

School plan 2015-2017

Kegworth Public School 2270



School background 2015–2017

School vision statement

At Kegworth Public School we are committed to creating a safe, caring and inclusive environment where all students can reach their true potential, experience success and develop as creative, resourceful and responsible citizens. We believe:

- Students engage in learning which has pedagogical relevance and quality;
- Students have the right to learn in a respectful, nurturing and collaborative environment where they are valued;
- Parents are seen as “partners in education” and are actively encouraged to be involved;
- Teachers, parents and students value their integral role in the learning process. We:
- Are committed to excellence and have high expectations for every student;
- Make learning relevant to students, make cultural connections and engage with the community in which the students live;
- Generate a love for life-long learning, demonstrating and modelling this passion to motivate and instil in others;
- Are effective communicators with students, parents and community members;
- Have the patience, compassion and humour to support student well-being and resilience to persevere when things are difficult;
- Have a deep understanding and expert knowledge of teaching content and pedagogy;
- Engage and work with the local school and broader communities;
- Value and demonstrate ethical and respectful behaviour in ourselves and towards others;
- Take responsibility for professional learning, value and model opportunities to improve teaching practice.

School context

Kegworth Public School services students from the local community and beyond. Established in 1887, the school has developed its reputation for providing quality service, high educational opportunities and a welcoming, inclusive environment. Our school fosters a culture which enables our students to develop as active, responsible learners, able to participate in an ever changing and technologically demanding society.

Our vision statement reflects the value the school community places on learning and on the welfare of its students.

Classified as a P3 school and located in the inner city, Kegworth supports students from Pre-School to Year 6.

The school has a population of 346, with 4% Aboriginal students and 22% of students are from language backgrounds other than English with Italian decent being the largest cultural background.

The school currently comprises of 14 classes. With increasing student enrolments, the school can comfortably grow to support up to 15 classes. Quality programs include dynamic creative and performing arts programs, comprehensive sporting and environmental education programs, Community Language (Italian) program and specialist programs in Music, Visual Arts and Information Communication and Technology.

Our school has a high reputation in the community for scholarship, student well-being and behaviour, and the commitment of all teaching and ancillary staff to the welfare and development of all students.

Kegworth’s school motto is: **“Commitment, Excellence and Success for the Future”**

School planning process

Towards the end of 2014, a process was undertaken to review the school’s current practices and collect evidence, including specific data from:

- NAPLAN tests;
- school based and standardised assessments;
- data relating to attendance and behaviour;
- survey data from students, staff and parents.

Using the “Schoolbag” pro forma, the school community assisted the school to identify the key qualities that were common to create the school’s vision statement.

Consultation, communication and collaboration with school stakeholders over this period of time provided valuable information in a number of school areas, including:

- school strength;
- school opportunities and
- areas for school development.

This was achieved through:

- student, staff and parent surveys;
- student, staff, and parent workshops;
- parent, P&C and staff meetings;
- staff planning days.

The identification of three broad key strategic directions as a basis for a shared commitment to future school developments and progress were developed as part of the school’s Strategic Directions and Improvement Measures for 2015 – 2017.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

Quality Practices & Student Achievement

Purpose:

To improve student learning outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practices, incorporating the modes & skills from the English and Mathematics K – 10 syllabus.



STRATEGIC DIRECTION 2

Quality Teaching, Learning & Leadership

Purpose:

To develop a school culture where staff take responsibility for:

- professional and personal learning;
- ensuring best practice;
- making connections within and beyond the school community.



STRATEGIC DIRECTION 3

Quality Relationships & Systems

Purpose:

To develop a positive school and community environment through;

- effective organisational systems;
- the development of quality Student Welfare programs and policies, focussing on student well-being, equity and social inclusion.

Strategic Direction 1: Quality Practices & Student Achievement

Purpose

To improve student learning outcomes in Literacy and Numeracy through the development and delivery of consistent high quality teaching practices, incorporating the modes & skills from the English and Mathematics K – 10 syllabus.

Improvement Measures

Data is gathered using the whole school assessment model in Reading, Writing and Mathematics:

For 80% of children to be within or above their cohort level for:

- Reading (K – 6);
- Writing (Yrs 1 –6);
- Spelling (Yrs 3– 6);
- Punctuation & Grammar (Yrs 3 – 6)
- Mathematics (Yrs 2 – 6)

We aim for the success in these improvement measures to be reflected in our NAPLAN smart data.

All staff utilising formative assessment and growth mindset strategies, evident in quality teaching and learning programs.

People

Students

Levels of achievement in Literacy and Numeracy will be improved through the development of engaging, differentiated and contextualised teaching and learning, designed to build on current knowledge and meet the individual needs of students.

Staff

Capabilities will be developed by designing and implementing individualised professional learning. A whole school assessment model will be developed to support all staff in meeting and assessing the educational needs of students. Embedding formative assessment and growth mindset strategies to inform teaching and learning.

Leaders

Continue to initiate specific and whole school programs to meet the students learning needs. Regular review and evaluation of school plans and data in consultation with staff, leading informed adjustments to current programs and/or practices where required.

Community Partners

Engage other research practices and experts to support the implementation and evaluation of pedagogical practice.

Parents/Carers

Engaging parents and caregivers in the collaborative learning environment.

Processes

Assess students through a range of standardised, diagnostic and school based tests, formative and summative assessments at grade level for personalised learning.

Use data to provide engaging lessons to target individual needs and improve student outcomes.

Individual student achievement across the continuums recorded at term end on PLAN.

