

# School plan 2018-2020

## Killarney Heights Public School 4386



# School background 2018–2020

## School vision statement

Killarney Heights Public School is committed to providing inclusive education within an engaging and nurturing environment which values the languages and cultures of our diverse community. Through our strong partnership with the French Association of North Shore (FANS), we are committed to academic excellence within an English/French bilingual setting, and to developing confident, creative and successful learners.

## School context

Killarney Heights Public School (enrolment 700 students) is a strong professional learning community with committed staff and supportive parents, dedicated to achieving high educational outcomes for all students. The school has excellent traditions in languages, band, strings ensemble, choir, dance, drama, sport public speaking and debating. A unique French/English bilingual program operates through the school's partnership with FANS (French speaking Association of the North Shore), which was awarded the Label Franc'Education by the French government. The bilingual program is a major focus with enthusiastic teachers committed to team teaching and collaborative planning.

## School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data. During 2017, the school leadership team held discussions around the fourteen elements of the School Excellence Framework (SEF) and began to use the SEF to plan for improvement. The school participated in an external validation process, which further informed us of future directions.

Parents, staff and students were surveyed using 'Survey Monkey'. Parents asked specific questions to gauge general satisfaction or dissatisfaction with current school practices. Teachers were surveyed about current school programs and practices, in particular Visible Learning and explicit teaching strategies.

Specific data from NAPLAN tests, school assessments and special support and GATS programs was collected to analyse for this strategic plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Confident, resilient, and creative students motivated to achieve

### Purpose:

To provide learning and teaching environments to support the wellbeing of students and to enable the development of respectful, responsible and successful individuals who are empowered to be positive contributors to society.

## STRATEGIC DIRECTION 2

Innovative, responsive, and dynamic facilitators of all learners

### Purpose:

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collective responsibility.

## STRATEGIC DIRECTION 3

Effective communication and connections

### Purpose:

To increase community participation in school learning, wellbeing and family partnership projects so that our students grow into confident, resilient and creative global citizens.

# Strategic Direction 1: Confident, resilient, and creative students motivated to achieve

## Purpose

To provide learning and teaching environments to support the wellbeing of students and to enable the development of respectful, responsible and successful individuals who are empowered to be positive contributors to society.

## Improvement Measures

- PBEL data indicates reduced incidences of persistent teacher managed incidences.
- Students progressing at least one step along the critical and creative thinking continuum within a year.
- Increased number of teachers using flexible learning spaces to support future focused learning.
- Improvement in the school self-assessment of the elements of the Wellbeing Framework for schools.

## People

### Students

Students use Growth Mindset on a daily basis and learn how to use the 7 dispositions to develop skills in critical and creative thinking, and to improve skills in communication and collaboration. Students develop resilience and learn strategies to solve problems and manage adversity in our changing world.

### Staff

Staff use tools to develop the 4C's and differentiate learning and teaching to cater for the diverse range of ability of their students. Teachers participate in ongoing professional learning to achieve annual targets.

### Leaders

Leaders create a professional learning community. Leaders mentor staff and lead target teams to achieve set targets each year. Leaders collect and analyse data to inform student achievement and improvement, and to set future targets. Leaders provide ongoing support for teachers at their different stages of their career.

### Parents/Carers

Parents learn to become resilient along with their children to assist their children to manage adversity and challenges. Parents become partners in their children's learning and development.

## Processes

Use the Wellbeing Framework for Schools to evaluate and guide practices within the school. Use specific programs and strategies to develop growth mindset and resilience in students so they have the skills and strategies to solve problems to best achieve learning outcomes and to manage challenges and adversities.

Teachers explicitly teach the 7 dispositions of critical thinking and further develop the 4C's through structured development play in K-2 (STEM tasks) and project based learning in 3-6. Teachers embed these skills in programs.

Teachers implement Visible Learning strategies incorporating a common and shared language, understood by all, so that learning is visible to all students and teachers.

## Evaluation Plan

- Parent, student and staff surveys conducted in Term 4 to evaluate level of satisfaction in the development of student Growth Mindset, resilience and 4C's.
- Analyse student PBEL data and monitor Learning and Support team data.
- Teachers plot students on the 7 dispositions continuum in Term 1 and then again in Term 4 and evaluate progress.
- Executive staff plot the school on the Wellbeing Framework in Term 1 and then again in Term 4 to evaluate progress.

## Practices and Products

### Practices

Students practise growth mindset on a daily basis and learn to become resilient through specific whole school programs. Teachers self-assess against the elements of the Wellbeing Framework for Schools to identify resources to effectively support students and implement actions to improve practices.

Teachers use learning continuums to develop skills and understandings in literacy and numeracy to differentiate learning, and explicitly teach using learning intentions and success criteria.

### Products

All students embrace learning and manage challenging situations in relationships and play. Teachers understand and use the Wellbeing Framework for students.

Teachers differentiate teaching and learning in numeracy and literacy in all settings and provide effective feedback. Students seek feedback and use writing to convey ideas, solve problems and understand our changing world.

# Strategic Direction 2: Innovative, responsive, and dynamic facilitators of all learners

## Purpose

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collective responsibility.

## Improvement Measures

- More than 80% of students demonstrating expected growth in literacy and numeracy for Year 3 to Year 5 and Year 5 to Year 7 NAPLAN.
- At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.
- Growth for all students in standardised assessments
- Growth for all students in writing using school based assessments

## People

### Students

Students experience success through differentiated learning and teaching. Students become more self regulated in their learning through individual goals in Writing and Mathematics.

### Staff

Staff participate in ongoing professional learning to understand the new learning progressions to provide effective feedback, and to improve skills in differentiating learning and teaching.

### Leaders

Leaders supervise staff PDPs and target professional learning so teachers can achieve personal and professional goals. Leaders lead target teams to improve student outcomes. Leaders analyse data to plan future directions. Leaders ensure that existing evidence based practices are consolidated and that Early Career teachers are trained in these.

### Parents/Carers

Parents attend parent information sessions in order to assist their children at home and become an active partner in their child's learning.

## Processes

Support EAL/D students and implement actions and resources to improve practices using the EAL/D School Evaluation Framework.

Professional learning on differentiated teaching in Mathematics, implementing the new learning progressions. Targeted professional learning sessions on feedback, assessment and using and interpreting data, to ensure differentiated learning and teaching in Mathematics to improve student outcomes.

Targeted professional learning with therapists, and specific programs to improve the teaching of phonics. Professional learning on the new literacy progressions with a focus on writing, handwriting and digital technologies. Targeted professional learning sessions on feedback, assessment, and using and interpreting data, to ensure differentiated learning and teaching in literacy.

## Evaluation Plan

- Analyse PAT standardised assessments in Mathematics and Reading.
- School wide writing assessments to evaluate growth using the school rubric.
- Use the new literacy and numeracy learning progressions to evaluate student progress.
- Teacher surveys to evaluate teacher ability to provide feedback, interpret data and provide differentiated learning and teaching.
- Self assess using the EAL/D School Evaluation Framework.

## Practices and Products

### Practices

Teachers deliver engaging and differentiated teaching and learning programs which reflect a clear understanding of future focused pedagogy. Teachers deepening pedagogical knowledge and assessment practices.

Teachers take responsibility for changes in practice required to achieve school targets, and regularly reflect on the effectiveness of their own efforts to meet those targets. School leaders place a high priority on the quality ongoing professional learning of all staff and participate in professional learning alongside teachers.

Leadership capacity and teacher expertise is recognised and built on through opportunities to mentor, lead action learning, and facilitate whole school programs as instructional leaders.

### Products

Teachers have effective feedback practices, and interpret and use assessment data to implement effective classroom teaching of literacy and numeracy.

KHPS is a professional learning community with a focus on student learning, reflective professional enquiry, and group and individual learning with a focus on collective responsibility

Aspiring highly accomplished teachers have opportunities to become instructional leaders to work towards accreditation at Highly Accomplished Level.

# Strategic Direction 3: Effective communication and connections

## Purpose

To increase community participation in school learning, wellbeing and family partnership projects so that our students grow into confident, resilient and creative global citizens.

## Improvement Measures

- Improved attendance at parent information sessions.
- Positive responses from parent surveys
- Reduced number of yellow cards and parent concerns about playground behaviour
- Greater number of students receiving 'