

School plan 2018-2020

Port Kembla Public School 2896



School background 2018–2020

School vision statement

Port Kembla Public School is committed to providing a culture where all learners aspire to reach their potential. Our school community works together to nurture self-motivated, confident and creative participants within an ever changing world.

School context

Port Kembla Public School sits in an idyllic coastal environment overlooking the Pacific Ocean. Our school motto, "Pride in Performance", depicts the ethos that students be respectful of themselves, others and the environment and strive to achieve their best in all areas of pursuit. The school has an enrolment of 270 students including an Indigenous population of 10%. It was established in 1890 and is now at its fifth site. Our school meets the community's high expectations through quality learning programs delivered by committed staff. Differentiated learning occurs in our mainstream classes throughout the school to cater for the individual learning needs of our students. Programs are adapted and needs based so that all students have opportunities to participate in all aspects of school life. Our pleasant outdoor play areas promote active lifestyles and healthy mindsets. Our permaculture garden is proudly maintained by a dedicated group of students and community members and is an integral part of our close allegiance within the Warrawong Community of Schools. Students are provided with regular opportunities to develop their talents and interests in all areas. With extensive participation in school based technology programs, district sporting associations and regional creative and cultural opportunities, our students are being well prepared for their future lives in today's society.

School planning process

We consulted with staff on the major areas of focus within the school. We ran a staff session using appreciative inquiry which targets current strengths. It is future focused and seeks to involve stakeholders in self-determined change. We ran a parent forum using the same approach where staff supported parents with any questions they had around the feedback. An online survey was also conducted. Staff also worked extensively during staff meetings using the School Excellence Framework to identify areas of strength and target areas for school improvement. A school self evaluation committee consisting of the school principal and staff representatives then gathered this data identifying commonalities and trends and areas for future strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Innovative and inspiring individuals.

Purpose:

To create a stimulating and creative learning environment underpinned by high expectations and collaborative teaching practices. To inspire learners with an individualised curriculum that is innovative and effective to meet the diverse needs of our community.

STRATEGIC DIRECTION 2

Resilient, respectful relationships

Purpose:

To create a student-centred learning environment that nurtures resilient, empathetic and respectful relationships where students are able to grow emotionally, socially and academically. All students are supported to connect and succeed so that they can contribute to a thriving community and reach their full potential.

STRATEGIC DIRECTION 3

Collaborative connected community.

Purpose:

To have an effective collegial partnership with our school community, that is proactive, responsive and informed. Our collaborative approaches to technology, the environment and leadership will enhance and motivate future focused learners.

Strategic Direction 1: Innovative and inspiring individuals.

Purpose

To create a stimulating and creative learning environment underpinned by high expectations and collaborative teaching practices. To inspire learners with an individualised curriculum that is innovative and effective to meet the diverse needs of our community.

Improvement Measures

100% of teachers are using data to inform and differentiate their teaching practice.

Improved student results in reading and numeracy, evident in NAPLAN data.

All classrooms have evidence of visible learning goals for students.

People

Students

Students articulate how and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals. Students work with teachers to set individual learning goals.

Staff

Regularly use student assessment data to identify student achievements and progress and inform teaching programs.

Differentiate their teaching to meet students' learning needs through analysis of reliable assessment data to capture information about student learning, particularly in the areas of literacy and numeracy. Enable students to set and achieve their learning goals.

Have PDP goals reflecting improving curriculum outcomes

Leaders

Provide opportunities to review and discuss best practice and research. Provide professional development in the collection, analysis and use of data to inform planning, identify interventions and modify teaching practice. Seek out professional learning opportunities for staff.

Parents/Carers

Work collaboratively with the school staff to support student achievement.

Support students in achieving learning goals and acknowledge their successes.

Processes

Develop high quality effective classroom practice drawing on solid research to improve student outcomes and engagement.

Differentiating all teaching and learning programs and curriculum delivery to meet the needs of students at different levels of achievement.

