

School plan 2018-2020

Koonawarra Public School 4409



School background 2018–2020

School vision statement

Our vision is to build on the Koonawarra Public School's tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning community.

Our school will:

Provide regular opportunities for students and teachers to develop and demonstrate their talents and interests.

Promote social responsibility; and teach the essential skills for 21st Century learners.

School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an IM class, a Multi Categorical class and two IST Hearing Teachers. Enrolment for 2018 is 260 students, including 27% indigenous students.

Koonawarra Public School values and celebrates the success of our students, staff and parents to enhance our positive school culture

School planning process

The School self-evaluation process. In September 2017, Koonawarra PS participated in the External Validation process, evaluating our performance against the School Excellence Framework, Version 1. The findings and recommendations from the validation process formed the baseline on which our strategic directions were developed.

These directions were taken and further developed and consulted upon in regular staff meetings and through parents and student surveys and meetings.

Staff formed collaborative teams to draft our plan, meeting regularly throughout Term 4, 2017 and Term 1, 2018. Through collaboration and collegial dialogue and the additional consultation with the Principal School Leader and School Director of Public Schools NSW, the School Plan was finalised.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Enriching the Learning

Purpose:

At our school, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, and be resilient and responsible citizens. Working in partnership with parents and the school community, we will ensure the learning for our students is based on quality teaching and exceptional learning programs that inspire every student to excel and learn to their full potential. Quality educational opportunities are purposeful and engaging and are differentiated to meet the needs of every individual.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility for student improvement and contribute to a student centred, evidence-based, learning culture. By providing high quality teaching, we will ensure the most effective evidence-based pedagogies optimise and underpin the learning of all students.

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve” –Dylan Wiliam

STRATEGIC DIRECTION 3 Leading the Learning

Purpose:

Quality leadership, strong collaborative partnerships and effective evaluation and management practices are fundamental to continuous school self-improvement for improved student outcomes.

We will develop and sustain the strategic and effective leadership of all staff, ensuring opportunities for staff to take on leadership roles that will promote and improve learning outcomes and ensure successful operational processes provide for our school learning community.

Strategic Direction 1: Enriching the Learning

Purpose

At our school, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, and be resilient and responsible citizens. Working in partnership with parents and the school community, we will ensure the learning for our students is based on quality teaching and exceptional learning programs that inspire every student to excel and learn to their full potential. Quality educational opportunities are purposeful and engaging and are differentiated to meet the needs of every individual.

Improvement Measures

Student Wellbeing:

Increase the number of students at school and in class.

Increase the number of students engaged in their learning.

Increase student attendance rates.

Curriculum and learning:

Students will be able to articulate their learning progress through reflective practises.

Increased number of students who participate in extracurricular activities.

Aboriginal leadership & education:

Increased participation by the Aboriginal community in programs and events offered at the school.

Increased attendance of Aboriginal

People

People

Students: Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning and behaviour goals

Parents/ Carers: Collaboratively develop learning goals with student and teacher and support students in achieving these goals.

Staff: Differentiate their teaching to meet student's learning needs by providing targeted intervention in the areas of literacy and numeracy. Enable students to set and achieve their learning goals. Provide opportunities for students to enhance personal growth through extra curricular activities.

Community Partners: Work collaboratively with school staff to support student achievement in learning, engagement and well being.

Leaders: Establish structures and processes to identify, address and monitor student learning needs.

Processes

Student wellbeing

- Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling

Aboriginal leadership & education:

- Build cultural knowledge and relationships with our Aboriginal community
- Provide rich leadership opportunities for Aboriginal students.

Curriculum and Learning:

- Develop and implement effective methods for students to gain a deeper understanding of their learning through reflective thinking and having a growth mindset.
- Provide various opportunities for students to engage in extracurricular activities to broaden and enhance learning.
- Provide opportunities for students to engage in 21st Century learning such as Project Based Learning and STEM.

Evaluation Plan

Closely monitor rates using EBS4 Ontrack and internal monitoring sheets.

Monitor student wellbeing data to measure decline in classroom incidents and rise in student engagement.

Use data collected both internally and externally to measure the number of students achieving or working above grade level outcomes in English and

Practices and Products

Practices

Student wellbeing:

Implement PBL modules for universals: Classrooms

Develop students mindsets about their ability to learn and develop new skills.

Utilise best practices from behaviour consultant Ian Luscombe.

Curriculum and learning:

Classrooms that are utilizing practices around growth mindset and reflective practice. This practice is evident in classrooms through walls that teach, learning journals, learning goals.

Increase the number of opportunities that students have to participate in extracurricular activities.

Aboriginal leadership & education:

Aboriginal Students will develop cultural knowledge and have rich leadership opportunities.

The school and the Aboriginal community will work together to achieve stronger connections to improve educational outcomes.

Products

Student Wellbeing:

Students are engaged in their learning and attending school. more regularly.

All staff and students demonstrate PBL

Strategic Direction 1: Enriching the Learning

Improvement Measures

students

Evaluation of opportunities provided for Aboriginal students through pre and post participation data & value of attitudes of specific programs 2018 through to 2020.

Processes

Mathematics.

Capture student voice through interview, journals articulation of learning goals and evaluate their ability to think reflectively about learning.

Practices and Products

values and expectations..

Curriculum and learning:

Students who can articulate their thinking around their learning and what they need to next to move to the next step.

A greater number of students will have opportunities to be involved with extracurricular opportunities.

Aboriginal leadership & education:

Stronger connections between school and Aboriginal community to improve educational outcomes.

Increased number of opportunities for Aboriginal students to deepen cultural knowledge and experience leadership opportunities.

