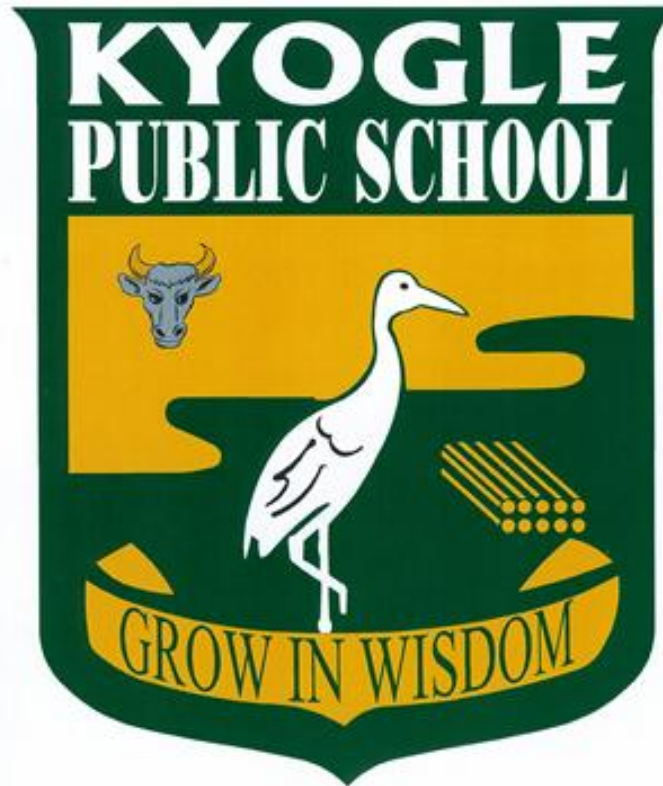


School plan 2018-2020

Kyogle Public School 2349



School background 2018–2020

School vision statement

Kyogle Public School will empower all students to embrace learning, achieve their personal best and build their social, emotional and physical well-being.

School context

The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year six. Kyogle Public School has **25%** of students identify as Aboriginal or Torres Strait Islander. The school is organised into six teams consisting of three Stage teams, Learning and Support team, Aboriginal Education team and a Positive Behaviour and Learning (PBL) team. Each Stage team is led by an Assistant Principal. Kyogle Public also has curriculum teams led by teachers. Kyogle Public School has embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within the school and community.

School planning process

Staff, students, parents and the broader school community are welcomed to engaged in the development of the vision, values and purpose of the school.

Evidence based data, both qualitative and quantitative, is used to annually review student, staff and school performance. Rigorous monitoring, evaluation and improvement are embedded into school practice.

School strategic directions 2018–2020



Purpose:
Our purpose is to deliver quality teaching practice that is engaging and evidenced based, leading to improve educational outcomes for all our students.

Purpose:
Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. As a result students will connect, succeed and thrive.

Purpose:
Our purpose is to increase internal leadership and its impact.

Strategic Direction 1: Teaching and Learning

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based, leading to improve educational outcomes for all our students.

Improvement Measures

Increase in teachers skill, confidence and ability using data to optimise student learning.

Increase the amount of students that achieve expected growth in literacy and numeracy.

People

Students

Build skills to self-assess utilising writing rubrics and literacy and numeracy progressions with a focus on resilience, capabilities and competency.

Leaders

Adopt a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement in literacy standards across the school.

Parents/Carers

Demonstrate support for the schools position with their children and in the community and are active partners in embedding educational values into the schools culture.

Processes

Engage in rigorous professional learning to enhance the quality of education, specific to the areas of literacy and numeracy.

Evidence to systematically inform their planning and practice.

Evaluation Plan

Program supervision

Lesson observations

Ongoing review of NAPLAN and PLAN II data

Internal student assessment data.

Teacher reflection time during Stage meetings to discuss and evaluate teaching practise.

Skills matrix

Document analysis

PDP's

SEF2

Practices and Products

Practices

Literacy and numeracy professional development strategies and Sound Waves strategies implemented into teaching

The use of the Learning Progressions to plan teaching, assess, track and monitor student progress and track students' progress using Planning Literacy and Numeracy 2 (PLAN2).

Products

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All teachers have a sound understanding of student assessment and data concepts.. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. As a result students will connect, succeed and thrive.

Improvement Measures

100% of teachers analysing student behaviour by using the resource– School Behaviour Rating Scale (SBRS) to analyse a student.

Increase in the use and value (survey to ask staff is it useful/valuable) of Aboriginal language and culture within the school.

People

Students

Positive, respectful relationships are developed and widespread among students.

Staff

Differentiate teaching to meet students' learning needs by providing purposeful, comprehensive teaching programs that enable students to set and achieve their learning goals.

Parents/Carers

Collaboratively develop learning goals with student and teacher. They also support students in achieving those goals.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and well being.

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Processes

Student Wellbeing

Increase sense of student belonging through initiatives such as Positive Behaviour for Learning (PBL) and School Behaviour Rating Scale (SBRS)

Language and Culture Nest

The School plans for and monitors a language and culture nest whole school program to enrich student wellbeing and engagement.

Evaluation Plan

Internal surveys

Tell them from me survey

Wellbeing self assessment tool

Complete School Wellbeing Mapping Scaffold.

Student attendance

observations

Language/culture survey

Program supervision – Evidence of School Behaviour Rating Scale (SBRS)

Practices and Products

Practices

Whole school consistent approach to the delivery of an explicit teaching and learning PBL program and reward system and use of SBRS resource.

Promote Aboriginal Cultural Education through professional learning experience for all staff through the Reflect/Plan/Act guide with reference to the Aboriginal Education Policy (1996)

Products

A whole School integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

There is a wide, collective responsibility for Language and Culture Nests supported by strong collaboration between student, parents and community.

Strategic Direction 3: Leading

Purpose

Our purpose is to increase internal leadership and its impact.

Improvement Measures

Increase amount of students actively participating in leadership opportunities.

Tell Them From Us teacher survey results show increasing levels of satisfaction; and Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle.

People

Students

Engage in leadership experiences and representative decision making processes on behalf of the Student Representative Council (SRC).

Staff

Work collaboratively in curriculum teams lead by a curriculum leader to design and implement teaching and learning experiences that encompasses deep thinking, innovation, and creativity.

Leaders

Continue to initiate specific and whole school programs to lead successful quality teaching and leadership programs.

Parents/Carers

Will engage with children's learning. New and innovative programs will continue to build satisfaction within parents.

Processes

Building Leadership Capacity

There is an understanding of, and support for improving leadership within the school community.

Develop aspiring leaders' organisational capabilities and sustainability through improved knowledge of compliance practices and the Australian Professional Standards.

Evaluation Plan

Professional Development Plan – development, monitoring and review

SCR Survey

Schools Excellence Framework

Regular reporting against milestones to the school and community.

Feedback from staff, student and parent surveys on curriculum and program implementation using the TTFM surveys.

Practices and Products

Practices

Leadership opportunities operate within the school with whole school planning, monitoring and evaluative thinking practices aligned to School Excellence Framework.

SRC meetings held regularly to initiate, problem solve and lead initiatives across the school. Students in middle primary invited to participate in SRC meetings to build leadership capacity.

Products

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school.

Students have a voice through the SRC and respond to students' suggestions and issues.