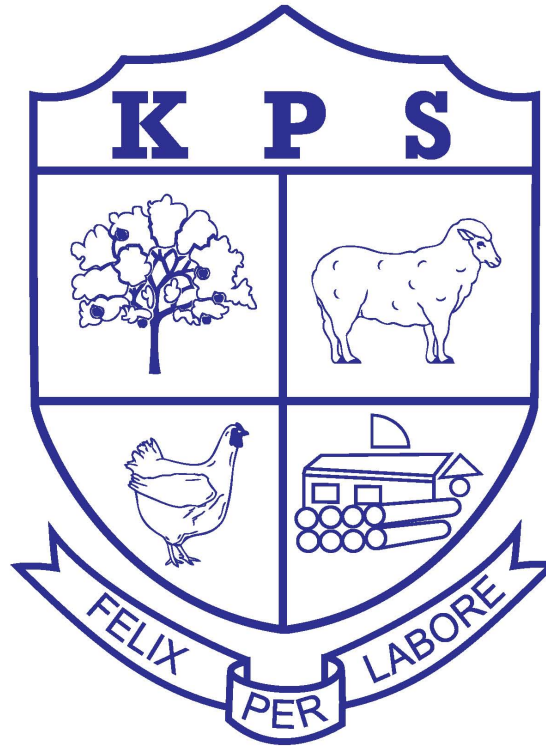


School plan 2018-2020

Kootingal Public School 2327



School background 2018–2020

School vision statement

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

School context

Kootingal Public School is a small school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 193. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 23% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and a permanent part-time SLISO (Learning and Support and Integration funding). School currently has 8 classes with larger numbers supported in the infants area.

The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a two class sets of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Positive Behaviour for Learning, Buddy program and Before and After School Care with Sherpa Kids.

School planning process

P&C consultation

Reviewed previous targets (Executive)

Newsletter announcements and reminders

Text messages to families

Review and analysis of data including:

- PLAN
- School Excellence Framework
- NAPLAN
- Behaviour Referrals / Suspension / Detention data

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Diverse Curriculum

Purpose:

Through implementing a diverse curriculum, KPS caters for all students. We aim to provide students with varied experiences, providing for a well-rounded education that fosters an appreciation of different learning platforms, cultures and creative pursuits. This will ensure we bring to light the uniqueness of each individual student, promote the transference of knowledge from different key learning areas and ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

STRATEGIC DIRECTION 2 Teacher Quality

Purpose:

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

STRATEGIC DIRECTION 3 Student Wellbeing

Purpose:

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

Strategic Direction 1: Diverse Curriculum

Purpose

Through implementing a diverse curriculum, KPS caters for all students. We aim to provide students with varied experiences, providing for a well-rounded education that fosters an appreciation of different learning platforms, cultures and creative pursuits. This will ensure we bring to light the uniqueness of each individual student, promote the transference of knowledge from different key learning areas and ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

Improvement Measures

All staff competently and confidently program, teach and evaluate Creative and Practical Arts syllabus.

As demonstrated via surveys, students and community members indicate connection with, have ongoing strong support and foresee future participation in creative and performing arts.

People

Students

Students will provide ongoing feedback regarding their involvement in extra curricular activities.

Students are provided opportunities to develop musical performance skills through targeted tuition.

Parents/Carers

Parents and Carers will provide ongoing feedback regarding the involvement of their children in extra curricular activities and the future directions for the school to pursue.

Staff

All staff are provided with professional learning enabling increased levels of confidence in delivering the CAPA syllabus and enhanced opportunities for students.

Leaders

Leaders develop and enhance whole school based CAPA strategies through targeted support.

Processes

Creative and Performing Arts Syllabus

Teachers engage with the Creative and Performing Arts syllabus to develop a deeper knowledge and understanding of making, performing and appreciating the various art forms and their link to the literacy concepts from Focus on Reading.

Student Connections with the Arts

Student connections to themselves, texts and the world are enriched through the provision of additional opportunities in the area of arts education.

Evaluation Plan

We will utilise the milestone template for school improvement priorities and plan, implement and review improvement progress at regular intervals.

Practices and Products

Practices

Creative and Performing Arts Syllabus

Teachers will utilise the Creative and Performing Arts syllabus in conjunction with the English syllabus to develop the concepts of Focus on Reading, providing better connections and improving comprehension of students.

Products

Creative and Performing Arts Syllabus

There is evidence of the explicit teaching of *Focus on Reading* strategies to address comprehension through the Creative and Performing Arts syllabus. Evidence through supervision protocols, teaching programs, observations and assessment schedules.

Student Connections with the Arts

Tracking of student data will indicate students are active members of our school community within their chosen interest, across a broad range of open and selected teams, clubs and pursuits.

Strategic Direction 2: Teacher Quality

Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

Improvement Measures

Differentiation is clearly evident in all teaching programs for targeted school focus areas and is evident through classroom observational data.

To increase the number of students achieving in the proficient bands of reading by one per year for 3 years.