Evaluation Plan

- classroom observations based on individual teachers PDP goals
- observation of student visible learning walls in classrooms
- twice per term staff meetings focused on updating PLAN data and the school data wall
- analysis of Internal student performance data
- ongoing review of plan and NAPLAN data
- analysis of minutes from stage meetings around topics addressing curriculum and assessment
- PDP goals and evidence

Practices and Products

Practices

Staff research and develop effective strategies for teaching practice based on the evidence of impact on student learning

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress over time against both learning goals and grade level expectations.

Products

A student centred learning environment where all students are supported, challenged and are receiving timely and meaningful feedback on their learning to inform future directions

Evidence of differentiation in teaching programs

Strategic Direction 2: Resilient, respectful relationships

Purpose

To create a student-centred learning environment that nurtures resilient, empathetic and respectful relationships where students are able to grow emotionally, socially and academically. All students are supported to connect and succeed so that they can contribute to a thriving community and reach their full potential.

Improvement Measures

70% of reduction in negative behaviour referrals

IEPs developed for all students recommended by the Learning Support Team.

People

Students

Develop skills in self-regulation and resilience and show empathy towards other students. They will acknowledge and respect difference in others.

Staff

Develop skills in embedding quality teaching and learning practices that support and enhance cultural awareness. All staff collaborate to ensure a unified approach to whole school wellbeing initiatives driven by data and current practice.

Leaders

The executive leads a coordinated approach to student wellbeing underpinned by high expectations for all school community members.

Parents/Carers

Parents demonstrate support for whole school approaches to student wellbeing and cultural diversity through open and collaborative communication. They are active partners in embedding these practices into the school culture.

Community Partners

The local AECG supports the school's approach to cultural activities. The Warrawong community of schools are supportive and provide opportunities for cultural pursuits.

Processes

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Acknowledge and cater for the individual needs of all students in the school, respecting cultural and social diversities.

Evaluation Plan

- Analysis of Tell Them From Me surveys
- Monitoring of Learning Support Team data
- PBL data
- Ongoing review of NAPLAN and PLAN data
- Internal student performance data.
- Meaningful Personalised Learning Pathways developed and utilised
- Analysis of EAL/D data

Practices and Products

Practices

Teachers collaboratively develop PBL/anti-bullying frameworks

Implement whole school integrated teaching programs that caters for cultural and social diversity.

Staff research and analyse data to collaboratively inform decisions around whole school wellbeing

Products

Reduction in the number of negative behaviour referrals

All students feel a sense of value and are respected.

Strategic Direction 3: Collaborative connected community.

Purpose

To have an effective collegial partnership with our school community, that is proactive, responsive and informed. Our collaborative approaches to technology, the environment and leadership will enhance and motivate future focused learners.

Improvement Measures

100% of staff are utilising technology effectively and including technology in teaching and learning programs.

All students and parents are aware of the school's environmental initiatives.

100% of staff take on a leadership role.

People

Students

Participate actively in environmental programs. and utilise technology effectively to support their learning.

Staff

Expertly integrate technology into teaching and learning programs. Actively promote and encourage involvement in environmental initiatives. Communicate with parents and community members.

Leaders

Provide resources to enable students to have access to the latest technology. Provide leadership opportunities for all staff members. Plan for and provide professional learning

Parents/Carers

Support school environmental initiatives. Support and engage in the use of technology. Keep open communication with staff

Community Partners

Support the school in environmental initiatives

Processes

Implement a whole school integrated approach to technology to improve outcomes in student learning and to support effective teaching practices.

Develop collaborative and cohesive educational partnerships by engaging and connecting with the school and learning community through purposeful initiatives.

Undertake processes to enable staff and students to develop skills in leadership within the school utilising skill areas or areas of interest.

Evaluation Plan

- PDPs goals and evidence
- Tell Them From Me and other parent surveys
- teaching programs reflecting school's technology scope and sequence
- engagement and participation numbers of permaculture team
- yearly milestones document

Practices and Products

Practices

Every teacher is using technology effectively to improve student outcomes and teaching practice.

Staff actively promote, encourage and support involvement in environmental initiatives.

All staff actively take on leadership roles.

Products

Technology is embedded into all teaching and learning programs showing evidence of innovative and engaging practices that enhance student learning.

Thriving permaculture garden with active participation by staff, students and community

Increased staff involvement in achieving School Management Plan goals through distributive leadership