

School plan 2018-2020

Kurrajong North Public School 2344



School background 2018–2020

School vision statement

At Kurrajong North Public School we believe in providing a relevant, evidence-based and comprehensive education in a caring and supportive environment. We strive to build on students' strengths and develop excellence by promoting the intellectual, physical, social, emotional and moral development of our students.

We strive to engage parents in playing a leading role in their child's learning and to support the ethos of the school. We aim to create a strong partnership between home and school, which allows for open communication and invites their participation in teaching and learning and policy making.

Our vision is to provide equitable opportunities for all students to enable them to become engaged and self-driven life-long learners, to value the opinions and beliefs of others, to show respect and to develop the core values which will enable them to be productive, responsible and respectful citizens.

School context

Kurrajong North Public School is a smaller primary school nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin. Student enrolments have ranged between 82 and 106 over the last five years. At present 6% of our students identify as being Aboriginal and 17% from a non-English speaking background. The Dharug and Kurrajong people, the traditional custodians of the community, have a strong representation and presence in the school.

The school has four full-time teacher positions, a part time teacher who delivers the school's student support program and RFF, as well as one permanent and one part-time administrative position. The school has an active P&C body which works alongside staff to support school initiatives and directions.

The school has a strong focus on academic excellence in literacy and numeracy and offers a comprehensive student support program in these areas based on ongoing assessment. The school offers a comprehensive extra-curricular program utilising the skills of accredited coaches to deliver programs in dance, athletics and gymnastics. Opportunities are also provided to enable students to develop their debating and public speaking skills as well as creative talents.

School planning process

In term 4, 2017 two planning days were allocated to allow all staff to participate in the initial strategic planning phase. This involved reviewing all relevant internal and external assessment data such as SCOUT, NAPLAN and PLAN, SENA 1 and 2 results, student reading levels, diagnostic spelling results and learning and support program statistics.

Data from all sources was collated. Areas of strength in learning programs and student achievement were recognised and identification of trends in student learning needs established.

Information was presented to parents at various P&C meetings about the development of the school's strategic plan.

Students, staff and parents were invited to express their views about the directions the school should take over the next three years through surveys.

This information, along with data analysis was used to develop the school's vision statement and strategic directions.

Due to a leadership change at the school during 2018 a review was conducted of the school plan. This involved extensive consultation with staff, the parent community and students. All parties felt that the current school plan required adjusting to suit the directions that the school was taking over the remaining two and a half years of the current plan.

While the intent of the plan remains the same, all directions have been adjusted to reflect the new directions after extensive consultation and input from the staff, parent community and students.

The school community believes that the plan produced truly reflects the directions of the school for the foreseeable future and will provide ample opportunity for the school to learn, grow and achieve excellence in all areas of school operation.

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School planning process

While the current plan is due to be completed at the end of 2020, the school community envisage that the directions set out in this plan will continue to inform the next planning cycle and beyond.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Engaged Learners

Purpose:

Sound foundation skills in literacy and numeracy enable students to learn, adapt and be responsible citizens. Our purpose is to prepare students to be happy, successful confident members of our community with effective skills and capabilities to prepare them for an ever-changing future. Within this we will focus on enabling students to take control of their learning, so they know where they are currently achieving, where they need to be and have the skills to be able to achieve their learning goals.

STRATEGIC DIRECTION 2 Explicit Teaching

Purpose:

Students who experience explicit teaching practices make greater learning gains. Our purpose is to support teachers to become facilitators of learning who confidently use a range of teaching strategies to meet the needs of their students. Within this we will focus on a whole school approach to collaborative practices and professional learning, linked closely to the learning needs of all students.

STRATEGIC DIRECTION 3 Confident, Collaborative Learning Community

Purpose:

A whole school focus which creates a culture of collaboration will have a direct impact on the learning outcomes for students. Our purpose is to establish a learning community that is focused on continuous improvement, and recognised as excellent because it uses best practice to embed a culture of high expectations and effectively caters for the learning needs of students. Within this we will focus on developing the capacity of teachers and parents to effectively collaborate around student learning.

