School plan 2018-2020

Kareela Public School 4488

School vision statement

Our vision is to:

- foster a lifelong love of learning
- provide educational opportunities which focus on excellence, equity, inclusivity and achieving one's personal best.

We aim to deliver learning in a safe, supportive and nurturing environment that promotes values, the development of good character and the respect for all in society.

In our classrooms we apply the principles of Future Focused Learning through a focus on critical and creative thinking, collaboration and problem solving.

School context

Kareela Public School is situated in the Sutherland Shire in Sydney's south. Enrolments in 2018 are 410 students. Enrolment growth has been occurring over recent years with increased numbers entering the school in kindergarten and smaller numbers exiting from year 6.

A growing population of students from a Chinese speaking background is evident in the younger years,with overall student numbers from a Language Background other than English steady at approximately 30%.

Students are grouped into 17 classes with strong Library and Visual Arts programs supporting classroom teaching through Release from Face to Face teaching time for classroom teachers.

The parent community are highly supportive of their children enjoying a successful Primary School experience across a range of sporting, cultural and academic endeavours.Specialist programs in gymnastics, swimming, dance, band, film making and robotics complement traditional teaching programs.

School planning process

Kareela Public School has engaged with staff and community in developing our school plan through surveys and online feedback response systems. The school vision statement has been created through the collation of individual responses which were developed into statements of intent and practice. These statements were written into one vision which was reviewed and developed to clearly encapsulate the ethos of Kareela Public School.

Our strategic directions have been drawn from the three areas identified, through processes described above, as being of central importance: Quality Teaching and Learning – providing a relevant, differentiated curriculum to enable students to achieve their best; Well being – programs grounded in the new syllabus documents with a focus on future focused learning capabilities; Leadership – ensuring that teachers have the necessary skills, knowledge and understandings to deliver Strategic Directions 1 and 2.

Improvement measures are developed through analysis of student achievement data to ensure continued growth and successful achievement.

 This plan has been presented to staff and parents for discussion and final comment.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Excellence in Learning

Purpose:

Visible Learning

Establish a culture where students become drivers of their own learning as they develop an understanding about what and how they learn.

Future Focused Learning

Develop students who are engaged, self–motivated, life–long learners equipped with the capacity to engage safely and effectively with changing information and communication technologies in a future–ready learning environment.

STRATEGIC DIRECTION 2
Excellence in Teaching

Purpose:

To support staff in a stimulating and engaging professional environment which encourages collaboration to ensure all aspects of the Australian Professional Teacher Standards (APTS) are understood and being implemented. To provide development and professional learning opportunities which build efficacy at teacher directed requirements and are underpinned by student and school needs.

STRATEGIC DIRECTION 3
Creating an Inclusive and Positive School Culture

Purpose:

To create and maintain a positive school culture through high expectations for all staff and students.

To provide opportunities for all staff to lead whole school and Community of Schools initiatives leading to strengthened teaching and learning.

To provide opportunities for students to develop leadership skills across all years.

Strategic Direction 1: Excellence in Learning

Purpose

Visible Learning

Establish a culture where students become drivers of their own learning as they develop an understanding about what and how they learn.

Future Focused Learning

Develop students who are engaged, self–motivated, life–long learners equipped with the capacity to engage safely and effectively with changing information and communication technologies in a future–ready learning environment.

Improvement Measures

Staff observations and surveys show increasing confidence and use of visible learning strategies.

PDP's, programs and observations show increasing confidence and use of future focused learning, digital technologies and flexible student learning environments.

All students achieve targets and demonstrate progress at least equal to one years growth for each year at school.

Student work samples and evidence of learning shows increasing use of language, success criteria and feedback to monitor and improve learning.

100% of learning environments are resourced and organised to allow for flexible student organisation and seamless integration of ICTs.

People

Students

Understand what makes a good learner and take responsibility for their own. Students will demonstrate future–focused learning dispositions, including: communication, collaboration, creativity and thinking critically when utilising ICTs, across all learning areas.

Staff

Value the importance of consistent and informed evaluation of student work tied to quality feedback. Engage in professional learning opportunities that focus on Visible Learning, the use of G–Suite for Education and digital technologies, organise flexible and innovative learning environments.

Parents/Carers

Parents will talk to their children about what they are learning.and have an understanding of future–focused learning and how they can support their child to be a successful learner. They will support procedures that promote safe, productive and aware digital citizenship in all staff and students.

Leaders

Support teachers by modelling, implementing, mentoring and leading evidence based best practice models. Embrace the school's vision for future–focused learning, thereby connecting teachers, students and the community to the possibilities for knowledge access and use of current and

Processes

Visible Learning

Quality professional learning and a shift in pedagogy will be based upon the work of John Hattie, including common language, personal goals, consistent assessment and a school culture of feedback..

STEM and Digital Technologies Project

Support teachers and students to be proficient in the use of G–Suite, and the new Science and Technology syllabus. Including a STEM and Formative Assessment project.

Future Learning Spaces by Design Project

Develop and implement conceptual, inquiry–based STEM programs based upon a thorough understanding of future–focused teaching and learning.

Provide professional learning about designing flexible learning environments based upon the Hasso–Platter Institute Model from Stanford University (Futures Learning Unit)

Evaluation Plan

Surveys, PDP's,Programs, Observations, Student work samples, Student voice, Learning Intentions/Success criteria, Student Growth data, Individual learning goals

Practices and Products

Practices

Students will understand and articulate the characteristics of an effective learner, set authentic learning goals and use feedback and success criteria as a means to evaluate and improve their learning.

