# School plan 2018-2020

## Kegworth Public School 2270

# School background 2018–2020

## 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.

## 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.

Located in the inner city, Kegworth supports students from Pre–School to Year 6.

The school has a population of 355, with 4.8% Indigenous students and 29.5% of students are from language backgrounds other than English with Spanish decent (4.8%)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 creative and performing arts programs, comprehensive sporting and environmental education programs, Community Language program in Italian and specialist programs in Music and Digital Technologies.

Our school has a standing 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

The following practices and evidence were used to inform the next planning cycle:

- External assessment measures ie: NAPLAN and PLAN data;
- Internal assessment measures ie: school and standardised assessments;
- Data relating to student wellbeing, attendance and incident data;
- Learning Bar survey – "Tell Them From Me" data from students, staff and parents;
- Positive Behaviour for Learning (PBL) – overall implementation;
- School Excellence Framework – school self evaluation;
- Feedback – formal and informal from students, staff and parent community;
- Student, staff and parent workshops and meetings;
- Staff and executive planning days

# **School strategic directions** 2018–2020

## STRATEGIC DIRECTION 1
DATA DRIVEN STUDENT ACHIEVEMENT

**Purpose:**

For students and teachers:

- To provide a whole school approach to support students to have the greatest impact on their learning
- To acquire strong skills in literacy & numeracy through best practice, data analysis and implementation
- To use Formative Assessment strategies to identify their own learning needs

## STRATEGIC DIRECTION 2
FUTURE LEARNING

**Purpose:**

For students and teachers:

- To embed consistent practice, share expertise and develop skills and strategies in ICT, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics)

## STRATEGIC DIRECTION 3
COLLECTIVE WELLBEING

**Purpose:**

For students, staff and parent community:

- To promote positive individual and collective wellbeing necessary to support academic & social development through a growth mindset approach
- To focus on giving students voice to develop active and connected learners who thrive, succeed and contribute positively throughout life

# Strategic Direction 1: DATA DRIVEN STUDENT ACHIEVEMENT

## Purpose

For students and teachers:

- To provide a whole school approach to support students to have the greatest impact on their learning
- To acquire strong skills in literacy & numeracy through best practice, data analysis and implementation
- To use Formative Assessment strategies to identify their own learning needs

## Improvement Measures

Increase the percentage of students achieving at least 1 year's growth in literacy (reading, spelling, grammar & punctuation)

Increase the percentage of students achieving at least 1 year's growth in numeracy

Increase growth of students in Years K – 6 in Literacy, as determined by the school's based assessment model

Increase growth of students in Years K – 6 in Numeracy, as determined by the school's based assessment model

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading, writing and numeracy.

PDP's observations, teacher feedback and programs show increasing confidence and use of data in collection and analysis to modify teaching practice (as appropriate to their role)

## People

### Students

Become reflective learners who are able to articulate their learning and provide feedback to peers and teachers

### Staff

Analyse student data to accurately track student progress longitudinally and plan for future learning and assessment

Demonstrate the five recognised strategies of Formative Assessment (eg: LISC)

Have an understanding that the growth mindset approach, underpins Formative Assessment

### Parents/Carers

Understand what their children are expected to know, understand and support learning development and progress

Have opportunities to receive regular feedback and give input to support student learning progress

### Leaders

Support teachers to develop best practice in the use of Formative Assessment

Work as a leadership team to properly track K–6 data and provide training to whole staff for in depth analysis for improvement in student learning

Regular review and evaluation of school plans and data in consultation with staff

## Processes

### Data analysis and implementation to inform practice & planning

Develop teacher expertise in the analysis of data and how to reflect and respond to it

### Feedback for Learning

Draw on current research to inform teaching practices in the classroom and improve learning outcomes

Use assessment strategies to enhance feedback and learning discussions in the classroom

### Scope & Sequences

English and Mathematics scope & sequences to be updated and / or created and implemented

### Evaluation Plan

- Class teaching & specialist programs
- PDP process
- Student achievement – external & internal data
- PLAN2 & learning progressions
- Surveys, observations and feedback
- Regular monitoring & evaluation of Strategic Direction to evaluate effectiveness and / or implement change, if required

## Practices and Products

### Practices

Teachers plan and work collaboratively, guided by scope & sequences, across the school to ensure formative assessment strategies are embedded within their programs

Teachers analyse and use a range of external and internal data to inform teaching practices, differentiation and improve student outcomes

Data is used to drive teaching practices and planning to determine whether students have achieved a year's worth of growth for a year's worth of schooling

Students are able to identify where they are at and what steps they need to take to improve learning outcomes and respond positively to feedback

Teachers use feedback to guide students to improve learning outcomes and to articulate future learning goals

