

# School plan 2018-2020

## Kirkton Public School 2314



# School background 2018–2020

## School vision statement

Kirkton Public School is committed to providing quality education in an inclusive school environment where all students can reach their potential. Reflective teachers work in genuine partnership with our active community so that all students can become confident, resilient and responsible lifelong learners.

## School context

Kirkton Public School has carefully catered for student learning since 1882. Our small school lies within the rural community and beautiful farming flats of Lower Belford, situated 20km east of Singleton.

In our school every student is known, valued and cared for. In response, our school community embraces a culture of continuous improvement. Kirkton Public School includes an enrolment of 20% Aboriginal students for whom planning for inclusion and success is paramount. We are committed to the provision of a quality learning environment that meets the diverse needs of our students so that each child can achieve with pride.

Our students are provided with a myriad of opportunities to develop interests, skills and knowledge. Our school is a proactive member of the local small schools network building capacity within both staff and students through bringing about professional development opportunities and collegial support and enhancing academic, sporting, social and cultural opportunities for our students.


## School planning process

The school has surveyed and consulted with students, staff and the community to develop our shared vision. This has involved surveys, P&C meetings, staff meetings and discussions with key stakeholders.

Reflection using the School Excellence Framework has facilitated the targeting of areas of strength and areas for future development. The school has analysed school based data and standardised data and considered this in relation to planning, programming and reviewing and our impact of teaching and learning. This has then been utilised to guide and inform the development of strategic directions.

Thanks to all the staff, community members and students who had input to this most important document.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Great Teaching, Quality  
Opportunities

**Purpose:**

Great teaching is a result of a learning culture where students are known and supported by well researched, evidence based pedagogy to create quality learning opportunities for the leaders of our future.



**STRATEGIC  
DIRECTION 2**  
Great Environment,  
Responsible Students

**Purpose:**

A positive environment that builds resilient, motivated self-regulated learners creates a great school with strong student voice where reflective individuals connect and engage in an effective learning community.



**STRATEGIC  
DIRECTION 3**  
Great Community, Inspired  
School

**Purpose:**

Strong and active community partnerships make a great school when they lead and inspire a culture of high expectations for and of students and facilitate opportunities to prepare young people for rewarding lives as engaged citizens.

# Strategic Direction 1: Great Teaching, Quality Opportunities

## Purpose

Great teaching is a result of a learning culture where students are known and supported by well researched, evidence based pedagogy to create quality learning opportunities for the leaders of our future.

## Improvement Measures

80 % of students will achieve their year appropriate expected growth in literacy and numeracy as measured by visible movement along explicit learning guides such as learning progressions.

100% of teaching programs reflect planning for evidence informed pedagogy, monitoring using formative assessment of syllabus outcomes and the National Learning Progressions, and review.

## People

### Students

Students participate in meaningful discussions about engagement, learning improvements and goal setting.

### Staff

Staff employ a collaborative, evidence based approach to planning, monitoring and reviewing the effectiveness of teaching and student progress in literacy and numeracy.

### Leaders

Establish and improve processes that build the capacity of the school community to understand data and engage in evidence based conversations about school improvement.

### Parents/Carers

Engage in literacy and numeracy discussions around assessment, growth, and teaching strategies.

## Processes

### Researched based and evidence informed pedagogy

Students are known and supported by school based systems for formative assessment. Teachers combine this knowledge and draw from evidence based pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

### Professional learning

Embed high quality professional learning in the daily culture at Kirkton Public School. Teachers will have opportunities for meaningful and ongoing collaboration involving reflection and feedback within school and among schools that is focused on improving student outcomes.

## Evaluation Plan

Collaboratively analysed data using:

- PDPs and Australian Professional standards for teachers
- What Works Best Reflection Guide survey
- Teaching and learning programs
- teacher, parent and students surveys – external/internal
- Plan data and new progressions
- Quality teaching rounds/ classroom observation data
- teacher reflections pre and post professional development.

## Practices and Products

### Practices

Teaching informed by analysis of formative assessment is precise, purposeful and clearly communicated.

Visible teaching and learning practices allow transparent learning intentions and success criteria throughout all phases of explicit modeled, guided and independent instruction and timely feedback for student understanding and success..

Continuous collaboration, mentoring and action learning results in an explicit teaching approach to literacy and numeracy that is research informed and reviewed and where teachers identify key areas for improvement.

### Products

Data schedules and collection systems support access and understanding by staff and offer opportunities for collaborative analysis and review of tiered interventions and teaching pedagogy.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Innovative and sustainable professional learning opportunities will develop deep knowledge and understandings and drive teacher responsibility to improve teaching practice for improved student growth..

# Strategic Direction 2: Great Environment, Responsible Students

## Purpose

A positive environment that builds resilient, motivated self-regulated learners creates a great school with strong student voice where reflective individuals connect and engage in an effective learning community.

## Improvement Measures

Internal school data demonstrates improved levels of self-regulatory learning behaviours and increased participation.

School data identifies improved levels of student, staff and community engagement and satisfaction, as measured by increased proportion of students, staff and community in the top band of satisfaction in surveys.

