

School plan 2018-2020

Kingswood Park Public School 4346



School background 2018–2020

School vision statement

Striving to work together to inspire successful and engaged learners for life.

Our school vision statement was developed after lengthy consultation with all community stakeholders at the end of 2014. It is widely published and visually evident throughout our school. It was widely endorsed and acclaimed as the school vision and future direction for Kingswood Park Public School.

School context

Kingswood Park Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive Preschool to Year 6 quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Our school is an Early Action for Success school with an Instructional Leader appointed to provide support in building leader and teacher capacity to identify and address the literacy and numeracy learning needs of students in the early years of schooling.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance and student leadership is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 38% of our school identifies as Aboriginal with our Aboriginal Education Officer working in classrooms, supporting all students in Literacy and Numeracy.

The school environment is friendly, calm, warm and welcoming. We expect high standards of behaviour, application and integrity of each child and have introduced a wellbeing program to ensure that Kingswood Park Public School is a safe and respectful place of learning.

School planning process

Kingswood Park Public School has undertaken an extensive school wide consultation process to support the development of this school plan. This process included:

- Numerous staff and stage meetings identifying areas of strength and areas for future development
- Regular focused weekly school executive meetings to synthesise school data
- In class consultation with students through artwork, public speaking, written tasks and teacher lead discussions.
- * Use of Tell them From Me survey analysis from students, families and staff.
- Parent and community forums, social media information was provided throughout the consultation period including feedback to the community regarding the comments that were being received, focus group meeting of selected community groups were also accessed to obtain information
- Relevant internal and external assessment data such as NAPLAN and PLAN data, learning and support program and Early Action For Success statistics were used for understanding baseline school performance levels and developing a shared understanding of where we need to focus our future work in improving student learning
- Feedback provided from Principal School Leadership, Director, Public Schools and AECG
- Collectively, this school community feedback, along with our data analysis has been used to develop and inform our school's strategic directions and planning

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Learning



**STRATEGIC
DIRECTION 2**
Excellence in Teaching



**STRATEGIC
DIRECTION 3**
Excellence in Leading

Purpose:

Every student will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens through individual learning pathways from Preschool and beyond.

Purpose:

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning which is evidence based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care.

Purpose:

School leaders enable a school wide commitment to fostering self-sustaining and self improving that supports a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: Excellence in Learning

Purpose

Every student will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens through individual learning pathways from Preschool and beyond.

Improvement Measures

To increase the 3 year average of students in the top three bands of NAPLAN by 5% each year for writing and numeracy

Aboriginal trend data reflects an increase in Year 3 and Year 5 NAPLAN for writing and numeracy

PLAN data indicates one year's growth for one year's learning for every student for writing and number.

People

Students

Develop their ability to reflect on their learning, use feedback to set goals to take steps towards addressing their own learning needs. They contribute to the wellbeing of themselves and others.

Staff

Engage in evidence based pedagogical practices to improve formative assessment strategies within their classroom. Demonstrate a sophisticated understanding of student assessment data, making decisions to support the individual learner resulting from coaching, collegial planning and collaborative discussions.

Leaders

Promote and model effective, evidence based practice through Instructional leadership practices.

Parents/Carers

Parents are valued as partners in student learning and work together in mutually supportive ways through sharing of knowledge.

Community Partners

Work in partnership to understand school expectations and values. Continue to support the needs of all to achieve and thrive as learners for life.

Processes

Formative Assessment

used; flexibly, responsively and integrally as part of daily instruction.

Individual Learning Pathways

Learning goals are informed holistically for every student Preschool to Year 6 in consultation with child, teacher and families.

Teaching and Learning Programs

Instruction is guided by; feedback, revision, assessment, tracking and differentiated to lead to improvement.

Evaluation Plan

Analysis of NAPLAN/PLAN data

Instructional walk and talk to evaluate successful student learning and effective feedback

Peer review and monitor teaching programs and practices.

Practices and Products

Practices

Learning intentions, success criteria are visible and transparent to improve student learning outcomes.

Teachers engage in research based pedagogical practices that promote a deep understanding of students, within learning areas.

Teachers develop and use a range of assessment and feedback strategies to drive instruction and differentiated learning.

Products

Teaching and learning programs reflect; differentiation, embedded formative assessment, evidence of adjustment, feedback, annotation to drive further instruction.

