

School plan 2018-2020

Killarney Vale Public School 4426



School background 2018–2020

School vision statement

Killarney Vale Public School provides a safe and secure environment where individuals have the opportunity to achieve their full potential. In partnership with parents and members of the wider community, our staff encourage experiences which empowers children to contribute positively to their world.

School context

Killarney Vale Public School (KVPS) is part of the Tuggerah Lakes Learning Community (TLLC) and is situated in the Tuggerah Lakes Principal Network which is part of the larger Regional North Operational Directorate.

There are 473 students enrolled from Pre-school to Year 6. Aboriginal heritage has been identified by 11% of our student population. Classes include: 18 mainstream, one Early Intervention, one Multi-Categorical and one Emotional Disturbance. There is a strong emphasis on providing high quality teaching and learning programs that are backed by action research and extensive teacher professional learning.

The school receives additional Socio Economic and Aboriginal funding through the School Bases Allocation Resource (SBAR) and implements a number of focus programs. In 2017, the school became a part of *Early Action for Success* to provide three tiers of intervention support for students in K–2. This included quality literacy and numeracy teaching and learning with a focus on differentiation, point of need feedback and student engagement.

'NSW Public Schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.' We pride ourselves on having quality systems that support rigorous and ongoing evaluations of our programs to meet the local need of our community, while ensuring that state milestones are being addressed.

The school enjoys a strong, consultative partnership with the Kuriwa Aboriginal Education Consultative Group (AECG). Killarney Vale Public School is a partner school in the Tuggerah Lakes Learning Community (TLLC) where we are "United in Excellence, Equity and Opportunity". We also have a valued, strong partnership with our supportive P&C. Together we are all working to provide outstanding educational programs to the students of our community.

School planning process

Killarney Vale Public School has held a variety of consultative meetings through the strategic planning process to ensure our school vision still reflects the needs of our school community.

The executive and staff reflected on the Premier's and State's priorities and Departments goals and have embedded them into our 2018–2020 strategic plan. The current DoE reform agendas and the School Excellence Framework Version 2 have also been successfully intertwined through all three key strategic elements.

Data and research which has informed the 2018–2020 plan included:

- * NAPLAN and internal assessments,
- * Tell Them From Me and internal surveys, focus groups and classroom walkthroughs,
- * Attendance, behavioural and learning support data,
- * DoE Student Wellbeing Framework Assessment,
- * Professional Learning trends,
- * Information from Scout,
- * DoE School Excellence Framework V2,
- * What Works Best documents from CESE,
- * 2017 Annual Report recommendations.

Throughout the gathering, evaluation and discussion of data, we have researched programs and initiatives, clarified the intent and mechanisms of implementation as part of our planning process. We have also devised rigorous methods of checking and refining our practices while having measurable items for our accountability and reporting purposes and at all stages consulted with staff, parents, Kuriwa AECG and P&C members to ensure community engagement and inclusion.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Personalised Learning

Purpose:

To ensure student learning is personalised and underpinned by high quality teaching that will enable our students to develop strong skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible learners.

Major SEFV2 links (Not limited to this SD)–

Learning– Individualised learning, Curriculum, Assessing and Reporting

Teaching– Planning, Feedback and Analysis

Leading– Educational Leadership, Continuous Improvement and Engagement

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To ensure student learning is underpinned by high quality differentiated teaching that is distinguished by high levels of professionalism and commitment by all stakeholders. Ensuring every student, every teacher and every leader of our school is engaged and challenged to continue to learn.

Major SEFV2 links (Not limited to this SD)–

Learning– Curriculum, Differentiation, Monitoring and Reporting

Teaching– Planning, Programming, Coaching and Mentoring and Accreditation

Leading– Instructional Leadership, Continuous improvement and School Resources

STRATEGIC DIRECTION 3 Inclusive Communities

Purpose:

To sustain, deliver and enhance a culture of high expectations, continuous improvement and diversity that caters for quality whole school programs that nurture, guide, inspire community confidence in public education.

Major SEFV2 links (Not limited to this SD)–

Learning– School Planning, Attendance, Wellbeing and Engagement

Teaching– Classroom management, Collaborative practice, Learning and Development.

Leading– Community engagement, Continuous improvement and Community satisfaction

Strategic Direction 1: Personalised Learning

Purpose

To ensure student learning is personalised and underpinned by high quality teaching that will enable our students to develop strong skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible learners.

Major SEFV2 links (Not limited to this SD)–

Learning– Individualised learning, Curriculum, Assessing and Reporting

Teaching– Planning, Feedback and Analysis

Leading– Educational Leadership, Continuous Improvement and Engagement

Improvement Measures

90% of students K–2 will be reading at the following levels: Kindergarten – Level 9; Year 1 – Level 22 and Year 2 – exceeding Level 26 and 90% of Year 2 students demonstrating flexible strategies by the end of 2020.