School internal and external data identifies improved levels of student achievement in literacy and numeracy through targeted, differentiated learning programs.

## People

### Students

Students demonstrate engaged, self-regulated learner behaviours. Students are empowered to actively participate in their community and recognise the positive power of student voice and their capacity to positively shape their own futures.

### Staff

Staff seek to objectively understand patterns in student wellbeing and implement and enrich teaching practices and pedagogy that promote engaged, independent learners.

### Leaders

Leaders plan, monitor and review the effectiveness of teaching and learning programs and whole school approaches to promote high levels of student engagement and self-regulatory learning behaviours.

### Parents/Carers

Engaged parents and the broader school community actively participate in supporting and reinforcing student learning and developing positive connections.

## Processes

Increase sense of belonging and student voice through initiatives such as house systems, peer support groups and extra-curricular activities.

Implement a whole school integrated approach to student well-being in which every student is known, valued and cared for so that students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

- Schools use qualitative and quantitative evidence including:
- Wellbeing Framework Self Assessment Tool – benchmark and summative
- Use Connect, Succeed, Thrive scaffold to evaluate an individual approach, as part of the annual self-assessment and whole school wellbeing evaluation and to assess a potential new approach or program.
- Focus groups and surveys – staff, students, parents e.g. Tell them from Me
- Teaching programs and classroom observations.
- data entry on Sentral – behaviour and attendance

## Practices and Products

### Practices

Enhance connection through consultation and communication with the broader school community (including students, teachers and parents) and introduce targeted social and emotional learning programs.

Staff will collaborate and engage with the Wellbeing Framework through ongoing professional learning. School communities will develop an understanding of the five domains of wellbeing and the elements of an effective whole school approach to wellbeing.

Staff will be able to map wellbeing approaches against the five domains to evaluate current and or future programs and identify areas of future development.

### Products

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Responsive strategic approach to teaching with timely effective feedback about student process and effort. Teaching and learning programmes are working documents with fluid and flexible students groupings throughout the day.

# Strategic Direction 3: Great Community, Inspired School

## Purpose

Strong and active community partnerships make a great school when they lead and inspire a culture of high expectations for and of students and facilitate opportunities to prepare young people for rewarding lives as engaged citizens.

## Improvement Measures

Progressively increase the proportion of students moving into the top two skill bands in literacy and numeracy.

Increase appropriate student movement along explicit learning guides (such as literacy and numeracy continuums moving to national progressions)

Increased levels of parent/carers satisfaction with opportunities to be involved in school life as measured by school surveys.

## People

### Students

Students have high expectations for themselves in terms of behaviour and learning and feel connectedness and shared responsibility for the school as a community.

### Staff

Engage families' involvement in their children's learning and setting goals for their children's learning (personalised learning plans).

Involve families in student learning using student tasks and develop kits, professional learning opportunities and school events to promote and enhance parent capacity to support students at home and work together on projects e.g. gardens, murals, research projects.

### Leaders

Prioritise professional learning in effective use of data, and encourage evidence-based teaching practices across the school.

Develop and monitor school systems to increase community participation and ensure transparent, timely and effective communication for a supportive and connected school culture.

### Parents/Carers

Active participation of parents and the broader school community in the school and in helping students to develop positive connections.

## Processes

### Strong and active partnerships

Adopting a child-centred approach, the school works with parents as equal partners in the learning of their children and engages with the school community to research and implement opportunities to enhance the learning environment.

### Culture of high expectations

A culture of high expectations needs to be supported by effective mechanisms and strategies that support every student's learning needs. Curriculum differentiation is an effective means by which this can occur in every classroom.

## Evaluation Plan

- Participation of parents and community in school events
- Evidence of assessment sharing and plotting and clear communication with parents about this – e.g. reports, interviews, LST meetings, data walls, PLAN.
- Surveys – student, staff, parents/carers
- Student growth on NAPLAN and learning guides e.g. national learning progressions

## Practices and Products

### Practices

Effective two-way communication between families and schools uses a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

Shared work samples among teachers to ensure that assessment expectations are consistent and that a culture of high expectations is promoted across a school. Engage students and parents with explicit learning guides to show what performance benchmarks are and to encourage students to pursue higher levels of achievement.

Have a common set of guidelines across a school that rewards positive behaviour and have a transparent set of procedures for responding to negative behaviours.

### Products

Families, the community and school staff communicate in numerous interactive ways, both formally and informally.

Schools, in collaboration with the parent representative body, offer information to families to assist them to participate collaboratively in parent teacher conversations.

Teachers plan and evaluate for curriculum differentiation that enables students to respond to an appropriate level of challenge.

Whole school programs initiated and followed up on to communicate expectations and consequences for positive and negative behaviour that are

# Strategic Direction 3: Great Community, Inspired School

## People

### Community Partners

Open communication channels and active relationships with community partners to increase student opportunities.

## Practices and Products

clear and consistent and understood by all the school community.

Strong network links with local small school and local AECG to foster conversations about best practice for all students.