

School plan 2018-2020

Kurrajong Public School 2342



School background 2018–2020

School vision statement

Kurrajong Public School is committed to providing each child with a positive and caring learning environment, giving each child every opportunity to achieve his/her personal best and well-being, in every aspect of school life.

The school aims to provide an innovative, inclusive and engaging 21st century curriculum, which encompasses differentiation principles and encourages risk taking in relation to learning. During the next three years, the school will aim to;

- improve student learning outcomes through enhanced teaching practices;
- engage in relevant professional learning activities;
- ensure effective differentiation of curriculum;
- implement comprehensive learning support programs and extension programs;
- incorporate effective, collaborative planning and evaluation processes;
- expand the integration of technology into classroom lessons;
- encompass the three school wide core values of respect, responsibility and excellence into all facets of school life;
- refine current school programs and initiatives;
- develop and implement new comprehensive school programs and initiatives; and
- continue the integration of sustainability and environmental awareness principles into school programs.

School context

Kurrajong Public School has a long tradition of serving the local community. Well maintained playing fields and gardens contribute to the attractive surrounds.

A dedicated staff combined with an enthusiastic community, provide exceptional foundations for establishing an environment conducive to learning, and for the development of pride in the school. The school is a place where parents, caregivers, staff and students learn and grow together.

Kurrajong Public School is committed to promoting a whole school community, developing an understanding and acceptance of others and ourselves. The school holds a set of fundamental values; the values of respect, responsibility, resilience and the capacity of all students to achieve their personal best and strive for excellence. These values are put into practice through a relevant and engaging 21st century curriculum that provides for a wide range of academic, sporting, cultural and social experiences. This is reinforced in an environment where learning is valued and in which students feel safe and happy.

The current school enrolment is 246, consisting of 10 classes from Kindergarten to Year 6. Embracing the philosophy of 'every child', the school caters for the learning needs of all students through a learning support program catering for remedial learning needs and gifted and talented students.

School planning process

The writing of the school plan commenced in 2017 with several planning workshops/meetings aimed at developing a three-year school vision. The whole school community were invited to be part of the planning process. A variety of consultation processes have taken place during the production of the plan.

Students

The students of Kurrajong Public School were involved in the planning process through informal interviews/discussions and completed surveys, focussing on learning, technology, school culture and well-being, to assist in identifying key focus areas. An extensive analysing of school NAPLAN results, PLAN data and student assessment data also assisted to identify focus areas.

Staff

All staff were involved in several planning workshops/meetings conducted at the end of Term 4, 2017 and beginning of Term 1, 2018. These involved intensive discussion and input from all staff, indicating some clear focus areas for the next three years. Staff also completed surveys related to school management and teaching practices, to assist in establishing focus areas.

A new principal in Term 2 2018 saw a reevaluation of processes and a refinement of the school plan.

Community

School community members were invited to attend several P&C meetings towards the end of Term 4, 2017 and the beginning of 2018 to participate in discussions related to planning and developing a school vision for 2018–2020. A whole school planning forum was held to enable the Principal to clearly communicate the focus areas of the school plan and invite further input from community members. These extensive consultation processes and the information gathered contributed significantly to the content of the Kurrajong Public School three-year plan. These

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processes will also be conducted annually to ensure the continued refinement and improvement of the school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Innovative Teaching

Purpose:

To deliver engaging, relevant, innovative and challenging learning programs which incorporate 21st century teaching/learning principles.

The school will maintain a collaborative, considered and consistent teaching curriculum that enables academic, social and emotional development and well-being. Teachers will be immersed in the foundations of Visible Learning Practice. Student progress will be tracked from Kindergarten to Year 6. The development of differentiated learning programs to meet student needs in line with the Quality Teaching Framework and addressing Teaching Standards.

Classrooms will be equipped with the latest technology giving all students access to knowledge at their fingertips

STRATEGIC DIRECTION 2 Inspired Learners

Purpose:

To provide a positive and caring school environment, conducive to productive learning outcomes.

Creating a caring and engaging whole school environment, our students will possess a strong sense of belonging and will be encouraged to take risks in relation to their learning.

Development of strong suite of wellbeing programs that supports staff capacity to work with students, parents and community. These programs will enhance our students' capacity to reach their potential.

STRATEGIC DIRECTION 3 Leadership and Well being

Purpose:

We will foster a safe, nurturing and supportive school environment where all staff and students can develop socially, emotionally and intellectually. Students and staff will be provided with opportunities to develop their leadership skills, social responsibility, resilience, confidence and self-esteem.

