School plan 2018-2020

Kemblawarra Public School 4083

School vision statement

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential –socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self–worth, achieve social discipline and gain joy and satisfaction from belonging to and being a valued member of the school and wider community so that they can make their best contribution to the community in which they live. We are committed to supporting an environment that creates the joy of learning.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture.

School context

Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (COS) and situated in the Illawarra region.

Our 2017 enrolments include 70 K–6 students, 20 Support Class students and 6 Emotional Disturbance Support Class shared enrolments. Our onsite Kemblawarra Public School Preschool includes 70 students and runs on a 5 day fortnight enrolment system. We currently have 4 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool classes. The school has 35 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self–worth, individual accountability, self–confidence, optimism, respect for others, and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on individual learning needs and meeting those learning needs to best support student growth and development.

Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking, Sister Speak, a variety of sporting opportunities and gifted and talented opportunities.

The school continues to be part of the Early Action for Success (EAfS) initiative to improve students' performance in literacy and numeracy.

School planning process

In 2017, the school went through the External Validation process. The school underwent a comprehensive process to seek the opinions of parents, students and teachers about the school's vision, improvement measures and strategic directions. The information was collected through:

Reviewing of observations and anecdotal records;

Teacher, student, parent and staff surveys;

Analysis of school assessment data;

Interviewing members of the school community, including members of staff, students, parents and family members and focus groups;

Analysis of current policies, programs, assessment information, plans and budgets;

Classroom observations conducted by principal, executives and peers;

Discussion and input through staff and stage meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Curriculum–Quality Teaching and Learning

Purpose:

Our purpose is to create and maintain a whole school approach to professional and quality teaching and learning experiences for staff and students. Our focus is directed towards meeting the educational needs of all students to create and maintain high standards of literacy and numeracy across all Key Learning Areas with an emphasis on learning for the future.

STRATEGIC DIRECTION 2
Connect and Communicate

Purpose:

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all staff and students so they can connect, succeed, thrive and learn. The early years are critical for establishing self–esteem, resilience, healthy growth and the capacity to learn.

STRATEGIC DIRECTION 3
Community and Leadership

Purpose:

To maintain a high performance culture, with a clear focus on student progress, achievement and educational growth, encompassing the support of all stake holders. We strive for effective leadership in line with exemplary behaviour and evidence–based knowledge to significantly enhance the outcomes of student achievement and staff confidence.

Strategic Direction 1: Curriculum–Quality Teaching and Learning

Purpose

Our purpose is to create and maintain a whole school approach to professional and quality teaching and learning experiences for staff and students. Our focus is directed towards meeting the educational needs of all students to create and maintain high standards of literacy and numeracy across all Key Learning Areas with an emphasis on learning for the future.

Improvement Measures

Students have significantly improved their literacy and numeracy skills and an increased percentage of students are meeting the proficient standard or above for NAPLAN results in all areas for literacy and numeracy.

Teachers are effectively implementing evidence based pedagogies and are effectively using collaborative and reflective practices within their programing. Teachers are supported by their leaders and accessing Professional Development opportunities.

People

Students

Students are aware of growth measures and expectations, and provide feedback on their learning to their teachers. Students develop their critical thinking and problem solving skills to assist in self–regulated learning and meeting individual learning goals.

Staff

Differentiate the curriculum for the specific needs of students. Use effective teaching and learning strategies to design and implement programs using knowledge of curriculum, assessment and reporting requirements.

Leaders

Lead processes and colleagues to evaluate the effectiveness of teaching and learning programs using research and workplace knowledge about how students learn.

Parents/Carers

Work collaboratively with the school to support students in setting and meeting their individual learning goals. Parents/Caregivers are involved in information sessions around literacy and numeracy and successful teaching, learning and assessment strategies.

Community Partners

Work in partnership with school staff and the whole school community to support student learning, engagement and wellbeing.

Processes

Research informed Pedagogy

The use of dynamic and evidence based research to develop and implement quality programs in all learning environments.

Curriculum teaching and learning

The teaching learning cycle is driven through systematic data collection and analysis. Learning is student centred and assessment informs future programming.

Collaborative Practices

Establish and implement consistent and collaborative processes for judgement, assessment and reporting in literacy and numeracy and other key learning areas.

Evaluation Plan

Regular monitoring of PLAN data.

Analysis and feedback on L3, TEN, NAPLAN and other school based programs and assessment data.

School tracking of milestones and Roles and Responsibility focus groups.

Monitoring and feedback of PLPs and IEPs on individual student achievement reaching their goals.

Feedback on professional development opportunities and executive support through surveys.

Feedback through observations and programing feedback sheets.

Practices and Products

Practices

A collaborative approach to quality teaching using explicit teaching practices embedded within evidence based pedagogy. Continuous and consistent use of data collection is used to inform teaching programs in all curriculum areas.

Students make progress within their educational development through nurturing environments and rich learning experiences. Assessment data is used to inform future planning for individual students.

Products

Provisions are in place for well–structured collaboration opportunities to support all teaching practices.

Foster positive, strong and respectful relationships with all school stakeholders to ensure a productive and successful learning environment.

Strategic Direction 2: Connect and Communicate

Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all staff and students so they can connect, succeed, thrive and learn. The early years are critical for establishing self–esteem, resilience, healthy growth and the capacity to learn.

