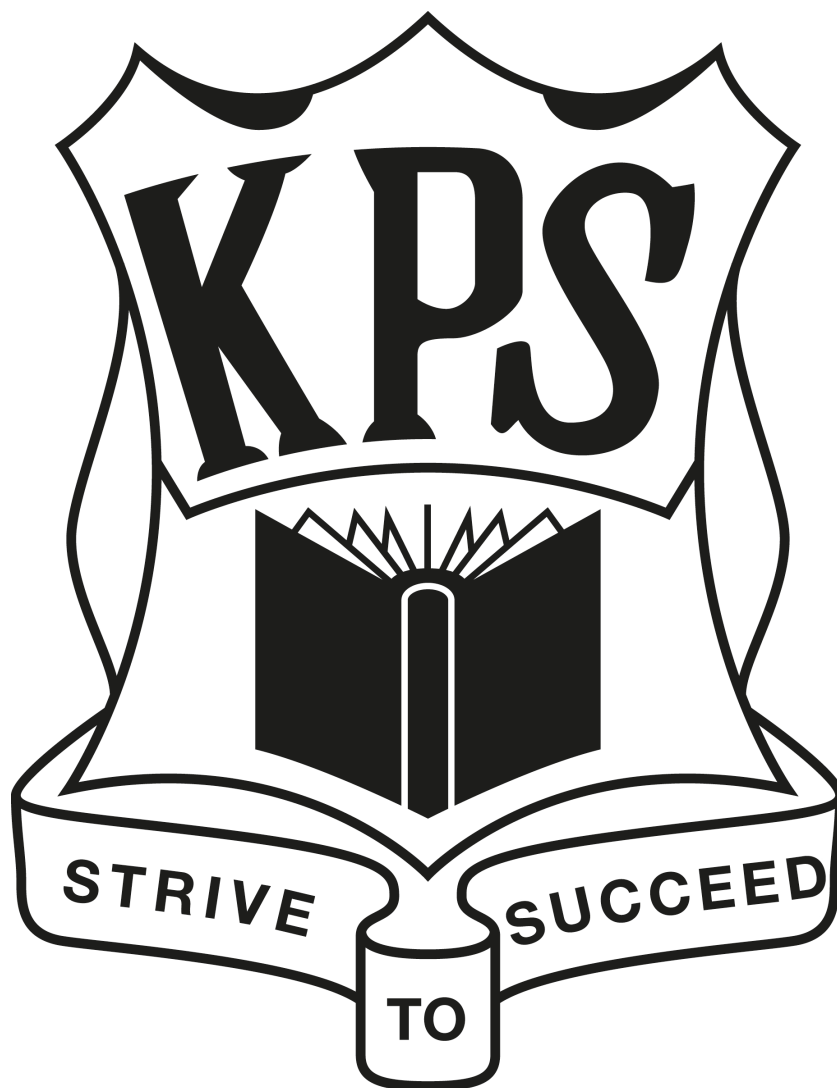


School plan 2018-2020

Kingswood Public School 2312



School background 2018–2020

School vision statement

At Kingswood Public School we believe in a school community where everyone can learn in a safe, stimulating and collaborative environment as we strive to reach our full potential.

School context

Kingswood Public School approaches education from an inclusive and stimulating learning environment. The challenge for its community is to build upon the values and abilities of all students while extending those who excel. Our school curriculum, therefore, aims to provide avenues for all students to extend their skills through classroom and targeted extra curricula activities.

The school has served the community since 1892 and currently caters for 438 students. It is located in spacious grounds adjacent to the Western Sydney University, Kingswood campus. The community is composed of families with a non-English speaking background, Aboriginal students and students whose parents are temporary residents of Australia. The school has 17 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

The staff at Kingswood Public School consists of experienced and beginning teachers, support and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students. Enrichment programs enhance this learning, with the university playing a pivotal role in the teaching and learning programs of these students.

School planning process

The annual school evaluation process determined best practice through the use of both qualitative and quantitative practices. This material assisted staff as they redefined the vision statement and strategic plan for 2018–2020.

The consultation process included:

- Staff completing the SEF Self- Assessment Survey, which allows for self assessment using the elements of the school excellence framework across the domains of learning, teaching and leading. This critical reflection allows for school improvement and informs decision making process for future directions.
- Staff participated in reflective sessions based on the 2015–2017 school plan. An analysis of progress towards targets was conducted, this contributed to the continuing inclusion of some strategies from the previous plan.
- Parents and Students completed the Tell Them from Me surveys, the data gained from these surveys aligned with staff reflections and contributed to the overall future directions of the school.

The staff examined this data to define three strategic directions for the school planning process, 2018–2020. This was subsequently endorsed by the school community.

School strategic directions 2018–2020

**Purpose:**

To enhance the professional practice of all staff by:

- Setting high expectations for student learning and engagement.
- Using best practice to drive teaching and learning programs.
- Increasing collaborative practice.
- Improving learning outcomes for all students.

