

# School plan 2018-2020

## Kurri Kurri Public School 7422



# School background 2018–2020

## School vision statement

### Our Vision

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school – **a great place for scholars to learn and grow with purpose, joy and passion.**

## School context

Kurri Kurri Public School has a proud history of providing quality education. It is the centre of the Kurri Kurri community, in the area of the Hunter identified as the Coalfields. In 110 years of providing Public Education, the school has served generations of families. We are proud to be part of the ongoing lives of the community.

Positive Behaviour for Learning is an important part of the school framework and the mission statement “learning, caring and respect for all” underpins the philosophy and practices of the school.

Kurri Kurri Public School is a large regional primary school with an enrolment of 670 (450 families) which services a diverse community. In 2017 there were 29 classes including three support (two multi-categorical, one IO/IS) classes for students with specific additional needs.

Analysis of NAPLAN data across the years of the previous school plan 2014–2017 sees variation in trends of overall results for both year levels and subjects. However Year 3 trend data has become positive. Impacts on this data have been the consistency of pedagogy and programming for scholars as a result of the school plan, and the Early Action for Success initiative. This initiative is now extended to scholars and staff in years 3–6.

The 2017 evaluation recommended building on current explicit teaching practices, while extending ways of planning for learning that enable students to connect learning and enhance their love of arts and literature. Wellbeing practices were also recommended to continue, with an emphasis on releasing staff to provide instructional leadership to support all teachers in key practices, and creating a clear link between current practices, leading towards resilience and wellbeing for scholars, staff and community.

## School planning process

### Kurri Kurri PS School Evaluation 2017

The Kurri Kurri Public school 2017 Evaluation was conducted in September 2017..

The evaluation reviewed school performance and made recommendations in regard to:

**Learning** – student engagement in learning and achievement

**Teaching** – Quality teaching practices and curriculum implementation

**Leadership** – professional support of staff and building staff capacity, community engagement, management and communication

**Wellbeing** – of scholars, staff and community

### METHODOLOGY

Interviews, focus groups, observations, surveys, assessment data, matrix and document analysis were used for the Evaluation

### Key evaluations

Writing and spelling; Differentiation; Executive and specialist support of staff

### Evaluation Team Members

Executive – Eve Eather, Victoria Sturman, Amanda Oliver, Kirsty Brown, Jenna Herdegen

Staff members – Linda McCauley, Nicole Hutchinson, Genelle Parker, Michelle Breakwall

Community Liaison Officer – Davina Dawes

Parent representatives – Christine James (P&C President); Liz Wood, Lydia Carr.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality teaching, outstanding learning

### Purpose:

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, underpinned by high expectations. Teachers model and share a flexible repertoire of strategies to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic. Promoting confident competent lifelong learning is our goal.

## STRATEGIC DIRECTION 2

Strong citizens, strong community

### Purpose:

To ensure that our school is an enjoyable safe community where everyone has a sense of belonging and where we work together to overcome challenges. Promoting competent, confident, life long learning is our goal..

## STRATEGIC DIRECTION 3

Connected learning, engaged scholars

### Purpose:

There is a school-wide promotion of student engagement and responsibility for learning. We embed and connect literacy and numeracy skills as future focused learning experiences create competent, competent life long learners.

# Strategic Direction 1: Quality teaching, outstanding learning

## Purpose

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, underpinned by high expectations. Teachers model and share a flexible repertoire of strategies to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic. Promoting confident lifelong learning is our goal.

## Improvement Measures

Increase percentage of students demonstrating expected growth in literacy and numeracy (NAPLAN and effect size measures).

At least 80% of students demonstrating expected growth per semester across DoE literacy and numeracy progressions relevant to expected timeframes.

Observations of teaching identify that classroom practice is informed, reflective, relevant, well-planned and engaging.

Progressively increase percentage of scholars in top 2 bands for NAPLAN.

## People

### Staff

Use data to inform teaching and learning programs and evaluate and adjust their teaching strategies.

### Staff

Work collaboratively to design and deliver quality teaching and learning programs underpinned by high expectations and informed by current research.

### Leaders

Model, support and encourage best practice in the teaching of literacy and numeracy.

### Students

Engage in productive learning experiences allowing them to achieve expected growth in literacy and numeracy.

### Parents/Carers

Engage in the learning of their children and support the achievement of learning goals.

## Processes

### Research Informed Pedagogy for Literacy and Numeracy

A coordinated approach to teaching literacy and numeracy is embedded school wide.

### Instructional Leadership

All teachers demonstrate best practice in the teaching of literacy and numeracy.

### Educational Neuroscience

Instructional leaders draw on current research to strengthen staff understanding of educational neuroscience, and implement programs to enhance student outcomes.

## Evaluation Plan

- observation of practice
- regular gathering of data for analysis
- reflection and reporting on the impact of planned activities and milestones
- analysis of school-based and external assessment, data, lesson plans/teaching programs
- IEP review
- TTFM
- teacher feedback analysis
- staff, parent and scholar surveys and forums
- reflection against the SEF

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All teachers utilise feedback to improve their teaching and learning practice, with processes of collegial co-learning and observation embedded as professional learning.