Percentage of Year 3, 5 and 7 students in the top two bands for Reading (Baseline 2017: 52.5%, 25.5% and 12.7%) and Numeracy (Baseline 2017: 41.7%, 14.9% and 12.7%) in NAPLAN to 2020, has increased by 10%.

Percentage of Aboriginal Students Year 3, 5 and 7 in the top two bands for Reading (Baseline 2017: 50%, 25% and 12.5%) and Numeracy (Baseline 2017: 16.7, 25% and 0%) in NAPLAN to 2020, has increased by 10% contributing to the State's priorities of a 35% increase.

People

Students

Value opportunities to become active, engaged learners and collaboratively work with staff, peers and parents to reach common goals.

Staff

Understand the value of developing individual learning paths for all students in context, that acknowledges the unique set of experiences, understandings and skills brought with them.

Parents/Carers

Value opportunities to be engaged in effective school-wide partnerships, developing a joint responsibility for student learning and success, which in turn encourages their children to be motivated learners who continue to improve and deliver their best.

Community Partners

Understand curriculum is enhanced by learning alliances with schools, networks and partner organisations to create a culture of high expectations of learning progress and achievement in the pursuit of excellence.

Leaders

Provide and maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and learning programs that assist in creating a high performance culture, with a clear focus on student progress and achievement.

Processes

Embed a whole school approach to personalised learning while ensuring a tailored differentiated approach to strengthening teacher capacity and student learning.

Implement and embed high quality, researched based, future focused literacy and numeracy teaching practices.

Embed school wide quality systems for collecting and analysing school based and external data to have a collective responsibility for student learning and success.

Evaluation Plan

- * Internal and external curriculum data
- * SEF data reports
- * Learning plans
- * Tell Them From Me
- * National Consistent Collection of Data
- * Classroom Observation
- * Feedback
- * Program Reviews
- * PDPs
- * Parent sessions / Focus groups

Practices and Products

Practices

Every student will be able to articulate their learning needs, collaboratively set clear goals and provide teachers and parents with ongoing feedback on their progress.

Staff will collaboratively develop learning intentions that are formed from sound holistic student information and evidence based practices.

Staff will be able to deliver a differentiated curriculum based on a flexible repertoire that will support high levels of engagement and access with a strong focus on literacy and numeracy.

The leadership team will deliver quality, evidence based professional learning that will build the capacity of staff at all levels of accreditation and provide educational opportunities for every student.

Products

K–6 literacy and numeracy programs and assessment tools are based on data, cater for individual learning needs and are driven by program reviews, student feedback and student work samples.

Explicit feedback is solicited and recorded from students, parents/carers and peers that drives self-reflection and curriculum needs to meet our identified targets.

Written evaluations of professional learning activities identify, systematically promote and implement the most effective strategies to improve teaching and learning.

Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>To ensure student learning is underpinned by high quality differentiated teaching that is distinguished by high levels of professionalism and commitment by all stakeholders. Ensuring every student, every teacher and every leader of our school is engaged and challenged to continue to learn.</p> <p>Major SEFV2 links (Not limited to this SD)–</p> <p>Learning– Curriculum, Differentiation, Monitoring and Reporting</p> <p>Teaching– Planning, Programming, Coaching and Mentoring and Accreditation</p> <p>Leading– Instructional Leadership, Continuous improvement and School Resources</p>	<p>Students</p> <p>Engage in quality teaching opportunities and understand assessment strategies used to provide specific feedback to staff and parents about their learning experiences.</p> <p>Staff</p> <p>Effectively employ evidence–based teaching strategies while routinely reviewing and analysing data. This elicits student and peer feedback that informs planning and modifies practice. Participate in capacity building programs that link to professional plans and continually monitor teacher impact measured using Australian Professional Standards.</p> <p>Parents/Carers</p> <p>Understand effective quality teaching practices and have the knowledge and skills to assist their child in their learning.</p> <p>Community Partners</p> <p>Understand teaching practices are enhanced by learning alliances with schools, networks and partner organisations to create a culture of high expectations of learning progress and achievement in the pursuit of excellence.</p> <p>Leaders</p> <p>Demonstrates a high performance culture focused on quality professional learning and service delivery that identifies and supports staff development through teacher accreditation.</p>	<p>Refine and further develop a three–tiered model of intervention to support identified students, while targeting specialised resources and professional learning to build staff capacity.</p> <p>Strengthen and enhance systems that provide explicit, specific and timely feedback related to defined success criteria that encourages highly developed and effective increases in community satisfaction and service delivery.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> * Internal and external curriculum data * SEF data reports * Learning plans * Tell Them From Me * Classroom Observation * Feedback * Program Reviews * PDPs * Parent sessions / Focus groups * PBL resources * Teacher Accreditation * My PL records * Induction programs * Mentoring programs 	<p>Practices</p> <p>A range of interactive technologies and evidence based teaching strategies to optimise student outcomes occurring in and outside of the classroom.</p> <p>Planned evidence based learning used to build capacity of everyone to enable them to deliver a strengthened future focused literacy and numeracy curriculum.</p> <p>Systems that reflect the elements of the TTFM Eight Drivers of Student Learning survey that will in turn support and promote a culture of transparency and high expectations.</p> <p>Products</p> <p>K–6 literacy and numeracy programs and assessment tools are based on data, cater for individual learning needs and are driven by program reviews, student feedback and student work samples.</p> <p>Learning activities identify and systematically promote effective strategies to improve literacy and numeracy linked to the APST where appropriate.</p> <p>Personal goals which are relevant to school targets and follow the Performance and Development Framework.</p>
Improvement Measures			
<p>Increase mean of all aspects of the Eight Drivers of Student Learning from the TTFM teacher survey, to meet or exceed the NSW Government norm. (Baseline School 7.35 mean 2017 compared to State 7.53 mean 2017)</p>			
<p>Increase Two–Way Communication from the TTFM parent survey, to meet or exceed the NSW Government norm. (Baseline 7.7 for school compared to 7.4 for NSW in the 2017 TTFM parent survey)</p>			
<p>Percentage of Year 5 and 7 students achieving or exceeding 60% growth for both Reading and Numeracy in NAPLAN by 2020. Baseline 2017: Reading 55.8% and 50.9% and Numeracy 24% and</p>			