Strategic Direction 1: Engaged Learners

Purpose

Sound foundation skills in literacy and numeracy enable students to learn, adapt and be responsible citizens. Our purpose is to prepare students to be happy, successful confident members of our community with effective skills and capabilities to prepare them for an ever-changing future. Within this we will focus on enabling students to take control of their learning, so they know where they are currently achieving, where they need to be and have the skills to be able to achieve their learning goals.

Improvement Measures

- 66% of students will show positive growth in NAPLAN results in Reading
- 76% of students will show positive growth in NAPLAN results in Numeracy
- 59% of students achieve in the top two bands in Reading
- 45% of students achieve in the top two bands in Numeracy
- Achieve a 97.5% yearly attendance rate
- Increased proportion of students articulate learning goals and next steps in learning
- All students K–2 attain 80% mastery of expected skills in phonics

People

Students

Reading and Mathematics

- Students make connections with prior learning and use consistent language.

Visible Learning

- Students capacity to engage in the process of self-assessment is developed.

Staff

Reading and Mathematics

- Staff understand the evidence-based practice implemented across the school.
- Staff understand research and what works best.
- Staff develop capacity to teach reading using the "Big Five".
- Staff utilise Origo Slate to effectively deliver differentiated lessons to achieve syllabus outcomes.

Visible Learning

- Staff build understanding and confidence to implement LISC and goal setting.
- Staff build understanding and confidence to implement formative assessment strategies.
- Staff build understanding and confidence to implement differentiation strategies.
- Staff build understanding and confidence to use data to inform

Processes

Reading

Through a focus on the 5 essential components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) develop teaching and learning programs which explicitly teach and track the skills of reading. Teachers use data to differentiate teaching and learning programs to meet the needs of all.

Mathematics

Implement a consistent approach to the teaching of mathematics across the school. Develop capacity of students to apply mathematical knowledge.

Visible learning

Develop assessment capable learners. Implement learning intentions, success criteria and quality feedback to enable explicit teaching across all Key Learning Areas.

Evaluation Plan

- review of T&L programs (Incl LISC).
- regular review of student progress in The Big Five.
- regular review of student progress in Mathematics.
- Staff, Student, Parent Surveys.
- Observations of teacher practice (Incl LISC).

Practices and Products

Practices

Reading and Mathematics

- Within the established literacy and numeracy frameworks, teachers use data to differentiate learning to meet the needs of all students.
- Teacher pedagogy reflects a consistent approach / theoretical basis to teaching reading and mathematics K–6.
- Students are using consistent metalanguage within their reading and mathematics lessons to promote achievement of learning outcomes.

Visible learning

- Staff regularly use formative assessment data to differentiate learning for students (using a 5-week cycle).
- Staff provide formative feedback to support student understanding of their learning.
- Students will confidently use assessment scaffolds to identify their learning progress and set goals.

Products

Reading and Mathematics

- Whole school scope and sequences developed for Mathematics and English.
- The Big 5 of reading are evident in all teaching and learning programs.
- Mathematics programs and lessons reflect a consistent approach to differentiating learning to meet the

Strategic Direction 1: Engaged Learners

People

teaching and learning activities.

Parents/Carers

Visible Learning

- Parents understand the place of Learning Intentions and Success Criteria and goal setting in promoting their child's learning.

Practices and Products

needs of all students.

Visible Learning

- Learning Intentions and Success Criteria (LISC) are visible/explicit in all classrooms, during lessons and in teaching and learning programs.
- Students have learning goals in literacy and numeracy.

Strategic Direction 2: Explicit Teaching

Purpose

Students who experience explicit teaching practices make greater learning gains. Our purpose is to support teachers to become facilitators of learning who confidently use a range of teaching strategies to meet the needs of their students. Within this we will focus on a whole school approach to collaborative practices and professional learning, linked closely to the learning needs of all students.

Improvement Measures

- PDP process is embedded in our collaborative practices
- increased use of data to inform learning by all teachers
- Increased capacity of staff to articulate the evidence base for their teaching practice

People

Students

Data Skills and Use / Assessment

- In English and Mathematics, students develop the skills to reflect on their learning (through targeted assessment) and make choices about where to next.

Staff

Quality Professional Learning

- Staff engage in current research to know and understand best practice to improve student learning.
- Staff know and understand different models for collaboration and their purpose.