Data is used to monitor student progress and inform teaching and learning programs.

Parent participation in interviews, workshops, forums and / or meetings to inform and actively engage with child's learning.

Evaluation Plan

Evaluation of whole school assessment model;

Collection and analysis of a wide range of student assessment data (including PLAN), used to monitor student progress and inform teaching and learning.

Review implementation of whole school student data system.

Evaluate communication and / or student reporting processes for parents/caregivers.

Evaluate formative assessment and growth mindset strategies to ensure best practice in the classroom.

Practices and Products

Practices

Evaluate school performance in Literacy and Numeracy, evidenced through internal and external data.

Implementation of a whole school assessment model.

Products

Teachers have a thorough understanding of the whole school assessment model and use it to inform the teaching and learning cycle in their classroom.

Staff reflect on their own learning and leaderships goals through the Performance and Development Framework (P.D.F.).

Parents access regular verbal and / or written communication, to inform them of their child's progress throughout the year.

Strategic Direction 2: Quality Teaching, Learning & Leadership

Purpose

To develop a school culture where staff take responsibility for:

- professional and personal learning;
- ensuring best practice;
- making connections within and beyond the school community.

Improvement Measures

All staff have individualised professional learning which are aligned to:

- Australian Professional Standards for teaching;
- Performance and Development Framework (P.D.F.);
- NSW Curriculum;
- DEC Reforms – Great Teaching and Inspired Learning and School Excellence;
- School Strategic Directions.

People

Students

Engage in learning through programs based on the Australian Curriculum and NSW syllabus documents, with a focus on best practice.

Staff

Provide a program of personalised professional development for all teaching staff through a range of strategies using the Performance and Development Framework (PDF)

Staff

Develop the leadership capabilities in line with Australian Professional Standards for Teachers.

Leaders

Current and aspiring leaders will be given professional development opportunities to develop skills and capabilities.

Parents/Carers

Information and communication will be provided using established school protocols.

Processes

Implementation of a professional development program according to the Performance and Development Framework (P.D.F.). These include:

- using a range of innovative strategies;
- planned peer observation; document analysis;
- conferencing and constructive feedback on the NSW curriculum and implementing the Australian Professional Standards for Teachers;
- engage in staff training;
- development and appraisal system incorporating reforms such as GTIL and School Excellence.

Evaluation Plan

- Feedback from teaching and non teaching staff to inform best practice.
- Monitor staff leadership and professional opportunities throughout the year.
- Monitoring of teacher accreditation and maintenance process (NESA).

Practices and Products

Practices

Staff reflect, evaluate and report on their professional goals through the accreditation process and the P.D.F.

Products

All staff are working according to the P.D.F. which are designed collaboratively and supported by the Leadership team.

Building capacity of all staff through the provision of professional opportunities.

As of 2018, all teaching staff will maintain their accreditation using the Australian Professional Standards for Teachers.

Strategic Direction 3: Quality Relationships & Systems

Purpose

To develop a positive school and community environment through;

- effective organisational systems;
- the development of quality Student Welfare programs and policies, focussing on student well-being, equity and social inclusion.

Improvement Measures

Effective development & implementation of positive Student Welfare programs, policies and procedures, including:

Social Inclusion: Discipline and Anti-Bullying

Student Well Being: Student Health, Leadership, S.R.C, Out of Home Care and Values Education

Homework – policy & procedures

Student Attendance

Learning and Support Team: student LST referrals and ILPs / PLPs

Improved parent community engagement and communication with the school.

People

Students

Students will aim to be safe and respectful learners. This will include:

- promotion of resilience;
- responsibility;
- self-discipline;
- citizenship.

Staff

Participate in professional development to support the review, development and implementation of school welfare programs.

Leaders

Provide ongoing support, professional learning and resources to leadership team that allow them to further support and engage with staff, families and community.

Parents/Carers

Will be kept informed using established school protocols.

Parents and caregivers will be included through the provision of opportunities for class participation and school community events.

Community Partners

Develop ongoing relationships with organisations, community groups, businesses, agencies and other education providers.

Processes

Work collaboratively with school and community stakeholders to ensure an inclusive school environment.

Staff review current School Welfare programs against the Well Being Framework.

Inclusion of any new programs such as Positive Behaviour for Learning (PBL) will be developed and implemented.

Personalised Learning Plans (P.L.P.s) and Individual Learning Plans (I.L.P.s) are developed and monitored as required for identified students.

Maintain effective home/school communication so that parents continue to be aware of school events and opportunities.

Monitor student achievement, welfare & LST information.

Evaluation Plan

- Review and update relevant student welfare policies/procedures with staff and school community.
- Evaluate effective school communication / reporting processes with school community.
- Evaluate student welfare programs (e.g. PBL) with relevant school stakeholders, as appropriate (e.g. survey – "Tell Them From Me")

Practices and Products

Practices

A whole school focus on positive behaviour and relationships to promote a culture of inclusivity and improvement. This will include:

- P&C and parent community;
- Aboriginal & Multicultural teams;
- strong ties to community agencies;
- student empowerment and leadership.

Products

As a result of reviews of school student welfare policies and procedures, we will have;

- An inclusive and welcoming school community;
- Students engaged in learning;
- Students with a sense of resilience, responsibility, self-discipline and citizenship;
- Students who can make decisions about their learning and their school;
- Health Care plans, Personalised and Individualised Learning Programs in place for all identified students. (P.L.P.s / I.L.P.s);
- Enhanced opportunities for families and community members to contribute and support the school.