Enhance the use of technology assisted communication to further inform parents through SeeSaw, eNews, School Website and emerging technologies and to acknowledge student and staff achievements.

Strategic Direction 1: Innovative Teaching

Purpose

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Classrooms will be equipped with the latest technology giving all students access to knowledge at their fingertips

Improvement Measures

Consistent student growth and development in school-based assessment data.

At least 90% of students achieving cluster markers relevant to their grade, at each stage of their progress in PLAN (Planning Literacy and Numeracy) data.

All students will show positive growth in NAPLAN (National Assessment Program Literacy and Numeracy) results in Year 3 and Year 5 Writing and Mathematics.

People

People

Students

Students will have access to technology, develop creative and critical thinking skills and engage in cooperative learning.

Delivery of a differentiated curriculum will enable consistent academic development of all students.

Staff

Staff will be provided with focused professional learning designed to support the delivery of a differentiated and innovative teaching curriculum.

Through relevant professional learning, staff will understand the importance of using evidence-based data to plan future learning.

Parents/Carers

With support from the school, parents/carers will be highly engaged in their child's learning.

Leaders

Current and aspiring school leaders will be given opportunities to lead and manage key school programs and initiatives.

Processes

Programs/Initiatives 2018–2020

'Planning for Progress' using National Literacy and Numeracy Learning Progressions as our base. School scope and sequences and teaching and Learning programs will be aligned to NESA curriculum documents and Teaching standards.

Adopt the Visible Learning pedagogy as a focus for professional learning activities incorporating learning in student feedback, quality assessment tasks and high level support from parents.

Strengthen evidence based practice in assessment and reporting to improve student achievement. Focused staff professional learning in the area of Literacy including MiniLit, Seven Steps for Successful Writing and Naplan Marking.

Consistent usage of student rubrics to inform and guide student learning. Collection and analysis of student data will be ongoing and used as a guide to modify classroom teaching practices, LaST programs and school directions.

Evaluation Plan

Regular monitoring of PLAN data, NAPLAN and internal school based program assessments will be undertaken in order to analyse student achievements in Literacy and Numeracy. Formal and informal classroom observations and structured feedback sessions will continue. Regular collegial professional sharing will occur and the school will develop targeted programs and strategies to improve areas as required.

Practices and Products

Practices

Quality teaching and professional practice are evident in every learning environment, ensuring student development.

Staff are engaged in regular self-reflection regarding the effectiveness of their teaching and understand its importance to ensuring improved student learning outcomes.

Delivery of an engaging curriculum, which promotes self-directed learning, critical thinking, creativity and problem solving.

Individual student learning is supported by extensive teacher professional learning, aligned with current school priorities and Teaching Standards.

Innovative teaching and learning across the school, incorporating differentiation strategies.

Products

Consistent student growth and development in school-based assessment data.

At least 90% of students achieving cluster markers relevant to their grade, at each stage of their progress in PLAN data.

Increased student performance in NAPLAN testing, by ensuring consistent growth for all students.

High quality teaching practices are demonstrated and supported through quality teaching and learning programs, scope and sequences for curriculum and authentic assessment.

Strategic Direction 2: Inspired Learners

Purpose

To provide a positive and caring school environment, conducive to productive learning outcomes.

Creating a caring and engaging whole school environment, our students will possess a strong sense of belonging and will be encouraged to take risks in relation to their learning.

Development of strong suite of wellbeing programs that supports staff capacity to work with students, parents and community. These programs will enhance our students' capacity to reach their potential .

Improvement Measures

Consistent student growth and development in school-based assessment data.

At least 90% of students achieving cluster markers relevant to their grade, at each stage of their progress in PLAN (Planning Literacy and Numeracy) data.

Increased student performance in NAPLAN (National Assessment Program Literacy and Numeracy) testing, by ensuring consistent growth for all students.

Ensure that at least 90% of Year 3 and Year 5 students are achieving above the National minimum standards in NAPLAN (National Assessment Program Literacy and Numeracy).

People

People

Students

Students will be exposed to teachers who will engage them in learning programs that are purposeful and successful. Students understanding that learning growth is achieved by working towards a goal will be developed.

Staff

Staff will be provided with focused professional learning that will enable teachers to consistently self-reflect on the effectiveness of their teaching. Through collaborative planning and learning, staff will develop the mindset that forming respectful relationships of trust is important to achieving growth.

Parents/Carers

Parents will be valued as educational partners and gain a greater understanding of their child's/children's learning development.

Leaders

Leadership capacity will be developed through providing opportunities for staff to mentor aspiring leaders through participation in a teacher mentoring /sharing program.

