

# School plan 2018-2020

**Kapooka Public School 3923**



# School background 2018–2020

## School vision statement

At Kapooka Public School education is a shared responsibility, with staff and parents working in partnership to generate, maintain and promote excellence and equity to equip students to achieve their personal best and be active and informed citizens in the future.

In the context of a mobile school population we are seeking to prepare our students to meet new educational and social challenges and to develop in them greater self-esteem, self-discipline and motivation to learn and succeed.

## School context

Kapooka Public School is a small, dynamic, well-resourced school within a unique natural setting. The students are committed and enthusiastic learners who enjoy rich and thought-provoking learning experiences. The students are encouraged to be caring and considerate of one another and develop resilience.

The majority of our students are transient, with families remaining in Kapooka for approximately 2–3 years. A particular focus of our school is on the smooth transition for students into our school and for their families into the wider community.

The school works closely with our parents to provide positive learning outcomes for all students. It is staffed by caring, committed and experienced staff who have high expectations and develop quality learning experiences with the capacity to meet the needs of all students: emotional, cultural, sporting and academic.

Kapooka Public School has a strong values base reflected in our school rules, welfare procedures and general expectations. All of these have been formed in collaboration with the parent body with the aim of creating thoughtful, caring and proud students. Kapooka Public School belongs to the Wagga Community of Small Schools providing wider opportunities for social extension and cooperative learning for students as well as professional learning and support for staff with opportunities for the wider community to collaborate and plan for all students in the network.

## School planning process

Survey for Small schools network professional learning.

Surveyed students 2018 for opportunities for integration and the success of these socially and academically.

Student focus group to analyse the 2017 TTFM student result about belonging.

TTFM staff, student and parents survey 2017.

student learning survey 2018

Wellbeing Self Assessment tool

# School strategic directions 2018–2020



**Purpose:**

To develop self motivated learners who reflect on assessment and reporting processes and feedback to plan their learning. A whole school approach to quality, differentiated learning experiences supports this. The community is engaged and parents contribute to and support an aspirational learning culture.

**Purpose:**

To have school wide evidenced based teaching practices involving quality teaching, targeted professional learning and innovative delivery mechanisms, to meet the needs of all students.

**Purpose:**

To enable students to be self aware, build positive relationships, achieve meaningful goals, experience enjoyment and personal growth and development, achieve a sense of belonging to the school and actively contribute to the school, community and society in which they live.

# Strategic Direction 1: Learning

## Purpose

To develop self motivated learners who reflect on assessment and reporting processes and feedback to plan their learning. A whole school approach to quality, differentiated learning experiences supports this. The community is engaged and parents contribute to and support an aspirational learning culture.

## Improvement Measures

An increase in students achieving proficiency, meeting the Premier's Priorities.

Majority of students engaged in learning and able to articulate where to next in their learning.

A significant proportion of students in the high skills high challenge areas.

## People

### Students

Students use creative and critical thinking, collaboration, communication, negotiation, problem solving, decision making and intellectual curiosity in their learning and are able to articulate how they learn and ways to move forward.

### Staff

Provide quality, differentiated learning experiences based on data to meet the needs of all students. Staff provide pathways for parental engagement in their child's learning.

### Parents/Carers

Parents know how to support their child's learning through timely, clear, concise communication with the school.

### Leaders

Leaders collaboratively establish processes and structures to identify, address and monitor student learning needs.

## Processes

### Curriculum and Learning

Students understand how they learn and set and achieve learning goals based on the delivery of differentiated student centered learning experiences.

### Differentiation and Personalised Learning

Formative assessment, data and learning progressions drive learning. Differentiated best practice for all students includes targeted intervention and extension and enrichment.

## Evaluation Plan

Data will be continuously analysed collaboratively by staff:

- TTFM surveys – term 1 and 3
- Review of PLAN data
- internal student performance data
- Student learning survey
- classroom observations
- meeting minutes
- teaching and learning programs

## Practices and Products

### Practices

There is a commitment by stakeholders in the school community that all students make learning progress, including a culture of support for Aboriginal students.

There is a strong partnership between staff, parents and students to support continuous improvement in learning.

### Products

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

# Strategic Direction 2: Teaching

## Purpose

To have school wide evidenced based teaching practices involving quality teaching, targeted professional learning and innovative delivery mechanisms, to meet the needs of all students.

## Improvement Measures

All teaching staff regularly use internal and external data to plan teaching.

Differentiated teaching and innovative practices evident in all classrooms catering for individual student needs including Aboriginal students.

## People

### Students

There is a continuous improvement by all students across the learning progressions based on data analysis and quality, innovative, differentiated teaching experiences.

### Staff

Consistently analyse a variety of data effectively to plan differentiated, innovative quality teaching experiences for strategic school improvement.

### Leaders

Establish professional learning opportunities for staff to develop their understanding of data analysis, differentiation and innovative teaching practices.

### Parents/Carers

Form a partnership with the school based on an understanding of data literacy and how it informs teaching practice and school improvement.

## Processes

### Effective Classroom Practice

Professional learning enables quality, innovative practices differentiated to cater for all students' needs to be evident in all classrooms.

### Data Skills and Use

Professional learning to facilitate the analysis of both internal and external data drives whole school improvement and planning for teaching in the classroom.

## Evaluation Plan

Collaboratively staff will analyse:

- TTFM survey terms 1 and 3
- What Works Best in Practice survey
- NAPLAN data
- Internal student performance data
- meeting minutes
- professional learning data
- PDP's
- student work samples

## Practices and Products

### Practices

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

The whole staff comprehensively analyses student progress and achievement data for insights into student learning.

### Products

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Students' learning improvement is monitored, demonstrating growth.

# Strategic Direction 3: Wellbeing

## Purpose

To enable students to be self aware, build positive relationships, achieve meaningful goals, experience enjoyment and personal growth and development, achieve a sense of belonging to the school and actively contribute to the school, community and society in which they live.

## Improvement Measures

An increase in the proportion of students achieving the higher awards in our behaviour system.

An increase in opportunities for students to experience belonging to the school.

An increase in opportunities to contribute meaningfully to the community and society.

## People

### Students

Students are self-aware and regulate their own emotions and behaviours. They develop strong relationships and learning habits and their successes are celebrated meaningfully.

### Staff

Staff nurture professional relationships with students which are safe respectful and supportive, and which help students to reach their full potential.

### Parents/Carers

Parents and the broader school community actively participate in the school and in helping students to develop positive connections, reinforcing student learning and enable the aspirations of every student.

### Leaders

Leaders build strong, positive connections within the community and enhance the knowledge of and celebrate the cultural backgrounds in the school.

## Processes

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

## Evaluation Plan

Collaboratively staff will analyse;

- Kids Matter Student survey
- Tell Them From Me terms 1 and 3
- Well being Assessment Tool for Schools
- Parent Survey
- Well being data
- Classroom observations

## Practices and Products

### Practices

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school with successes celebrated.

### Products

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.

There is a school-wide, collective responsibility for student learning and success, informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.