Student progress is monitored through the collection and evaluation of quality valid and reliable data.

Teachers integrate a range of technologies into classroom practice in line with SAMR Model across learning areas.

Students communicate and interact for authentic purposes. They are critical and creative thinkers and problem solvers, demonstrating the ability to collaborate and communicate effectively.

Products

Visible learning is demonstrated across the school through high levels of teacher and student support.

Surveys show parents/carers possess a greater understanding of the school's goals and are better to able to support their child's learning.

Physical learning environments accommodate future learning skills and dispositions, the use of mobile ICTs and learning configurations encourages communication, collaboration and critical thinking.

Programs reflect teacher the delivery of STEM, G–Suite for Education and explicit teaching of digital technologies.

Strategic Direction 2: Excellence in Teaching

Purpose

To support staff in a stimulating and engaging professional environment which encourages collaboration to ensure all aspects of the Australian Professional Teacher Standards (APTS) are understood and being implemented. To provide development and professional learning opportunities which build efficacy at teacher directed requirements and are underpinned by student and school needs.

Improvement Measures

Increased percentage of teachers are implementing research based pedagogy in their literacy and numeracy teaching and learning programs as evidenced through programs.

Increased percentage of teachers are working towards personalised performance and development goals, reflective of the Australian Professional teaching standards at the appropriate level and priorities as identified in the school plan.

Increased proportion of students show growth in Literacy and Numeracy.

People

Staff

Staff will be actively engaged in their own professional learning needs and development and maintenance of professional records. They will use evidence based practices and maintain accurate assessment data to adjust teaching strategies.

Leaders

Leaders will establish and improve processes which build the capacity of the school community to use data and engage in evidence–based conversations about school improvement (particularly relating to teaching practices). They will use comprehensive knowledge of current research.

Students

Students will provide timely and respectful feedback to teachers on their learning experiences.

Parents/Carers

Parents are engaged in their child's learning through the increased sharing of information.

Processes

Research based pedagogy

Solid research will be drawn upon to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Progression

Build all teachers capability to lead curriculum innovation and sustain excellence. PDP planning, mentoring/coaching skills development,leadership development, teacher professional standards and succession planning opportunities.

Evaluative Practice

Data including Continuums/Learning Progressions is updated and monitored to inform teaching and plan for learning. High quality data will be extracted and used for driving whole school initiatives.

Evaluation Plan

Practice Analysis Conversation, Program supervision, Professional Development Plans, Schools Excellence Framework, Teacher Professional Standards, Mentor/mentee feedback, Continuums/Learning Progressions and NAPLAN Data, TTFM survey, Regular reporting against milestones to the school and community.

Practices and Products

Practices

Teachers reflect and gather evidence of their progression through ATPS related to their professional goals and PDP.

Teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices and rely on evidence based teaching strategies.

Teachers are actively engaged and committed to developing their own capacities and capabilities as teachers and leaders.

Products

Each teacher maintains a professional learning plan based on the Performance and Development Framework underpinned by the APTS.

Programs, PDP's and PLP's evidence targets differentiated learning.

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

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes.

Strategic Direction 3: Creating an Inclusive and Positive School Culture

Purpose

To create and maintain a positive school culture through high expectations for all staff and students.

To provide opportunities for all staff to lead whole school and Community of Schools initiatives leading to strengthened teaching and learning.

To provide opportunities for students to develop leadership skills across all years.

Improvement Measures

Positive increases in responses across a range of areas from parent, student and teacher Tell Them From Me Survey.

Regular collection, analysis and communication of school behaviour, attendance and LST data shows improved student, attendance and individualised support.

People

Staff

All staff will demonstrate a deep understanding of and commitment to the school philosophy.

Students

All students will demonstrate a deep understanding of the schools philosophy and will strive to display the schools values in all aspects of their lives.

Parents/Carers

All Parents and Carers will demonstrate a deep understanding of the schools philosophy and will support students and staff in the enactment of this philosophy.

Processes

Improve Staff Moral and Collegiality

Staff will undertake Professional Development of KidsMatter Component 4 with a focus on supporting positive Mental Health.

Creation of a School Philosophy

Staff, parents and students will engage in the creation of a School Philosophy which will support the schools vision statement.

Creation of a Friendship Garden and Buddy Bench

Students will be trained in the purpose of the Friendship Garden and Buddy Benches and how to support their peers who use it.

Evaluation Plan

TTFM survey responses

Behaviour data in SENTRAL

LST data referrals

Attendance Data

Practices and Products

Practices

Staff and students use a mindset that will engage and align teachers with the schools shared philosophy and speak a common language of excellence.

Staff engage in collaborative projects and display practices that are reflective of a cohesive team.

Students understand and can articulate the purpose of the Friendship garden and Buddy Bench.

Products

Kareela PS Philosophy that all stakeholders have written together guides a welcoming and inclusive school environment with a positive school tone.

Individual needs of all students are met and catered for in a caring and supportive school environment.

Increased numbers of parents and community members working in classrooms as learning partners.

Creation of Friendship Garden that is utilised by students.

Creation of special purpose play areas/activities that support the needs of all students.