**Purpose:**

To create a school community where:

- Students, staff and parents are recognised as lifelong learners.
- Learning alliances within and beyond our school are accessed to support school programs.
- Parents and families are encouraged to take a genuine interest in the work of the school.
- Diversity is embraced and celebrated.

**Purpose:**

To improve the wellbeing of all stakeholders through:

- Regular opportunities for staff collaboration and connectedness.
- Deepening students, staff and parents understanding of wellbeing.
- Promoting positive relationships across the school.

Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To enhance the professional practice of all staff by:</p> <ul style="list-style-type: none"> • Setting high expectations for student learning and engagement. • Using best practice to drive teaching and learning programs. • Increasing collaborative practice. • Improving learning outcomes for all students. 	<p>Staff</p> <p>Increase teachers understanding of PLAN 2, the Literacy and Numeracy Progressions to inform teaching and learning practices.</p> <p>Improve teachers knowledge of Growth Mindset and Visible Learning strategies based on current research.</p> <p>Develop shared practice between staff, with a major focus on evidence based collaborative inquiry (Spirals of Inquiry).</p> <p>Develop teachers understanding of providing effective feedback, derived from the various forms of quality assessment (formative assessment).</p> <p>Students</p> <p>Increase students ability to give and receive quality feedback through explicit modelling by all teachers (formative assessment).</p> <p>Improve students understanding of the various assessment forms and the importance that they have in the classroom.</p> <p>Develop the ability of all students to set clear goals related to their tasks.</p> <p>Parents/Carers</p> <p>Increase parental awareness of the various forms that quality assessment takes.</p> <p>Improve parental knowledge of current research and best practice in teaching and learning to strengthen the home-school partnership.</p>	<p>Collaborative Practice</p> <p>Embed collaborative teaching practices across the school by engaging in Collaborative Planning Sessions, Data Talks and Lesson Observations.</p> <p>Data</p> <p>Through the use of a Deputy Principal Instructional Leader and the self funded EAfS program, teachers will use data to drive their teaching and learning practices. A major focus will be on the Literacy and Numeracy Progressions and PLAN 2.</p> <p>Assessment Practices</p> <p>Embed consistent assessment practices at a stage and whole school level. Focusing on Visible Learning strategies with a balance of formative and summative assessment practices.</p> <p>Evaluation Plan</p> <p>Data to measure impact will be gathered from the following sources:</p> <ul style="list-style-type: none"> • Teacher Professional Learning Logs. • Evidence based collaborative inquiry sessions (Spirals of Inquiry). • PLAN 2, NAPLAN. • Teaching and Learning Programs. • Parental & Student Forums / Survey data. 	<p>Practices</p> <p>Teachers and students using best practice, based on current research, such as: learning intentions, goal setting and growth mindset.</p> <p>Teachers participating in collaborative practices across each term. With a major focus on evidence based collaborative inquiry (Spirals of Inquiry).</p> <p>Teachers monitoring student progress through the use of the Literacy and Numeracy Progressions and PLAN 2 to inform their teaching and learning programs.</p> <p>Products</p> <p>Through ongoing collaboration, create a central storage/database for collaborative units to be accessed by all staff.</p> <p>Evidence of data analysis and the plotting of students on the Literacy and Numeracy Progressions in teaching and learning programs.</p> <p>Develop a consistent whole school assessment overview, outlining the formative and summative assessment practices for each stage.</p> <p>Stage teams participate in regular evidence based collaborative inquiry sessions, using Spirals of Inquiry as a framework.</p> <p>As a results of collaborative practices students outcomes in Literacy and Numeracy will improve.</p>
Improvement Measures			
All teachers have high expectations for student learning, through the use of learning intentions, student goals and success criteria.			
All teachers working collaboratively on a regular basis to improve student learning outcomes.			
Increase the number of students achieving in the top two NAPLAN bands by 8% for reading and numeracy.			
Increased proportion of Aboriginal students in the top two NAPLAN bands by 8% for reading and numeracy.			

Strategic Direction 2: Learning Culture

Purpose

To create a school community where:

- Students, staff and parents are recognised as lifelong learners.
- Learning alliances within and beyond our school are accessed to support school programs.
- Parents and families are encouraged to take a genuine interest in the work of the school.
- Diversity is embraced and celebrated.

Improvement Measures

Increase the number of opportunities for staff to lead/mentor across all areas of responsibility.

Increase parental involvement across the school through engagement opportunities.

Strengthen links with learning alliances beyond our school, including Western Sydney University.

Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels.

People

Staff

Strengthen teaching and learning practices through ongoing reflection and professional learning through collaborative inquiry (Spirals of Inquiry).

All leaders and staff will embrace differences in people and their practices to ensure all students will learn successfully.

Raise the knowledge and understanding of Aboriginal Education in all leaders and staff.

Build upon school based and interschool opportunities for professional learning communities, including Western Sydney University.