Data Skills and Use / Assessment

- Staff have a sound understanding of student assessment and data concepts, and how to utilise this to develop differentiated teaching and learning programs.

Parents/Carers

Quality Professional Learning

- Parents know, understand and value the role Professional Learning plays in supporting the learning of their child.

Data Skills and Use / Assessment

- Parents understand the purpose of assessment and how that supports their child's learning.

Processes

Quality Professional Learning

Implement effective systems which enable collaborative practice, professional dialogue with a focus on student learning.

Data Skills and Use / Assessment

Design and implement effective assessment practices which enable the monitoring of student achievement and inform teaching and learning programs.

Evaluation Plan

- Staff survey or interview.
- Observations of practice.
- Review and monitoring of PDPs.
- Review and monitoring of Professional Learning opportunities.

Practices and Products

Practices

Quality Professional Learning

- PDPs align with professional standards, school priorities and individual professional learning needs.
- The structure and organisation of PL sessions support the work of teachers and learning of students.
- Established system for negotiated observation and feedback, to improve professional practice.

Data Skills and Use / Assessment

- Assessment schedule of standardised testing ensures consistency from Kindergarten to Year 6.
- Established system to monitor and track student progress.

Products

Quality Professional Learning

- Teachers engage in collaborative practice across the small schools network, to develop professional practice.
- Teachers seek authentic opportunities to work on identified areas of need, to develop professional practice.
- Teachers confidently use a range of collaborative strategies to reflect on and build professional practice.

Data Skills and Use / Assessment

- Teachers consistently use student achievement data from tracking system

Strategic Direction 2: Explicit Teaching

Practices and Products

- to plan for student cycles of learning (5/10 week cycles).
- Students and parents understand the purpose of testing and how this will help students learn.

Strategic Direction 3: Confident, Collaborative Learning Community

Purpose

A whole school focus which creates a culture of collaboration will have a direct impact on the learning outcomes for students. Our purpose is to establish a learning community that is focused on continuous improvement, and recognised as excellent because it uses best practice to embed a culture of high expectations and effectively caters for the learning needs of students. Within this we will focus on developing the capacity of teachers and parents to effectively collaborate around student learning.

Improvement Measures

- Increased capacity of all stakeholders to engage confidently in 3-way interviews
- Increased engagement of staff in community of schools initiatives to promote effective teaching practice

People

Staff

Community of Schools

- Develop staff confidence to participate in effective performance and development processes, supporting PDP goals.

School Community

- Develop staff confidence and capacity to run 3-way interviews.
- Develop staff capacity to initiate and run parent workshops based on need.

Students

School Community

- Students have a clear understanding of their learning progress and have the language to discuss it.

Parents/Carers

Community of Schools

- Parents develop an understanding of the benefits that the community of schools approach will have on their child's learning.

School Community

- Parents have a deeper understanding of curriculum and how they can support their child more effectively.

Processes

Community of Schools

Building teacher and leadership capacity through collaborative practices within the Community of Schools (Bilpin, Kurrajong East and Kurrajong North Public Schools).

School Community

Supporting the development of parents as partners in their child's learning through developing knowledge and understanding of best practice in Reading and Mathematics instruction.

Evaluation Plan

- Stakeholder surveys/interviews.
- Review and monitoring of teaching and learning practice.
- Review and monitoring of participation in Community of Schools initiatives.
- Teacher reflections (pre and post).

Practices and Products

Practices

Community of Schools

- Staff collaborate across the Community of Schools promoting professional dialogue and learning, in the development of curriculum and effective teaching practice.

School Community

- Staff confidently guide discussion in three-way interviews around individual student learning.
- Students actively discuss their learning with parents and identify learning goals, particularly relating to literacy and numeracy.
- Parents actively involved in three-way interviews and setting of their child's learning goals.

Products

Community of Schools

- Shared processes for curriculum development and delivery supports best practice in teaching (scope and sequences, curriculum programs etc).
- Schedule of combined professional learning and executive sessions across the Community of Schools.

School Community

- Schedule of parent information sessions, based on need and want.
- Parents engage with the community of schools and attend targeted combined

Strategic Direction 3: Confident, Collaborative Learning Community

Practices and Products

- sessions on a regular basis.
- three-way interviews implemented in all grades K–6.