### Products

Data shows achievement and growth of student outcomes across internal and external evidence sources

Teachers demonstrate an understanding of each student's learning needs, give feedback and are able to articulate future learning goals based on data analysis

English and Mathematics scope & sequences are evident

PDP's and programs show data driven practice and Formative Assessment are successfully embedded

# Strategic Direction 2: FUTURE LEARNING

## Purpose

For students and teachers:

- To embed consistent practice, share expertise and develop skills and strategies in ICT, Digital Technologies and STEM (Science, Technology, Engineering and Mathematics)

### Improvement Measures

An increase in teacher confidence in using STEM and ICT across the curriculum

An increased proportion of STEM units are embedded in all class teaching programs

Increased proportion of teachers using ICT across a range of Key Learning Areas

An increase in the number of students using digital technologies to produce quality products that support learning

## People

### Students

Become creative users of digital technology through designing and making to solve everyday problems

### Staff

Improved confidence, expert implementation in incorporating ICT, Digital Technology and STEM across curriculum

### Parents/Carers

Develop an awareness, understanding and support of new approaches to ICT and Digital Technology

### Leaders

Facilitate staff professional learning through role modelling

Support teachers to embed ICT and STEM units

Regularly review and evaluate school plan with leadership team and / or staff

### Community Partners

The school will engage with communities that focus on innovating learning to share ideas, progress and expertise

## Processes

### Embedding STEM into the curriculum

Identify and implement quality STEM programs that be integrated across the curriculum

### Embedding ICT into the curriculum

Develop and enhance ICT skills for student and staff to enhance quality learning across Key Learning Areas

### Evaluation Plan

Professional Learning / PDP's

Survey – ICT / STEM / Digital Technology – staff

Survey – ICT / Digital Technology – students

Class teaching programs / student work samples

Technology audit

## Practices and Products

### Practices

Students use STEM and ICT based practices to enhance quality learning opportunities (designing, making and creating)

Teachers demonstrate skills, confidence and expertise to enhance learning through STEM and ICT

Professional learning in ICT / Digital Technology builds on the capabilities of all staff through shared expertise

### Products

STEMS units are evident in class teaching programs, across curriculum

ICT Scope & Sequence is evident and is implemented across Key Learning Areas

Surveys show that teachers incorporate ICT effectively in the classroom

Additional hardware / software purchased to support ICT and Digital Technology

# Strategic Direction 3: COLLECTIVE WELLBEING

## Purpose

For students, staff and parent community:

- To promote positive individual and collective wellbeing necessary to support academic & social development through a growth mindset approach
- To focus on giving students voice to develop active and connected learners who thrive, succeed and contribute positively throughout life

## Improvement Measures

Increase the number of students who can identify someone at the school who is an advocate – providing encouragement, support and advice

Increase the number of students who consistently reflect the school's values through compliance (ie: SENTRAL) with school behavioural expectations and rules

Increased positive parent responses to school communication systems and procedures

## People

### Students

Understand school expectations and rules and demonstrate expected positive behaviours.

Exhibit a growth mindset

### Staff

Consistently apply the principles of Growth Mindset across all school settings

Consistently apply the school processes relating to PBL and Anti–Bullying

### Parents/Carers

Develops an increased awareness of the wellbeing framework and how it manifests itself in the school environment

### Leaders

Collaborate and communicate with the school community to implement Well Being programs effectively

Review and evaluate school plan with leadership team and / or staff

### Community Partners

Work together to establish meaningful and proactive partnerships that enhance student well being and engagement eg. speech therapist

## Processes

### Policy Development

Anti – Bullying procedures are reviewed and updated

Learning and Support Team procedures are reviewed and updated

Communication procedures are reviewed and updated

### Positive Behaviour for Learning

Further establishment of PBL policy and processes to enhance consistent approaches across the school

Growth Mindset embedded into wellbeing strategies

### Evaluation Plan

TTFM and school surveys – students, staff and parents

PBL data collection

Excellence in School Customer Service Reflection Tool

Meetings minutes – administration, SRC, LST and P&C

Transition to school programs

## Practices and Products

### Practices

School processes are used to enhance a positive school culture, promote respectful relationships, engagement and connectedness for students, staff and parents

Every student identifies with and has a strong established relationship with a staff member, based on trust and respect, who will support, guide and provide advice to enhance student's potential

P&C and wider parent community are provided with communication opportunities to be involved and consulted in school planning, initiatives and in partnership with teachers to enhance student learning

### Products

Evidence shows that students are aware of the PBL framework and how it supports them at their stage level

Observations and programs show that PBL is consistently integrated and embedded into classroom and whole school practices

Systems and procedures are evident, communicated and implemented

Student voice shows Growth Mindset is demonstrated through students and staff have the awareness that making mistakes are part of the learning process