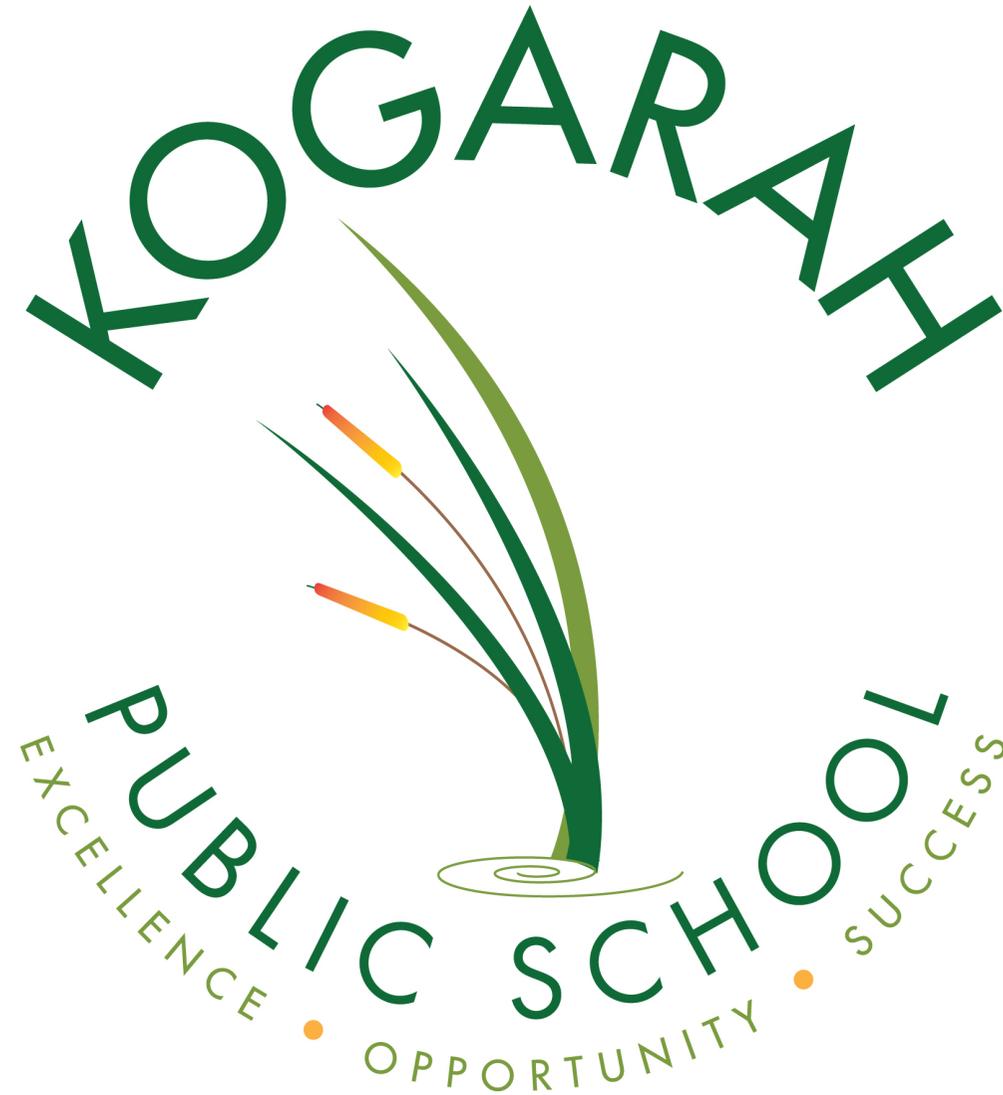


School plan 2018-2020

Kogarah Public School 2319



School background 2018–2020

School vision statement

Kogarah Public School aspires to excellence by fostering a culture of high expectations and a shared responsibility for empowering students to value learning and become critical thinkers who will contribute positively to our global society.

School context

Kogarah Public School is situated in the south eastern suburbs of Sydney and serves a diverse multicultural community with 91% of the student enrolment from non-English speaking backgrounds. Effective literacy and numeracy programs provide opportunities and support for all students. Strong academic results reflect the school's banner statement of Excellence, Opportunity and Success. Students are well supported to become self motivated learners who are confident and creative individuals. The core values of Honesty, Respect, Cooperation and Responsibility, underpin the practices of the school to ensure future success and positive wellbeing. Students are provided with various extra curricular opportunities such as debating, public speaking, dance, choir, chess, gardening and coding club. Strong relationships and leadership opportunities are provided through the school's involvement in a Community of Schools, an active Student Representative Council and joint projects that are implemented with the local High School. The school values the quality partnerships developed with our parents through the school's Parents and Citizens Association and the wider school community.