Personalised learning pathways that reflect collaboration between student, teacher and families.

Feedback from students on their learning derived from assessments informs further teaching.

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning which is evidence based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care.

Improvement Measures

100% of teaching and learning programs reflect the use of data and feedback to inform future instruction

Teaching pedagogy reflects evidence of embedded assessment in teaching practice

People

Students

Master core subjects, think deeply and critically and make relevant connections to becoming actively engaged in their learning journey, using feedback to improve outcomes.

Staff

Develop and demonstrate deep knowledge and understanding of formative assessment strategies including seeking feedback from students to effect their teaching instruction to impact all students in their care.

Leaders

Engage in leadership professional learning to develop Instructional Leadership practices which are underpinned by the Australian Professional Standards for Teachers.

Parents/Carers

Recognise that successful learners have the essential skills in literacy and numeracy and are creative and productive learners in all settings.

Processes

Feedback

Teachers and students review learning, seek feedback to inform teachers instruction to optimise learning progress.

Data use in Teaching

teachers understand, develop and apply a range of assessment strategies for, as and of learning to determine the teaching and learning cycle.

Collaborative Practice

Embedded and explicit systems to facilitate collaboration amongst teaching staff to enhance pedagogy.

Evaluation Plan

SEF reflects movement from sustaining and growing to excelling.

Staff surveys/data analysis and program monitoring

cyclic review of Teacher Performance and Development Plan.

Collaborative planning and practices used for deep and deliberate reflections.

Practices and Products

Practices

Data from assessment is used to determine; teaching directions, monitoring, assessing student progress, achievement and reflection on teaching effectiveness.

provision of specific and timely feedback between teachers is embedded.

Evidence based teaching methods employed to optimise learning progress with student learning monitored

Products

Staff reflect and take action on their professional goals, receive feedback from peers and or supervisor that drives their individual performance and development process.

All teachers draw on and implement evidence based research to improve their performance and development including formative assessment strategies in their daily practice.

Teaching and learning programs reflect the use of data to inform teaching and differentiated learning pedagogies.

Strategic Direction 3: Excellence in Leading

Purpose

School leaders enable a school wide commitment to fostering self-sustaining and self improving that supports a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

100% of students have a Personalised Learning Pathway collaboratively developed with child, teacher, family.

Instructional Leadership is observed and reflected in leadership team members practice.

An increase in the number of parents/carers engaged as partners in their child's learning.

People

Students

Develop skills and capabilities to achieve their potential. Collaborate to identify learning goals, know what they need to do to achieve those goals and reflect upon learning goals to know their own success in their learning journey.

Staff

Collaborate with students and families to reflect on individual student learning to plan future learning goals. Develop a more in-depth understanding of recognising students' strengths and provide students with the capabilities to achieve their potential. Staff promote personalised learning goals to ensure that schools contributes to a socially cohesive society.

Leaders

Research and have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student development and success through instructional leadership practices.

Parents/Carers

Parents have an understanding that positive relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Community Partners

Individual learning is supported from Preschool and beyond through community expertise and organisational support.

Processes

Instructional Leadership

Focus on distributed instructional leadership using research and strategies of Breakspear, Williams and Dinham.

Professional Standards

Collaboratively use data to inform planning, identify interventions and modify teaching practice.

Community Engagement

Strong collaborations between parents, students, community to inform and support continuity of learning from Preschool and beyond.

Evaluation Plan

Tell them from me survey analysis

Attendance rates at Personalised Learning Plan meetings each term

Impact milestones, monitored to ensure plans are successfully implemented

Practices and Products

Practices

Instructional leadership strategies including coaching, shoulder to shoulder in class support to sustain a culture of effective evidence based teaching for ongoing improvement.

Collaboratively use data to inform planning, identify 3 tiered intervention to explicitly teach literacy and numeracy at all levels of achievements.

Teachers directly, regularly engage with families to improve understanding of student learning.

Products

Culture of effective evidence based teaching enables gaps in student achievement to decrease.

Success measured by improved student progress and achievement data in PLAN and NAPLAN analysis.

Every student has a Personalised Learning Pathway with learning goals collaborated with child, family and teacher. These are reviewed every 10 weeks and learning achievement celebrated.

Leadership team members demonstrate instructional leadership practices in their work with students, teachers and families.