Strategic Direction 2: Excellence in Teaching

Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility for student improvement and contribute to a student centred, evidence-based, learning culture. By providing high quality teaching, we will ensure the most effective evidence-based pedagogies optimise and underpin the learning of all students.

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve” –Dylan Wiliam

Improvement Measures

Student reflective practices are evident and demonstrate greater knowledge and understanding of their individual learning needs.

All classrooms will have evidence of a variety of reflective practices.

Greater consistency and effective use of PLAN 2 data to inform programs in literacy and numeracy.

Staff utilise professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Evident by teacher programming and classroom practice.

People

Students

Engage in self-reflective practices to provide feedback on their learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Parents/Carers

Inform parents of the data-informed teaching and learning practices and solicit feedback on teaching practices.

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement relating to teaching practices.

Processes

Research Informed Pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Integrate Formative Assessment strategies within the teaching and learning cycle for teachers to provide quality feedback that supports student improvement.

Strengthen Evaluative Practices through the continued development of a culture of data-informed teaching and learning including student self-reflective practices.

Teachers are supported to trial innovative or evidence-based, future-focused practices including STEM/Project Based Learning.

Evaluation Plan

All staff will have developed pedagogical awareness of quality teaching and is evidenced in their programming.

Teachers using their pedagogical knowledge to implement formative assessment strategies including including quality triangulation feedback ie. Teacher to teacher; teacher to student and student to teacher.

Visible learning strategies are evident in classrooms with students actively setting smart goals developed through student and teacher reflective practices.

Students will have an understanding of the desired goal based on evidence of their current position and receive guidance of how to close the gap.

Practices and Products

Practices

Embed research informed, explicit teaching approaches in literacy and numeracy.

Embed systems where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding in literacy and numeracy.

The use of data and evaluative processes is embedded to inform decisions, interventions and initiatives in literacy and numeracy.

Products

Systems are in place to enable regular meetings and opportunities to plan, reflect, improve and deliver evidence informed pedagogy.

Quality feedback and evaluative structures support student improvement.

Strategic Direction 3: Leading the Learning

| Purpose | People | Processes | Practices and Products |
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| <p>Quality leadership, strong collaborative partnerships and effective evaluation and management practices are fundamental to continuous school self-improvement for improved student outcomes.</p> <p>We will develop and sustain the strategic and effective leadership of all staff, ensuring opportunities for staff to take on leadership roles that will promote and improve learning outcomes and ensure successful operational processes provide for our school learning community.</p> | <p>Staff</p> <p>Staff facilitate student and parent/carer access and engagement with community partners appropriate to the individual learning needs.</p> <p>Maintain accurate records, TPL hours and documentation to fulfill NESA requirements for Accreditation.</p> <p>Students</p> <p>Actively participate and engage with educational opportunities provided by community partners.</p> | <p>Performance Management and Development and Collaborative Decision Making</p> <p>Develop and implement collaborative processes for consistency across all school systems, including the Teacher Accreditation and Performance Management processes, ensuring anticipated benefits to the school community are effective.</p> | <p>Practices</p> <p>Practice: Staff and executive are involved in the continuous development of PDPs and professional development in line with the School Plan.</p> <p>Practice: Ensure systematic policies and processes that identify and address learning needs continue to evolve and improve as measured by student performance.</p> |
| <p>Improvement Measures</p> <p>All staff will consistently use data in literacy and numeracy to guide student learning and drive personalised teaching and learning programs.</p> <p>All staff collaboratively develop 2018–2020 School Plan and actively work towards achieving set milestones in their strategic direction teams.</p> <p>All staff participate in teacher professional learning both at a school level and externally to support their relevant professional learning goals as reflected in the School Plan and their PDPs.</p> <p>All staff have completed PDPs aligning with the school plan, Australian Professional Teaching Standards, and personal goals.</p> <p>Community (Parent/Student/Staff) satisfaction is measured, its analysis shared and responses to findings are actioned.</p> | <p>Parents/Carers</p> <p>Support student participation in learning opportunities provided by community partners.</p> <p>Community Partners</p> <p>Work collaboratively with school staff, parents/carers, and students to support student achievement in learning engagement and well-being.</p> <p>Leaders</p> <p>Promote access and engagement in various community partnerships among the whole school community.</p> <p>Principal and executive staff to monitor their team through establishing and improving processes via PDPs and through the NESA accreditation maintenance and accreditation at higher levels.</p> | <p>Community Partnerships</p> <p>Provide opportunities for student’s social, emotional and academic needs and development to be supported within the school context and in partnership with external agencies.</p> <p>A Culture of High Expectations and High Performance</p> <p>The school promotes a high performance culture with a clear focus on student progress and achievement and high quality service delivery.</p> <p>Evaluation Plan</p> <p>PDPs are collated and evaluated against the Australian Professional Teaching Standards and the School Plan to support teacher professional learning.</p> <p>Internal and external student data shows growth in Literacy and Numeracy learning.</p> <p>Internal and External (eg. TTFM)</p> | <p>Practice: Embed professional collaborative practices at system, school, stage, class and community levels.</p> <p>Practice: Responsive to the needs of the whole school community.</p> <p>Practice: Provide meaningful collaborative partnerships with relevant external agencies to support the social/emotional/academic needs of students.</p> <p>Products</p> <p>Product: The Schools Vision, Strategic Directions and Purpose are developed collaboratively amongst all stakeholders.</p> <p>Product: Systematic policies and processes that identify learning needs exist. These processes are measured against student success and customised to student need.</p> <p>Product: Positive and respectful relationships across the school community underpin a productive and aspirational learning environment</p> |

Strategic Direction 3: Leading the Learning

Processes

Community Satisfaction Surveys, demonstrate a continuing and growing level of satisfaction.