School planning process

Consultation with staff, students and parents has guided the development of this plan. Two focus groups of parents participated in an analysis about the school and provided their personal insights into what they want from a primary education for their children. A community meeting was conducted to gain an understanding of parent aspirations for their children over the next 3 to 5 years. The Melbourne Declaration on Educational Goals for Young Australians guided this discussion. Parent surveys were conducted with all families on a range of aspects about the school including aspirations for their children's education. Students in years 3–6 discussed their aspirations for the future and also participated in a number of online surveys about how they learn best. Staff participated in a number of meetings where they analysed school data, student achievement data and their beliefs about where the school should aspire to be over the next 3–5 years. All staff participated in the Focus on Learning online survey which, when triangulated with the data from student and parent surveys, provided information on future teacher learning needs and quality teaching strategies.

School strategic directions 2018–2020



Purpose:

To ensure that learning environments are driven by quality, reliable assessment data to inspire students to become skilled, motivated and successful learners.

Purpose:

To build capacity in all staff in order to create challenging and engaging learning environments which are underpinned by reflective and dynamic teaching practice .

Purpose:

To develop a whole school responsibility for wellbeing processes that foster a growth mindset and support students, staff and community to succeed, thrive and belong.

Strategic Direction 1: Challenged and Engaged Students

Purpose

To ensure that learning environments are driven by quality, reliable assessment data to inspire students to become skilled, motivated and successful learners.

Improvement Measures

Increasing proportion of students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Increasing individual student growth/value added achieved through students setting learning goals in literacy that are relevant and challenging.

Increasing individual student growth/value added achieved through students setting learning goals in numeracy that are relevant and challenging.

Increasing proportion of students in the top two bands of literacy in NAPLAN.

Increasing proportion of students in the top two bands of numeracy in NAPLAN.

Increase the proportion of students demonstrating active use of the 4C's and engagement with their learning through surveys and rubrics.

People

Leaders

- will facilitate capacity for staff to build positive and collaborative learning opportunities to promote engagement in students.

Staff

- will support students to become self-reflective learners who know the learning intention and success criteria.
- will provide regular, quality feedback to students in order to enable them to achieve their goals.

Students

- will become self-reflective learners who are responsible for monitoring their progress with a focus on resilience, capabilities and competency.

Parents/Carers

- will take opportunities to attend regular educational workshops about how students learn in order to support their child's growth at home.

Processes

Visible Learning –Assessment Capable Learners Increase a sense of ownership for learning by using learning intentions and success criteria in literacy and numeracy to share, discuss and reflect on learning goals when giving feedback

Inspired Learning through STEM and the 4C's Use STEM and the skills of collaboration, communication, creative and critical thinking to develop learners who are curious thinkers that engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.

Inquiry Based Learning Focusing on active, student-directed learning which gives students an authentic, real-world context for learning where student voice matters.

Evaluation Plan

Progress towards improvement measures will be evaluated by:

- student led conferences
- worksamples and student voice
- focus group interviews and feedback
- analysis of school-based and external assessment data
- regular gathering of data for analysis of growth
- Tell Them from Me surveys
- individual learning goals

Practices and Products

Practices

Teachers collaboratively assess, analyse data and use formative assessment strategies to plan according to student's learning needs and interests.

Students use regular opportunities to reflect on their learning using success criteria and work samples as evidence of learning.

Innovative and authentic teaching practices are used across the school, engaging students in their learning.

Guiding questions are used in regular reflections on learning shared in student led conferences using guiding questions such as where am I going? How am I going? Where to next?

Products

Students are able to articulate their learning goals in literacy and numeracy and describe the process to achieve them resulting in continuous growth.

Engaged self motivated learners who think critically and creatively and who problem solve through collaboration and communication.

Strategic Direction 2: Quality Teaching and Learning

Purpose

To build capacity in all staff in order to create challenging and engaging learning environments which are underpinned by reflective and dynamic teaching practice .

Improvement Measures

Surveys show an increasing proportion of teachers actively evaluate, share and discuss learning from targeted professional learning with other staff in their school to improve whole school engagement in learning.

Observations and reflections show more teachers clearly understand and develop assessment strategies to plan, monitor and assess student progress and achievement and reflect on teaching practice.

Increasing opportunities are provided for staff to engage in professional learning across schools and networks to share and implement best teaching practice.