To increase the number of students achieving in the proficient bands of writing by one per year for 3 years.

Increase the number of students exiting Kindergarten at or beyond the L3 benchmark from 62% in 2017 to 64% in 2020.

People

Students

Students will articulate and apply their knowledge and understanding of the Super 6 comprehension strategies when using text.

Students will use and manipulate their knowledge and understanding of writing structures to compose more sophisticated texts.

Processes

Focus on Reading

Ongoing professional learning by teachers with school-based trainer and use of the Super 6 *Focus on Reading* strategies K–6.

Instructional Leadership

Teachers increase knowledge and implementation of syllabus documents, evidence-based pedagogical practices and learning progressions.

English and Mathematics Teams

Focus on the development of school protocols, practices and programs to support teachers in the delivery of syllabus documents.

Whole School Writing Program

Teachers increase knowledge and implementation of evidence-based pedagogical practices, and collect and analyse student performance data associated with writing.

Evaluation Plan

We will utilise the milestone template for school improvement priorities and plan, implement and review improvement progress at regular intervals.

Practices and Products

Practices

Focus on Reading

- Teachers use the Super 6 strategies from *Focus on Reading* in the development of teaching programs and within the classroom for the explicit teaching of comprehension and vocabulary.
- Teachers engage with the school-based trainer and adapt their practice to meet the learning needs of students as evidenced in programming and data collection.
- Teachers collaborate within and across stage teams to share knowledge and practice.

Instructional Leadership

- Teachers use L3 in the development of teaching programs and within the classroom for the explicit teaching of the English syllabus.
- Teachers engage with the Instructional Leader and adapt their practice to meet the learning needs of students as evidenced in programming and data collection.
- Teachers collaborate within and across stage teams to share knowledge and practice.

English and Mathematics Teams

Teachers collaborate in teams to ensure school protocols are developed, adhere to syllabus requirements and are evident across K–6.

Whole School Writing

Strategic Direction 2: Teacher Quality

Practices and Products

- Teachers use the strategies from *Think It Write It* in the development of teaching programs and within the classroom for the explicit teaching of writing and adapt their practice to meet the learning needs of students as evidenced in programming and data collection.
- Teachers collaborate within and across stage teams to share knowledge and practice.

Products

Within the whole school approach to writing, there is evidence of the explicit teaching, use of and assessment from the rubric from the *Think It Write It* program to address sentence structure, paragraphing and punctuation. Evidence through supervision protocols, teaching programs, scope and sequence of syllabus, observations and assessment schedules.

Within the whole school approach to reading, there is evidence of the explicit teaching of *Focus on Reading* strategies to address comprehension. Evidence through supervision protocols, teaching programs, observations and assessment schedules.

Within the whole school approach to Mathematics, there is evidence of the explicit teaching, use of and assessment of whole number, including number sense. Evidence through supervision protocols, teaching programs, scope and sequence of syllabus, classroom observations and assessment schedules.

Strategic Direction 3: Student Wellbeing

Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

Improvement Measures

In the Tell Them from Me survey, there is an increase in student responses indicating they have a greater sense of belonging at Kootinjal Public School.

The school K–6 has strong evidence of differentiation that supports and caters for the individual needs of students with interventions in place to support students not meeting benchmarks.

People

Leaders

Leaders will engage with the Wellbeing Framework and develop the associated professional learning sequence for the staff and community.

Leaders will also ensure the provision of time and appropriate support for the identification, development, implementation and evaluation of ILPs and PLPs.

Staff

Staff will engage in professional learning about the Wellbeing Framework and collaborate in the analysis of the school's current practices and identification of future actions.

Processes

PBL

Teachers increase knowledge and implement evidence-based positive behaviour for learning practices with lessons, and collect, analyse and respond to student behaviour.

ILPs and PLPs

Teachers increase knowledge and implementation of evidence-based pedagogical practices to support students with complex needs, and collect and analyse student performance data in association to their educational, social and emotional needs.

Wellbeing Framework

Staff of Kootinjal Public School will increase their knowledge of the Wellbeing Framework with an examination of the school's current practices against the Framework.

Evaluation Plan

We will utilise the milestone template for school improvement priorities and plan, implement and review improvement progress at regular intervals.

Practices and Products

Practices

PBL

The PBL team is delivering, in collaboration, the actions as identified in the analysis of five-weekly behaviour data snapshots and School Evaluation Tool (SET).

ILPs and PLPs

Teachers engage in professional discussions with Learning and Support Teachers, Assistant Principals and previous teachers and demonstrate strong evidence of differentiation to support the learning needs of all students.

Wellbeing Framework

Staff engage in professional learning about the Wellbeing Framework and collaborate in the analysis of the school's current practices and identification of future actions.

Products

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

The school K–6 has strong evidence of differentiation that supports and caters for

Strategic Direction 3: Student Wellbeing

Practices and Products

the individual needs of students with interventions in place to support students not meeting benchmarks.