

# School plan 2018-2020

## Kellys Plains Public School 2273



# School background 2018–2020

## School vision statement

At Kelly's Plains Public School we are committed to providing quality education in a nurturing, innovative learning environment where every student is known, valued and supported.

Our ultimate goal is for students to be literate, numerate, confident and self directed enabling them to be future ready citizens who are compassionate and connected in an ever changing world.

We enable students to develop these skills through engagement in challenging learning experiences and opportunities which foster collaboration, creativity and critical thinking with value placed on being flexible, open-minded, resourceful, reflective, persistent and patient.

Teachers set high standards for students and continually develop their skills, knowledge and understandings to ensure that the school, every teacher and every student, improves every year.

The school's motto *Sharing Learning Caring* underpins this vision and is reflected in the collaboration between community, families, students and staff to ensure quality learning.

## School context

Kelly's Plains Public School was established in 1863 and is located in a rural setting 10km from Armidale. The school has approximately 37 students across K – 6 in two multistage classes. The small school context is the catalyst for great school spirit and pride among students, family and teachers. The school has a 154 year history of providing quality educational programs with a strong connection to the community especially through participation in the ANZAC service at Dangarsleigh War Memorial by students and P & C. The school enjoys an extensive playground with sandpit, fort, gym circuit equipment, sports oval, COLA, basketball courts and school garden that support learning as well as enabling creative play and problem based learning.

Kelly's Plains is part of the Armidale Community of Schools and also The Thunderbolt Alliance with three other small rural schools. Through this alliance, the school participates in, and leads, a range of STEM/STEAM initiatives. The school takes opportunities to implement music, language and culture classes across the school using external and parent expertise. Both classrooms have laptops and ipads, and all rooms including the Multipurpose room, have interactive whiteboards.

Kelly's Plains staff is comprised of newly and highly experienced teachers who are dedicated to providing learning experiences unique to the Kelly's Plains PS. The school has committed parents who volunteer with the students, as well as a supportive and active Parents and Citizens Association who support and fundraise to enable students access to additional learning resources and opportunities. The school provides assistance for students with additional learning needs for remediation or extension as well as wellbeing needs, utilising input from other agencies to provide 'wrap around support'. The school has a reputation as a high achieving and nurturing school with a differentiated curriculum. At Kelly's Plains Public School, the school and community work collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. .

## School planning process

The school has developed its two Strategic Directions through direct consultation with the students, teaching staff and the Kelly's Plains Public School P&C School Plan Focus Group. This process has taken place at formal School Plan Meetings, informal discussions and planning during Staff Meetings. Data has been collected from surveying the students and school community. This has enabled a working group headed by the Principal, Focus Group representatives and staff to lead the school in its Strategic Directions.

Evidence from the 2015–2017 school plan milestones along with review of processes for new families regarding enrolment, were used to inform planning for the school plan. Considerations were given regarding the strengths and perceptions of the school along with identification of the next areas for development.

As a result two key strategic directions were identified for the 2018–2020 target period.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Consistent, high quality teaching practice

### Purpose:

To deliver high quality teaching founded upon evidence based practice, consistent teacher judgement and targeted professional learning to ensure staff and student growth that enables improved student learning outcomes.



## STRATEGIC DIRECTION 2

Students succeed as learners to become confident, informed and responsible citizens

### Purpose:

To strengthen student capacity to be responsible for their ongoing learning and strive for improvement by engaging in challenging learning, identifying goals, problem solving and being innovative whilst making connections within and beyond the school.

# Strategic Direction 1: Consistent, high quality teaching practice

## Purpose

To deliver high quality teaching founded upon evidence based practice, consistent teacher judgement and targeted professional learning to ensure staff and student growth that enables improved student learning outcomes.

## Improvement Measures

- Assessment tasks are designed with a thorough knowledge of curriculum to provide accurate data of student learning and growth to be monitored using PLAN 2 for all students K–6.
- Analysis of school based data to monitor student progress with individual learning plans for students at risk, requiring extension, with specific support programs (Sensory, ASD) and specific areas of English and Maths
- Evidence of student growth of one year for each year of learning, gathered from internal and external assessment.