Provide professional learning opportunities for staff that foster collaborative practice and support teachers as lifelong learners.

Parents/Carers

Increase opportunities for meaningful partnerships between parents, staff and students.

Increase learning opportunities for parents to develop their skills to support their children as lifelong learners.

Students

Strengthen the respectful and caring relationships between students and between students and staff.

Increase the expectation of engagement levels where all students are expected to be successful in their learning journey.

Processes

Culture of Lifelong Learning

Teachers, students and parents reflect a school wide commitment to purposeful, successful learning. Global perspectives are taught through connected curriculum links. Teachers embedding teaching and learning opportunities across all Key Learning Areas.

Learning Alliance Links

Develop links with professional learning communities around cultural diversity in schools and Aboriginal Education. Build opportunities to promote learning culture through the parental forums, school events and the school website.

Celebrating Cultural Diversity

Strengthen opportunities for cultural diversity to be celebrated through school events, by creating authentic links to the cultural backgrounds of our students through syllabus documents. Focus on Aboriginal Education teaching (8 ways of learning) and embedding it in our teaching and learning.

Evaluation Plan

Data to measure impact will be gathered from the following sources:

- School website access results.
- Parent involvement in workshops.
- Staff, student and parent participation in learning community events.
- Teaching and learning Programs.

Practices and Products

Practices

Teachers and students provide opportunities for meaningful parental involvement in students learning and at school events.

All interactions between staff, students and parents are caring, polite and inclusive.

Teaching and learning programs reflect cultural diversity and include opportunities for deep, cross Key Learning Area integration.

Products

All students and staff have sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

The staff view parents and families as integral members of the school community and partners in students learning resulting in improved learning outcomes for students.

The school appreciates and values students varying cultural backgrounds and works to build the cultural competence of all school staff.

The staff work together in a positive, supportive way for the benefit of staff, students and families.

Strategic Direction 3: Wellbeing

Purpose	People	Processes	Practices and Products
<p>To improve the wellbeing of all stakeholders through:</p> <ul style="list-style-type: none"> • Regular opportunities for staff collaboration and connectedness. • Deepening students, staff and parents understanding of wellbeing. • Promoting positive relationships across the school. 	<p>Staff</p> <p>Increase opportunities for staff to nurture professional relationships which are safe, respectful and supportive.</p> <p>Increase the capacity of teachers to contribute to environments which allow students to thrive by delivering high quality teaching and learning experiences.</p> <p>Improve staff knowledge and understanding of 'The Wellbeing Framework For Schools' to ensure it underpins our daily practices.</p> <p>Leaders</p> <p>A high importance is placed on professional practice. It is valued and there is a commitment to ongoing improvement of staff and student wellbeing.</p> <p>Students</p> <p>Improve students opportunities to experience a sense of belonging and connectedness between teachers and other students.</p> <p>Students develop strong positive character traits that are reflected in their behaviour, decision making and relationships.</p> <p>Parents/Carers</p> <p>Increase opportunities for parents and the broader school community to actively participate in supporting and reinforcing students learning.</p>	<p>Review and Refine PD/H/PE programs</p> <p>Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.</p> <p>Staff Collaboration and Connectedness</p> <p>Opportunities for staff collaboration and connectedness are valued and occur on a regular basis through informal meetings and a formal framework of inquiry based collaborative professional learning (Spirals of Inquiry).</p> <p>Understanding of Wellbeing</p> <p>All stakeholders are up skilled in their understanding of wellbeing and the important role it plays in fostering lifelong learning. Shared knowledge is contextually relevant to the audience, whether it is staff, students or parents.</p> <p>Evaluation Plan</p> <p>Data to measure impact will be gathered from the following sources:</p> <ul style="list-style-type: none"> • Teaching and Learning Programs. • Behaviour data (White Slips). • Tell Them from Me survey data. • Revised PD/H/PE Scope and Sequence. • Participation in Parent Forums. • Implementation of new PDHPE syllabus. 	<p>Practices</p> <p>Students, staff and members of the wider community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.</p> <p>Individual students care for self, and contribute to the wellbeing of others.</p> <p>Staff enable success by contributing to a positive, supportive and encouraging learning environment.</p> <p>Products</p> <p>Quality teaching and effective professional practice are evident in every learning environment.</p> <p>Collaborative partnerships are built with students, staff and families to develop the whole child.</p> <p>Teaching and learning occurs in safe, secure environments that recognise difference and diversity.</p> <p>Staff collaboration and connectedness is deep and has a positive impact across areas of school life.</p> <p>Every student is known, valued and cared for in our school.</p>
Improvement Measures			
Implementation of new PD/H/PE syllabuses and update scope and sequence to reflect the new syllabus and the current wellbeing needs of our community.			
All staff participate in regular opportunities to work collaboratively and display connectedness.			
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.			
Improved staff engagement results in the People Matter Employee Survey.			