Teaching practices are supported by an understanding of the impact of neuroscience upon teaching and learning.

From now on specific targeted practices in literacy and numeracy pedagogy will be implemented by all class teachers and supported by specialist instructional leaders.

### Products

100% of teaching and learning programs are data based, differentiated for individual student learning needs, program review and student work samples.

All teachers can identify areas for development, which are evident in programs and PDPs.

Teaching and learning programs reflect current understandings of educational neuroscience.

As a result of our work scholars will make expected growth in literacy and numeracy

# Strategic Direction 2: Strong citizens, strong community

## Purpose

To ensure that our school is an enjoyable safe community where everyone has a sense of belonging and where we work together to overcome challenges. Promoting competent, confident, life long learning is our goal..

## Improvement Measures

Reduction of incidents leading to suspension by 30%.

85% of scholars are identified in the green tier of the PBL data triangle.

Positive trends regarding sense of belonging and respectful relationships are reflected in school community survey data.

Attendance data indicates 94% of scholars attend school regularly

## People

### Students

Participate in school wide programs that support wellbeing, and positive behaviour for learning, leading to most scholars identifying positivity in their mental health and wellbeing through data gathered.

### Students

Demonstrate responsibility for managing issues and choice of behaviours.

### Staff

Utilise wellbeing practices to achieve personal wellbeing and maintain job satisfaction.

### Leaders

Model, support and encourage staff and executive colleagues in wellbeing practices.

### Parents/Carers

Are actively involved in various aspects of school life including transitions, 3 way conferences, open classrooms and traditional events; and have a sense of belonging and community in relation to the school.

### Staff

Identify wellbeing goals with scholars.

### Staff

Undertake professional learning to implement whole school programs.

## Processes

Staff professional learning in wellbeing practices and programs will ensure that our school is an enjoyable safe community.

Alignment of school wide wellbeing programs to enhance and create a positive school culture.

Revise and implement quality systems to monitor and track student wellbeing and further enhance a positive school culture .

## Evaluation Plan

Central Data

PBL Data

Attendance data

Tell them from me – scholar, teachers, parents

REcords of attendance at school events – numerical data, visual records, Facebook responses

Review of IEPS and Behaviour Management Plans

Reflect against the Wellbeing Framework

Reflect against the SEF

## Practices and Products

### Practices

Students and staff will regularly and consistently participate in programs to support well-being ie mindfulness, Rock and Water, PBL lessons, positive psychology, restorative practice and Bounce Back.

Regular collaboration between students, parents, teachers and supervisors will occur in order to develop, monitor and implement social and emotional learning goals.

Differentiated, inclusive programs and opportunities will be provided so that all scholars, staff and families will feel a sense of belonging within the school and as part of the whole community.

### Products

Consistent school wide approach – language, school management systems, expectations–creates measurable improvements in wellbeing and engagement to support learning.

Students have capacity to resolve problems and make appropriate decisions in a socially acceptable manner.

There is a school wide responsibility for scholars wellbeing and success shared by scholars and parents.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

# Strategic Direction 3: Connected learning, engaged scholars

## Purpose

There is a school-wide promotion of student engagement and responsibility for learning. We embed and connect literacy and numeracy skills as future focused learning experiences create competent, competent life long learners.

## Improvement Measures

Classroom observations identify that play-based and project based learning are embedded in the school.

Increased rigor and self-direction is evident in play-based and project-based learning activities and units of work

Increased levels of scholar engagement is evident in all key learning areas

## People

### Students

Increase engagement levels and demonstrate an independent self-directed attitude towards joyous learning.

### Staff

Collaboratively forward plan outcome based teaching programs and establish explicit success criteria for learning.

### Parents/Carers

Engage with the learning of their children and develop an understanding of the pedagogy of the school.

## Processes

### Professional learning

Implement professional learning to allow the programming principles of REAL project based learning and Play Based learning to support collaborative planning of units of work.

### Technology

Develop and implement systems to ensure that technology is used to support and promote connected learning and engage scholars.

### Student voice

Research current best practice on student voice and implement programs that provide students with opportunities to give teacher/peer feedback on their learning.

## Evaluation Plan

TTFM surveys – scholars, teachers, parents

Teaching programs/collaborative units

Post-unit reflections – scholars and teachers

Sentral Data

Student behaviour analysis

Classroom observations

Scholar work samples

scholar, parent and staff surveys and forums

## Practices and Products

### Practices

Through play based learning and REAL projects, scholars identify connections in skills, knowledge and content related to different syllabi.

Students and staff embrace and implement flexible future focused learning.

Staff collaborate to plan and teach rich units of work – 'plan hard, teach easy'.

Scholars direct their own learning.

Staff model and promote a love of arts and literature.

### Products

Classrooms are flexible and motivating teaching and learning environments.

Consistent student engagement and self-directed learning evident in all

Successful learners confidently communicate learning and achievements.