



School plan 2018-2020

Kent Road Public School 4160



School background 2018–2020

School vision statement

Kent Road Public School aims to prepare each student to live a rewarding life as an engaged citizen in a complex and dynamic society. The school provides a welcoming, supportive learning environment in which every student is known, valued and challenged, and in which strong school partnerships ensure a clear, shared purpose.

School context

Kent Road Public School is located in a north-western suburb of Sydney, close to Macquarie University and Macquarie Business Park.

The school values inclusivity and celebrates diversity. Students represent a broad mix of cultural backgrounds with 70% of students having a language background other than English.

Kent Road Public School holds high expectations and is continually seeking to improve. The school offers rich, innovative programs, differentiated to meet the needs of individual students and designed to equip students to be future ready.

The school is a Positive Behaviour for Learning school, in which students demonstrate the values of respect, responsibility and engaged learning.

The school is currently undertaking a planning process for a major building upgrade which will be undertaken over the next three years delivering state of the art facilities for Kent Road students and the community.

School planning process

The 2018–2020 school plan has been developed following a consultation process in terms three and four of 2017 involving students, parents, teachers and staff.

Consultations included collection and analysis of performance data from NAPLAN, PLAN, Best Start assessment and school based curriculum assessment; focus group discussions with students, staff and parents; executive and curriculum leadership team participation in professional learning; to collaboratively develop the plan.

As a result, three key strategic were identified as a basis for future development at Kent Road Public School.

1. Building a Thinking and Learning Culture

– to develop student capacity to become innovative learners who demonstrate resilience and a growth mindset built upon strong foundations of learning.

2. Building a Connected Culture

– to strengthen participation within and across the school community to develop relationships based on transparency, honesty and mutual respect.

3. Building a Leading Culture

– to develop staff capabilities and competencies through quality professional development that results in a workforce of the highest calibre, future-focussed learning and where every student is known and valued.

The 5P process of identifying Purpose, People, Processes, Products and Practices for each Strategic Direction was undertaken by the executive with key improvement measures identified by teachers.

School strategic directions 2018–2020



Purpose:

To develop student capacity to become innovative learners who demonstrate resilience and a growth mindset, built upon strong foundations of literacy and numeracy.

Purpose:

To develop quality processes and practices which foster a culture of collaboration and innovative learning through effective community partnerships.

Purpose:

To develop capabilities and competencies of staff through quality professional development that results in a workforce of the highest calibre, future focused learning, and where every student is known and valued.

Strategic Direction 1: Building a Thinking and Learning Culture

Purpose	People	Processes	Practices and Products
To develop student capacity to become innovative learners who demonstrate resilience and a growth mindset, built upon strong foundations of literacy and numeracy.	Students Students develop a growth mindset by taking an active role in their learning through goal setting and self-reflection, and understand that engagement, effort and resilience are required to be successful. Students demonstrate improved literacy and numeracy outcomes through quality programs, and explicit and systematic teaching. Students work collaboratively to apply innovative solutions to problems, think creatively, and connect through technology.	Introduce Growth Mindset understandings and strategies to students, teachers and parents. Explicit teaching of differentiated literacy and numeracy programs with individual student progress aligned to the National Literacy and Numeracy Learning Progressions K–6.	Practices Quality teaching practices in Literacy and Numeracy systematically and explicitly implemented in all classes Kindergarten to Year 6. Tracking of student achievement against Literacy and Numeracy Learning Progressions.
Improvement Measures			Practices
Pre and post data reflects increased understanding and implementation of Growth Mindset principles throughout the school.			Professional learning and review of teaching units to support the implementation of STEAM and Project Based Learning principles in all classes.
Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10%.			Develop and implement Growth Mindset strategies in all classes.
Teaching and learning programs reflect consistent programming of STEAM across all grades.	Staff Staff build on curriculum knowledge to implement evidence-based quality teaching practices. Staff set success criteria and provide feedback to inform learning directions.	Evaluation Plan Analysis of staff and student Growth Mindset implementation. Analysis of student data including NAPLAN and PLAN, internal summative and formative assessments, and student work samples. Analysis of pre and post survey data.	Products Increased student confidence, persistence, resilience and organisation in all areas of school life. Goal setting, self reflection and collaboration becomes part of student learning.
	Parents/Carers Parents know and understand how to support the social and emotional wellbeing of their child.	A culture of enquiry is developed through the effective implementation of STEAM and future focused learning, and is reflected in teaching programs and student engagement.	Students demonstrate increased knowledge, skills and understanding through participation in authentic, real life learning.
	Leaders Leaders develop capacity to analyse and communicate whole school data with a focus on improving learning programs and monitoring student growth and performance.		Student achievement in Literacy and Numeracy is tracked and individualised learning programs are in place.