Processes

Quality planned individual and collaborative professional learning opportunities will be provided that encompass: school priorities, syllabus requirements, innovative classroom practice, that will create successful 21st Century learners.

Strong Learning and Support Team (LST) through which students are identified, monitored, tracked and reviewed in a consistent and timely manner ensuring successful school intervention programs.

Development of strong suite of wellbeing programs that supports staff capacity to work with students, parents and community and enhances our students capacity to reach their potential .

Evaluation Plan

Regular review, reflection and professional dialogue about teacher's professional development plans.

Monitoring of teaching and learning programs and their alignment with NESA syllabus and expectations.

Review of 'Tell Them From Me' data.

Monitoring and review of work samples.

Practices and Products

Practices

A clear, well sequenced school plan for curriculum delivery, incorporating BOSTES syllabus and principles of conceptual planning are highly evident throughout the school.

Quality lessons are informed from analysis of student data including explicit learning intentions, student goal setting and success criteria to improve student learning outcomes.

There is a clear linkage K-6 between evidence based decision making utilising internal and external data to continually analyse, inform and lead effective, learning based decisions.

Programs of school intervention staff are developed by, and aligned with, class learning programs to promote interdependent student learners.

Products

All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guides their professional learning, practice and capacity to improve student learning

Data informed, differentiated and personalised learning experiences are highly visible in all staff teaching and learning programs.

Strategic Direction 3: Leadership and Well being

Purpose

We will foster a safe, nurturing and supportive school environment where all staff and students can develop socially, emotionally and intellectually. Students and staff will be provided with opportunities to develop their leadership skills, social responsibility, resilience, confidence and self-esteem.

Enhance the use of technology assisted communication to further inform parents through SeeSaw, eNews, School Website and emerging technologies and to acknowledge student and staff achievements.

Improvement Measures

* Positive feedback regarding school life environment in school surveys from staff and students.

* Improved parental communication opportunities with school on a daily basis using SeeSaw App, new electronic sign, website and enews.

* The school works together with families and professionals who are involved in caring for their students' mental health and learning.

* A variety of survey data indicates that students are resilient, engaged and responsible citizens.

* Increased parent and community engagement in student learning identified through surveys, data and attendance at educational meetings.

People

People

Students

Students understand and have the capacity to confidently demonstrate that positive partnerships with other students, teachers, parents and community promotes healthy wellbeing, resilience and enhances their learning capacity.

Staff

Staff develop their skills and capabilities to work with students and parents in a positive, productive way to ensure students achieve their full potential. Staff have the skills to integrate aspects of social and emotional wellbeing into their regular teaching and learning, and are given opportunities for leadership.

Parents/Carers

Parents are provided with opportunities to be actively involved in a wide range of school-related activities. All parents and carers have an understanding of what their child is learning, how they can be involved in school activities and how this will support their child's development.

Leaders

Current and aspiring school leaders will be given the opportunities to lead and manage school programs and initiatives.

Processes

Implement programs that encourage and foster resilience such as visible learning, growth mindset, anti bullying along with more specific programs such as Life Skills.

Students are provided with regular opportunities to practise and adapt their social and emotional skills to new situations in the classroom, school and wider community.

Enhance the use of technology assisted communication to further inform parents through SeeSaw, eNews, School Website and emerging technologies and to acknowledge student and staff achievements.

Strengthen our wider educational community connections to enhance student and staff learning and promote leadership opportunities.

Enhance existing partnerships with Pre-school and High Schools through strong transition programs.

Evaluation Plan

Review surveys from 'Tell Them from Me' (CESE)

Analysis of electronic communication.

Provide opportunities for teachers and students to give feedback on learning and school culture.

Monitor yearly feedback using school surveys.

Practices and Products

Practices

School support structures build & strengthen our school capacity to develop mutually inclusive, positive, trusting and respectful relationships.

Explicit systems of positive reinforcement and communication are embedded to reach all members of our school.

Staff members consistently communicate high expectations of students regarding behaviour and responsible citizenship, as well as respect cultural diversity.

Sustained high levels of positive student, staff and parent satisfaction with the school's learning culture, values and environment are evident.

Teachers regularly integrate social and emotional wellbeing into learning programs to improve student resilience.

School policies, practices and programs acknowledge parents and community as partners in education.

Products

A safe and happy working environment for students and staff based on mutual respect and resilience. Physical aspects of the school promote a peaceful and happy learning environment.

Sustained, high levels of student engagement evident directly resulting from strong, external partnerships.

Increased parent and community engagement in student learning..