## People

### Students

Students will have an increased knowledge and understanding of their achievement levels and be able to identify their next learning goals. Students will engage in differentiated learning experiences to improve literacy and numeracy skills.

### Staff

Teachers will have knowledge of current best practice in quality teaching and an understanding of assessment of student achievement, for student learning and an ability to identify measures that demonstrate student growth.

Professional learning will build teacher capacity to improve student learning in literacy and numeracy as students progress from K–6.

### Parents/Carers

Engage in partnership with the school to develop an understanding of quality teaching and student achievement along a continuum of learning.

### Community Partners

Utilise expertise of community members to enhance school programs and professional learning for teachers..

## Processes

To develop whole school practices in the delivery of engaging and differentiated teaching programs using Thunderbolt Alliance scope and sequences.

To develop assessment 'for', 'of' and 'as' learning with a thorough knowledge of curriculum and evidence based practice.

To establish, monitor, implement and regularly review individual progress and adjust teaching to meet needs.

## Evaluation Plan

- Performance Development Plans evidence
- Generative Dialogue conversations to explore teacher growth and quality teaching.
- Implementation of strategies resulting from professional learning.

## Practices and Products

### Practices

Regular, quality professional learning at the school level and within the Thunderbolt Alliance utilising School Services and external opportunities to meet professional learning needs.

Whole school approach to designing and moderating assessment tasks. Ensure that accurate data is maintained for every student.

Monitor and track progress of all students on a regular basis identifying students at risk and developing interventions based on best practice and individual need.

Use of consistent teacher judgement to analyse assessment data, within and across the school, as well as similar cohorts across the Thunderbolt Alliance.

### Products

A whole school assessment and tracking guide.

A system is in place to analyse school based data in English and Maths as well as literacy and numeracy across all learning areas.

Common assessment tasks each semester, as possible across year 1 –6.

# Strategic Direction 2: Students succeed as learners to become confident, informed and responsible citizens

## Purpose

To strengthen student capacity to be responsible for their ongoing learning and strive for improvement by engaging in challenging learning, identifying goals, problem solving and being innovative whilst making connections within and beyond the school.

## Improvement Measures

- EBS Central to monitor improved attendance indicating greater participation in learning.
- Students are engaged in holistic learning opportunities showing improvement in participation over time.
- PLAN data and students' profiles are accessed and updated each term
- Students can identify learning goals and have input into progress.

## People

### Students

Students are provided with opportunities to engage in high quality learning of curriculum with access to new technologies and methodologies to enhance academic, emotional and social learning.

### Staff

All staff have a thorough knowledge of current wellbeing policies and practices.

All teachers are teaching problem based learning to enhance academic learning and wellbeing of each student..

### Parents/Carers

Parents engage in partnerships with the school to support students in their learning and encourage improved student participation in activities across the curriculum and attendance.

### Community Partners

Utilise expertise from colleagues, within and beyond the school and Thunderbolt Alliance and in the wider community where possible.

## Processes

To develop whole school practices and programs that support students to succeed academically and socially in a digital age.

Teachers engage in professional learning to develop understanding of problem based learning strategies, wellbeing and innovative practice to enhance student learning, engagement and wellbeing.

All staff, students and parents are connected learners who work collaboratively to achieve improvement.

## Evaluation Plan

- Up to date PLAN 2 data
- Evidence of targeted learning goals with input by students.
- Learning intentions and success criteria are used by every teacher in every lesson.

## Practices and Products

### Practices

- Staff will develop a growth mindset and demonstrate commitment to their ongoing professional development.
- All teachers will undertake professional learning in critical and creative thinking and innovative strategies founded on evidence based practice.
- Staff and students identify learning goals and work together to improve outcomes.
- A whole school approach to wellbeing and problem solving is evident and involves students, parents, staff.

### Products

- Revised Wellbeing Policy
- Scope and sequence for assessment
- Every teacher monitors student data to celebrate student growth and inform future learning and teaching.