Teaching and learning programs across the school show increasing evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

People

Leaders

- will provide role models and provide professional learning and readings based on current educational research in innovative practice.
- will provide and support opportunities for targeted professional learning to ensure a positive and collaborative learning culture occurs across the school.

Staff

- will actively value current research to implement innovation with a positive mindset, within a supportive environment that values constructive feedback.

Processes

Visible Learning–Know thy Impact Strengthen evaluative culture and practice by regularly analysing literacy and numeracy data to inform future teaching and learning and ensure growth for all students.

Inspired and Passionate teaching Use evidence–based research to create challenging and engaging learning environments, through STEM and the 4Cs, where students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.

Professional Practice Partners – Collaborative Practice Foster a culture of peer collaboration for learning through reflection, feedback and observation to improve pedagogy focussed on personal and professional development.

Inquiry Based Learning Transformational teaching and learning that engages students in rich and authentic learning experiences using strong, supportive leadership and a commitment to innovation and contemporary pedagogies.

Evaluation Plan

Progress towards improvement measures will be evaluated by:

- teacher observations
- teacher reflections and PDP's
- programs
- stage meeting minutes, planning notes
- Individualised Educational Programs
- work samples and/or photos

Practices and Products

Practices

Teachers collaborate regularly and use data to inform and differentiate their teaching and learning by tracking and monitoring student progress and growth.

Teachers implement inquiry based learning with higher order thinking in an authentic context through Science Technology Engineering and Mathematics STEM and the 4Cs– collaboration, communication, creativity and critical thinking.

All teachers use technology effectively as a learning and assessment tool.

Peer collaboration opportunities are used to improve pedagogy and personal development.

Products

All teaching and learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Collaborative work culture, including feedback and observation, which promotes dynamic and reflective teaching practice. Teacher interest groups facilitate targeted and shared professional learning.

All teachers explicitly teach literacy and numeracy to students at all levels of achievement, measuring success by improved student progress and achievement data.

Effective evidence–based teaching methods, that optimise learning, facilitate collaborative professional learning for staff.

Strategic Direction 3: Whole School Wellbeing

Purpose

To develop a whole school responsibility for wellbeing processes that foster a growth mindset and support students, staff and community to succeed, thrive and belong.

Improvement Measures

Tell them from Me surveys show increased positive, respectful relationships are evident and widespread amongst students, staff and the community.

Surveys show increasing evidence-based change to whole school practice resulting in measurable improvements in whole school wellbeing and engagement to support learning.

People

Leaders

- will model, communicate and promote a sense of belonging and wellbeing through positive, respectful and collaborative relationships with all stakeholders.

Staff

- will develop a positive, respectful and collaborative learning culture among colleagues, students, parents and the wider community.

Parents/Carers

- will actively participate in their children's school experience and support school programs through attendance at parent workshops, meetings and functions.
- will demonstrate a positive, respectful and collaborative relationship with the school.

Students

- will demonstrate a growth mindset through understanding the various learning dispositions, grit and the power of 'yet' in order to become lifelong learners.

Community Partners

- Community of practice co-develop staff wellbeing and programs that encourage staff expertise

Processes

Visible Learning

Growth Mindset, Grit and the Power of 'Yet'

Changing the way students perceive their own abilities and potential. Feedback will be based on the process of learning, effort, strategies used, perseverance and improvement. (The Learning Pit)

Creating Connected Communities

Establishing and maintaining connections with a Community of Schools through various projects that will build professional learning opportunities for staff and parents and leadership opportunities for students.(Leadership by the River and Middle Schools Project)

Social and Emotional Learning

Develop, implement and evaluate a school scope and sequence for Social and Emotional Learning lessons linked to the KidsMatter framework

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Surveys
- Tell Them From Me data
- Feedback data

Practices and Products

Practices

School leaders and teachers will use student needs identified through survey data to promote engagement and wellbeing.

Staff model and expect respectful interactions with students, parents and colleagues.

Explicit teaching of social and emotional learning opportunities are used in teaching programs and classroom.

Technology is used to create electronic student reflection journals through Apps that can be shared with parents enhancing the communication between home and school

Products

Positive and respectful interactions between students, parents and school staff optimise a sense of belonging, student learning and wellbeing.

Increased percentage of parents/caregivers and community partners engaging in school life and supporting student learning and wellbeing.

Enhanced leadership capacity is evident and reflected in greater collaboration, self reflection, higher expectations and cohesive school teams.

Students have a complex combination of dispositions, skills, values and attitudes to be successful, future oriented, lifelong learners.