Strategic Direction 2: Building a Connected Culture

Purpose <p>To develop quality processes and practices which foster a culture of collaboration and innovative learning through effective community partnerships.</p> Improvement Measures <p>Increased community participation and engagement by 10%.</p> <p>Increased and effective online presence that improves communication with the wider school community.</p> <p>Surveys indicate students and staff demonstrate increased understandings through interaction with professional networks, shared knowledge and experiences.</p>	People <p>Leaders Proactive learning alliances established with other schools and community members to deliver innovative educational projects.</p> <p>Staff Develop stronger community relationships, community consultation and communication processes.</p> <p>Teachers Teachers will promote Aboriginal education and multicultural perspectives through quality teaching programs.</p> <p>Students Students connect with broader community experiences to provide a real world context.</p> <p>Parents/Carers Parents actively contribute to the development of connections between home, school and the community.</p>	Processes <p>Promote parent engagement to support student learning through targeted programs and workshops.</p> <p>Implementation of innovative technologies to improve communication process across the school and the community.</p> <p>Develop and implement global connections and rural/remote communities projects to connect students in an authentic way to wider communities and issues.</p>	Practices and Products <p>Practices Students demonstrate a global knowledge of, sensitivity to and respect for, other cultures and are actively involved in the local community.</p> <p>Staff actively engage with the community of schools' initiatives to support student, staff and community learning.</p> <p>Parents contribute to the development of meaningful and sustained connections between home, school and the community.</p> <p>Products Information is effectively communicated within the Kent Road Public School and broader communities.</p> <p>Innovative, responsive and reliable parent and community partnerships support student learning.</p>
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Strategic Direction 3: Building a Leading Culture

Purpose	People	Processes	Practices and Products
To develop capabilities and competencies of staff through quality professional development that results in a workforce of the highest calibre, future focused learning, and where every student is known and valued.	Students Students actively participate in school well-being programs, developing a sense of social cohesion and proactive leadership behaviours. Students engage with the wider community to improve their resilience and social intelligence. Students at all levels of achievement are challenged to succeed.	School leaders support teachers to achieve accreditation, and all staff to develop Performance and Development plans which reflect individual and school goals. Professional learning builds staff capacity to develop and implement future focused, innovative, differentiated teaching and learning programs.	Practices All teachers and staff participate in a personalised professional learning program with ongoing, evidence-based practice at an individual, stage/grade and collective level. Monitor and review performance to drive improvements and teacher accreditation.
Improvement Measures			Products
100% staff develop and reflect on their own practice using their Professional Development Plans to enable staff to improve their practice every year.	Staff Teachers demonstrate increased capacities and capabilities to improve learning outcomes for every student. Teachers contribute to environments which allow students to thrive by delivering high quality future-focused learning experiences.	Collaborative development of units of work and assessment strategies by grade teams and moderation of work samples.	Teaching and learning programs promote creativity, inquiry, student collaboration and enjoyment.
100% teachers meet and maintain Australian Professional Standards and work towards levels of accreditation.	Community Partners Strong partnerships are fostered with external organisations and communities of schools to deliver rich, relevant and meaningful learning experiences.	Evaluation Plan Monitoring of participation in professional learning and staff understanding. Review of staff PDPs. Formal and informal classroom observations through planned structured feedback sessions. Review of classroom programs, student work samples and classroom observation and feedback.	All teachers demonstrate their understanding of NESA syllabus requirements and the Professional Teachers' Standards as evidenced within their class as they work towards accreditation and accreditation maintenance.
100% teachers show evidence of future focused teaching and learning in their teaching, and engage in collaborative planning and assessment processes.	Leaders Professional networks and growth coaching principles support the work of strategic, future-focused leadership.	Student, staff and parent surveys to measure growth.	Teachers are actively engaged and committed to developing their own capacities and capabilities as teachers and leaders.
Increase the percentage of teacher satisfaction with school leadership by 5% each year.			PDP goals of staff are achieved, celebrated and reported upon.
			Surveys and forums reflect increased levels of satisfaction with school leadership, and areas for school improvement.