Improvement Measures

Staff are entirely committed to and effectively utilising our whole school approach of Positive Behaviour for Learning (PBL) within their daily teaching programs.

A significant decrease in the number of negative playground/play based behaviour incidents P–6. A significant increase in the number of positive incidents being recorded.

Steady increase of whole school attendance each year to assist students in reaching their full potential.

Preschool students better prepared socially and academically for transition to Kindergarten. An increase in students transitioning to Kindergarten at KPS from preschool.

People

Students

Have a clear understanding of strategies that support positive and respectful relationships. Students are able to draw from a variety of strategies and value their role in being the best they can be.

Staff

Demonstrate and lead by example the development of productive and inclusive learning environments. Work collegially as a whole school to monitor, record and intervene with appropriate action to support the wellbeing of all students.

Leaders

Lead and implement behaviour management initiatives to assist colleagues in broadening their range of strategies. Review and maintain structures to support staff in successful intervention and programs to improve student engagement, wellbeing and attendance.

Parents/Carers

Engage in a school–wide culture where collective responsibility for students' learning and success is shared by parents/carers and students.

Community Partners

Work collaboratively with all stakeholders to support the progression of student engagement, wellbeing and attendance. Provide data and evaluations of relevant interventions to appropriate staff.

Processes

Student Support/Wellbeing

Develop and maintain positive intervention and a whole school approach to target student engagement, welfare and attendance across the school.

Positive Behaviour for Learning

Implement the PBL framework to strengthen our Restorative practice. Provide staff with easily accessible resources and professional development to inform successful implementation of strategies and programs.

Preschool

Support and develop opportunities for all preschool staff to review, amend and implement educational requirements and integrate fully into the whole school directions.

Evaluation Plan

Analysis on whole school negative incident data.

Analysis on whole school positive incident data.

Feedback on staff implementation and knowledge of utilising PBL.

Feedback on teacher programs implementing PBL lessons.

Reflection on the Preschool QIP, observations and progress data.

Assessment of students from preschool moving into kindergarten across social and

Practices and Products

Practices

Evidence based change and improvement to whole school practices allowing measurable improvements in wellbeing, engagement and attendance to support all learning.

Successful student engagement addressing developmental, social and emotional needs, interests and experiences of each child, while taking into account individual differences.

Products

Systematic wellbeing, disciplinary and rewards processes are reviewed and evaluated collegially to provide staff with clear and effective tools to support successful learning and positive classrooms.

Opportunities are created to support the design and implementation of the NQF and QIP. Programs and processes are embedded in daily routines to best support the individual needs of all students. Preschool engage with K–2 to ensure transition opportunities.

Processes
academic markers. Weekly analysis on attendance data. Analysis of The Tell Them From Me and school based surveys on students engagement and satisfaction.

Strategic Direction 3: Community and Leadership

Purpose

To maintain a high performance culture, with a clear focus on student progress, achievement and educational growth, encompassing the support of all stake holders. We strive for effective leadership in line with exemplary behaviour and evidence–based knowledge to significantly enhance the outcomes of student achievement and staff confidence.

Improvement Measures

Increased community participation during all specialised school programs and events.

Staff actively participate in purposeful self identified TPL which links to the School Plan and a functional, systematic whole school PDP process.

People

Students

Students are provided opportunities to access staff members to provide and gain feedback and assistance when identifying their own learning needs.

Staff

Use comprehensive knowledge of the Australian Professional Standards to guide their practice and processes required by the DoE. Implement professional dialogue within the school, based on current research, to improve educational outcomes for students. Build on opportunities to strengthen partnerships between the school and the whole school community.

Leaders

Establish a professional learning community focused on continuous improvement for all staff to enhance quality teaching and learning experiences.

Parents/Carers

Access opportunities to be involved in developing student learning goals and student focused programs initiated by the whole school community to improve student outcomes.

Community Partners

Assist the school in reviewing and implementing appropriate programs and support to improve and maintain student outcomes. Work collaboratively with the school to analyse and evaluate success measures for future planning.

Processes

Community Engagement

Develop and strengthen relationships and programs supporting all stakeholders in meeting student outcomes. Evaluations and feedback are used to collate data and improve targeted interventions.

TPL/PDP

Ensure adequate professional development opportunities are provided to support all staff in monitoring and improving their own skills and abilities. Leaders work collaboratively with staff to guide and support their learning to create quality teaching and effective learning experiences.

Evaluation Plan

Reflection on staff PDPs and TPL on the achievement of meeting individual goals.

Analysis on participation data for school based workshops and programs.

Feedback on school leadership and management procedures.

Feedback and analysis on the PDP school process.

Analysis of observation processes.

Practices and Products

Practices

All staff are well equipped with access to the most current evidence–based research and support, to drive their teaching and learning programs, allowing students the opportunity to meet their educational outcomes. Reflective opportunities are systematically in place to support staff in meeting their own professional goals.

Strong relationships are formed with a variety of outside agencies to work with the school, the families and the students to create a holistic approach to each individual student being successful and positive towards meeting all educational outcomes.

Products

Provide all staff with the opportunity to access professional development in the form of both insourced and outsourced experiences.

Collaborate with existing partnerships and form new partnerships with agencies to close the gap of disparity and create strong successful learners.