Strategic Direction 3: Inclusive Communities

Purpose	People	Processes	Practices and Products
<p>To sustain, deliver and enhance a culture of high expectations, continuous improvement and diversity that caters for quality whole school programs that nurture, guide, inspire community confidence in public education.</p> <p>Major SEFV2 links (Not limited to this SD)–</p> <p>Learning– School Planning, Attendance, Wellbeing and Engagement</p> <p>Teaching– Classroom management, Collaborative practice, Learning and Development.</p> <p>Leading– Community engagement, Continuous improvement and Community satisfaction</p>	<p>Students</p> <p>Understand that all staff, teachers, parents and community members are supportive of their education and as individuals require personalised plans, relationships and connections to develop a strong sense of wellbeing.</p> <p>Staff</p> <p>Plan for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Parents/Carers</p> <p>Engage in a range of school related activities which help build sustainable relationships and develop the school as a cohesive educational community.</p> <p>Community Partners</p> <p>Support the school through regular feedback on school performance from students, staff, parents and the broader school community.</p> <p>Leaders</p> <p>Ensures a school-wide, collective responsibility for student learning and success, which is shared by staff, parents and students.</p>	<p>Develop opportunities for teachers to directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes while effectively catering for a wide range of identified community priorities.</p> <p>Implement and embed a whole school, approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.</p> <p>Embed processes that allow for high quality inclusive connections that support transition and enable engagement in strong collaborations between parents, students and the wider community that inform and support the continuity of learning for all students.</p>	<p>Practices</p> <p>Student wellbeing and school-wide consistency practices strengthen student outcomes, learning alliances and transitional linkages.</p> <p>Good news stories and student work samples provide the community with detailed insight to the high quality programs in operation.</p> <p>Collaboratively work practices strengthen our whole school approach to student wellbeing so that all community members can Succeed, Connect and Thrive.</p> <p>Opportunities for community members to work in collaboration with the school on targeted professional learning opportunities to further develop and deepen an understanding of public education.</p> <p>Products</p> <p>Wellbeing practices are positive, respectful, evident and widespread among students, staff and community members, promoting a strong sense of student wellbeing, inclusion and a shared responsibility for learning.</p> <p>Technology and social media platforms enable staff and community to engage in meaningful feedback and discussion around student success and learning.</p> <p>Parents and community members directly engage with the school to support school wide programs and initiatives.</p>
Improvement Measures		Evaluation Plan	
<p>75% or greater of our families will regularly access samples of their children's work via electronic communication systems. (Baseline 30% early 2018: SeeSaw)</p> <p>The Inclusive School aspect of the Eight Drivers of Student Learning from TTFM parent survey to meet or exceed the NSW Government norm. (Baseline School 6.2 mean 2017 compared to State 6.7 mean 2017)</p>		<ul style="list-style-type: none"> * Tell Them From Me * PBL data * Attendance * Parent sessions / Focus groups * Participation rates * Wellbeing self-assessment * Learning Plans * Feedback * Social media engagement 	