

School plan 2018-2020

King Park Public School 4467



School background 2018–2020

School vision statement

King Park Public School aims to provide a supportive, challenging and engaging learning environment that fosters the development of balanced, happy and confident students who are engaged in and take responsibility for their learning. These students will be resilient, reflective, able to work collaboratively to solve problems and adapt and respond to a changing and uncertain tomorrow.

School context

King Park Public School is located in the Fairfield School Education Group on Humphries Road, Wakeley. It was opened in 1973. It has an enrolment of 510 students. The population consists of 84% of students from non-English speaking backgrounds. The pleasant physical environment is welcoming and features well maintained classrooms, a school hall, and extensive landscaped and grassed areas. King Park Public School has a highly regarded reputation for providing quality education in a safe, caring and supportive environment, where the needs of all learners are met. The school community places great importance on the development of literacy and numeracy skills as well as the development of well-rounded students through effective student welfare programs, and extensive sporting and creative arts programs. Our dedicated and caring teachers are actively engaged in ongoing professional development, building their capacity to enable all students to succeed.

School planning process

In preparing this report, the self-evaluation committee sought the opinions of parents, students and teachers. The committee gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The review process included a review of the strengths, opportunities and areas for development across the school. The self-evaluation committee and school planning committee have determined targets for the school's future development based on the needs of our community.

School strategic directions 2018–2020



Purpose:

To create and promote students who are resilient risk-takers, confident, aspirational and reflective learners, with an excellence in the foundations of Literacy and Numeracy.

To promote teachers who are lifelong learners, collaborative, reflective and evaluative.

To promote with parents a partnership in learning that creates high aspirations for their children and provides opportunities for them to be active in their child's learning.

Purpose:

To ensure teachers know their impact, are adaptive and responsive, and open to change.

To ensure high quality, evidence based teaching practices exist in all classrooms underpinned by collaboration, high expectations and innovation to meet the diverse needs of our students, staff and community.

To create a culture of collaborative instructional leadership to ensure evidence based teaching and ongoing improvement so that every student makes measureable learning progress.

Purpose:

For all teachers to understand and develop the strategies to ensure all students reach their potential. To have high expectations for every student to thrive as learners, leaders and responsible productive citizens.

Strategic Direction 1: Dynamic Learning Culture

Purpose

To create and promote students who are resilient risk-takers, confident, aspirational and reflective learners, with an excellence in the foundations of Literacy and Numeracy.

To promote teachers who are lifelong learners, collaborative, reflective and evaluative.

To promote with parents a partnership in learning that creates high aspirations for their children and provides opportunities for them to be active in their child's learning.

Improvement Measures

An increase in student achievement and progress in Literacy and Numeracy.

An increase in student resilience and risk taking behaviours.

An increase in parent engagement in student learning.

People

Students

Students will have the skills, knowledge and capabilities to apply the learner keys to their learning. They understand and value these as keys to success.

Students will develop a growth mindset.

Students will be able to discuss their progress, citing evidence within their work and set realistic goals for personal growth.

Staff

Teachers will develop a growth mindset.

Teachers have high expectations for student performance and growth.

Teachers actively participate in professional learning to update their understanding of student learning, evidence, goal setting and progress.

Staff commit to assist parents to gain a deeper understanding of what is being learnt, how it is being learnt and why it is being learnt.

Parents/Carers

Parents will develop an understanding of, and value the power of goal setting and a growth mindset.

Parents will develop a shared understanding of the skills, knowledge and capabilities behind the "learner keys".

Parents will have high expectations of learning progress and achievement for their children.

Processes

To develop effective partnerships in learning with parents, students and teachers.

To implement consistent learning protocols.

Evaluation Plan

- * Regular analysis of "key token" data
- * Student survey on resilience
- * Tell Them From Me data
- * NAPLAN data
- * Learning Progressions data
- * School based assessment data
- * Parent attendance at school events
- * Parent surveys
- * Parent workshops

Practices and Products

Practices

Learner keys will be embedded in teaching and learning activities.

Establish a whole school system for goal setting and review.

Teachers regularly communicate and share information with parents.

Students K-6 use the learner keys as strategies to succeed in their learning.

Products

Students are resilient, confident risk takers in their learning.

Parents, teachers and students have aspirational expectations of learning progress and achievement.

Strategic Direction 2: High Impact Teaching

Purpose

To ensure teachers know their impact, are adaptive and responsive, and open to change.

To ensure high quality, evidence based teaching practices exist in all classrooms underpinned by collaboration, high expectations and innovation to meet the diverse needs of our students, staff and community.

To create a culture of collaborative instructional leadership to ensure evidence based teaching and ongoing improvement so that every student makes measureable learning progress.

Improvement Measures

Increased involvement with local schools.

Students are achieving expected growth on internal school progress and achievement data.

An increase in the number of students achieving in the top two bands of NAPLAN for reading.

An increase in the number of students achieving in the top two bands of NAPLAN for writing.

An increase in the number of students achieving in the top two bands of NAPLAN for numeracy.

People

Staff

Teachers will have a deep understanding of the English and Mathematics syllabus and learning progressions.

Teachers will adopt a co-ordinated approach to the teaching of literacy and numeracy where there is an expectation of improvement across the school.

Teachers will build skills and knowledge to improve reliable data collection and interpretation. They demonstrate a growth mindset and understand how data informs teaching practice.

Teachers will work collaboratively to share and embed best practice.

Students

Students will use the literacy and numeracy progressions and feedback from teachers to identify individual goals.

Leaders

Leaders have the capability to systematically and regularly analyse and track data to ensure student progress

Processes

Literacy – implement a whole school approach to Literacy.

Numeracy – implement a whole school approach to Numeracy.

Data collection and analysis

To establish learning alliances with other schools that support instructional collaboration.

Evaluation Plan

- * NAPLAN data
- * Learning Progression data
- * School assessment data
- * Teaching and learning programs
- * Attendance at inter-school events/professional learning
- * Work samples matched to exemplars
- * Achievement of learning goals

Practices and Products

Practices

Every teacher uses a school wide systematic and consistent approach to teach Literacy and Numeracy.

Teaching strategies are informed by evaluative practice.

Teachers take responsibility for analysing data individually and collaboratively.

Every teacher will have a repertoire of evidence based teaching strategies to utilise.

Teaching expertise is identified within our school and across schools.

Products

Systems and structures are in place for the collection, analysis and use of data to track student progress and pass this information on from year to year.

School teaching protocols are embedded in teaching programs.

Teaching expertise is utilised to improve student outcomes.

Students are highly engaged, with an increase in student attainment and progress.

Strategic Direction 3: Success for Every Student

Purpose

For all teachers to understand and develop the strategies to ensure all students reach their potential. To have high expectations for every student to thrive as learners, leaders and responsible productive citizens.

Improvement Measures

Increased student engagement in all classrooms.

Demonstrated growth in learning for all students.

An increase in the number of student led events/initiatives.

People

Staff

Teachers will participate in professional learning to develop the skills and understandings to use differentiation as a tool to meet the needs of gifted and talented students and students with specific learning and behaviour needs.

Students

Students will be engaged in their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Parents/Carers

Parents are aware of the needs of the learners in the school and are supportive of an inclusive culture.

Processes

Learning and Support – to provide personalised and differentiated learning and support for every student to succeed.

Student Welfare – to support the social and emotional wellbeing of students.

Evaluation Plan

- * NAPLAN
- * School based assessment data
- * Learning and support team data
- * Classroom observations
- * Teaching and learning programs

Practices and Products

Practices

Teachers will feel empowered to differentiate to meet the needs of all learners.

All students will feel included and accepted across the school.

Student leaders demonstrate leadership and decision making skills.

Experts are utilised from within and across the school network.

Products

A whole school learning and support framework is developed.

Experts from within and across schools are identified.

A tool box of resources and professional learning exists to support learning for students with special needs and G & T students.

An SRC is established and embedded.

A whole school behaviour management plan is embedded.