School plan 2018-2020

Kotara South Public School 4203

School background 2018–2020

School vision statement

Kotara South Public School bonds professional, caring and dynamic staff to grow minds of the future through collaborative practice. Our students are connected to quality literacy and numeracy opportunities that inspire learning in and beyond the classroom.

School context

Kotara South Public School (KSPS) is a community–based school that ensures all students reach the highest possible outcomes in all aspects of their education.It is a school that values the contributions of all stakeholders and is recognised for its high standards and ability to adapt to current community needs. KSPS is located in the central suburbs of Newcastle. The local area is undergoing a period of renewal as the housing stock changes and increasing numbers of young families move into the school zone.

Many of the students come from families with established connections to the school. Kotara South Public School has 333 students from 236 families. Of the 309 mainstream students 55% are boys and 45% girls. The school has 3% Aboriginal enrolment and 8% of students who speak a language background other than English (LBOTE) at home Assessment data indicates that most students perform at or above stage expectations in each Key Learning Area.

Kotara South Public School's teaching staff bring high level professional and personal skills, and are well supported by experienced office staff and highly skilled school learning support officers. The school is the base for Itinerant Hearing Support services in the Newcastle area. Kotara South Public School is an active member of the Kotara Community of Schools (CoS) of 7 schools that combine resources, expertise and professional learning to benefit all. The school has 2 specialist units: a hearing support unit (HSU) with 8 students enrolled and an Early Intervention Unit for up to 16 preschool aged students with a diagnosed disability.

There is a continued focus on increasing the academic growth of all students as they progress from Year 3 to Year 5, and onto Year 7, through differentiation of curricula to explicitly meet individual needs, interests and abilities.

The school has a motivated and supportive community who bring high expectations and enthusiasm to see the school thrive. The school is proudly involved in projects developed in partnership with CoS schools and Muloobinbah Aboriginal Education Consultative Group (AECG).

School planning process

The annual evaluation was led by the school principal, executives and involved high level consultation with students, teaching and non–teaching staff and parent community,

The evaluation process included systematic work with the School Excellence Framework and the External Validation process.

Staff and parents met over a series of targeted parent forums and workshops that were designed to develop a school vision and to outline the context of the school.

The P&C and Aboriginal parents and carers were part of these meetings, forums, and written and online communications.

In developing the 2018–2020 plan, quantitative and qualitative data was collected by the school for the purpose of self–evaluation. Evaluation processes included Tell Them from Me surveys to determine student, parent and teacher perceptions of how school supports learning. Detailed analysis of student assessment data, including Year 3 and 5 student NAPLAN results, with a focus on trends over the last 3 years– K–2 student achievement data K–2 including Best Start and SENA 1 & 2 (Schedule for Early Number Assessment) and Reading text levels analysis. As a result three key strategic directions were identified as a basis for a shared vision.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
QUALITY LEARNERS
FLEXIBLE THINKERS

STRATEGIC DIRECTION 2
QUALITY TEACHERS
INNOVATIVE PRACTICES

STRATEGIC DIRECTION 3
QUALITY LEADERS
COLLABORATIVE TEAMS

Purpose:

To develop strong foundations in literacy and numeracy. Our future focused learners will have the ability to adapt, connect and become responsible citizens. Using the skillset of collaboration, communication, critical thinking and creativity, students will engage in real life learning experiences.

Purpose:

To ensure explicit quality pedagogies are evident in all learning environments. Using formative assessment measures, teachers develop ongoing differentiated learning programs. School wide data identifies progress and future directions.

Purpose:

To ensure collaboration underpins our whole school culture. Teams that are proactive, strategic and systematic work together to develop a growth mindset with authentic opportunities for continual improvement.

Kotara South Public School 4203 (2018-2020)

Strategic Direction 1: QUALITY LEARNERS FLEXIBLE THINKERS

Purpose

To develop strong foundations in literacy and numeracy. Our future focused learners will have the ability to adapt, connect and become responsible citizens. Using the skillset of collaboration, communication, critical thinking and creativity, students will engage in real life learning experiences.

Improvement Measures

All Aboriginal students set high level goals and track their improvement in literacy and numeracy.

All classrooms reflect evidence based practices (feedback, learning intentions, success criteria and collaborative practice)

Increase the number of students in the top two bands in literacy and numeracy.

People

Students

Actively engage in their learning and take responsibility for future directions by understanding their learning intention 'where to next.

Aboriginal students engage in regular PLP reviews to continue the cycle of learning and teaching.

Staff

Understand the importance of student feedback based on their understanding of; where is the learner going? where is the student now? how does the student get there?

Leaders

Ensure that high trust systems are in place to support quality professional learning and collaboration.

Parents/Carers

Regularly engage in school activities to support student learning.

Community Partners

Meaningfully and regularly engage across schools to support student learning– writing (ALARM), wellbeing and transition.

Processes

Quality Pedagogy

Student awareness of learning intentions, success criteria and their 'where to next' within the cycle of learning in literacy and numeracy.

Evidence Based Practice

Differentiated practice, feedback and data analysis that address student needs.

Evaluation Plan

- teaching programs
- team meeting minutes
- walk throughs
- gallery walks
- exit slips
- School Excellence Framework
- PLP analysis
- Tell Them From Me.

Practices and Products

Practices

Learning intentions and success criteria are unpacked so that students know what and why they are learning and what achievement looks like.

Students and teachers give and receive feedback to improve practice

All teachers, students and parents collaboratively set, monitor and evaluate cultural, literacy and numeracy goals.

Products

All students understand what they are learning and what to do to be successful.

Sustained community connections for all Aboriginal students that reflect the high expectations of Aboriginal parents and the wider community.

Formative feedback consistently drives teacher and student improvement.

Strategic Direction 2: QUALITY TEACHERS INNOVATIVE PRACTICES

Purpose

To ensure explicit quality pedagogies are evident in all learning environments. Using formative assessment measures, teachers develop ongoing differentiated learning programs. School wide data identifies progress and future directions.

Improvement Measures

All teaching practices and programs reflect DoE / school / NESA requirements.

All students are tracked and receive differentiated teaching using the literacy and numeracy progressions. .

People

Leaders

Provide and support high quality teacher professional learning reflecting current research and best practice pedagogies.

Staff

Deliver high quality differentiated teaching and learning programs that result in high level student achievement.

Staff are actively involved in the collection of data before, during and after the teaching.

Parents/Carers

Actively engage with and support their child's education.

Students

Track their performance, seek feedback and modify strategies in a growth mindset.

Community Partners

Kotara Community of Schools (CoS) group consistently share evidence–based best practice teaching and learning pedagogies.

Processes

Professional Learning

Scaffolded explicit teacher professional learning that builds capacity around pedagogy and program requirements.

Data Anaylsis

Teachers develop quality data collection processes to collaboratively plan, anaylse, evaluate and reflect o student progress and teaching practice.

Assessment and Feedback

Assessment and feedback practices developed to reflect learning intentions and the learning progressions.

Evaluation Plan

- assessment schedule for: literacy– writing and numeracy– number and algebra
- teaching programs
- learning progressions
- Sentral reporting
- formative assessment data
- observations, conversations, anecdotes, photos, videos.
- SENA data
- community of schools collaboration
- ALARM writing matrix for stage 3 students
- teacher accreditation process
- PDP feedback

Practices and Products

Practices

Teachers use a systematic approach to student data collection before, during and after teaching.

Teachers will differentiate and adjust their practice to meet the needs of the learner.

Teachers collaboratively develop consistent practices, programs and assessment strategies.

Products

All teaching and learning cycles have evidence of differentiated practices, tiered interventions and adjustment strategies.

Assessment drives feedback, teaching and learning.

Consistent practices and programs that support student outcomes are evident in all classrooms.

Kotara South Public School 4203 (2018-2020)

Strategic Direction 3: QUALITY LEADERS COLLABORATIVE TEAMS

Purpose

To ensure collaboration underpins our whole school culture. Teams that are proactive, strategic and systematic work together to develop a growth mindset with authentic opportunities for continual improvement.

Improvement Measures

Teachers develop high level goals and provide evidence of their impact.

All teachers have authentic leadership roles to drive school improvement.

People

Staff

All staff collaboratively engage in high quality teacher professional learning in various team settings.

Leaders

Are responsive to staff learning needs and develop a positive professional learning culture.

Parents/Carers

Share knowledge of student achievement and engage with the reporting processes and feedback.

Students

Students collaboratively work in various teams to engage in effective learning opportunities.

Community Partners

CoS collaboratively support professional learning and leadership opportunities.

Processes

Professional Capacity Building

High quality teacher professional learning with a consistent approach to evidence based practice to ensure continuous growth.

Leadership

Develop whole school practices and process that build a culture of high expectations and distributive leadership.

Evaluation Plan

- Formative assessment strategies
- CoS project ALARM
- Weekly data driven team meetings
- Team meeting minutes
- CoS attendance data
- analysis of school–based data
- NAPLAN writing data.
- Staff surveys
- People Matter survey
- Tell Them From Me survey
- PDP's
- Roles and Responsibilities
- SEF analysis
- Teacher observations and feedback

Practices and Products

Practices

All teachers and students set high level goals and provide evidence of capacity building.

Teacher accreditation process is understood, learning events are recorded through MyPL, teachers engage in events.

High expectations of consistent and effective pedagogical delivery across literacy and numeracy by all staff.

All teachers and students take on authentic leadership goals.

Products

Staff and student evidence towards goal achievement.

Lesson observations, collegial discussions and support with the expectation of clear and timely feedback.

Collegial connections with Community of Schools staff that are leading pedagogical improvements across their schools.

Distributive leadership drives ongoing improvement.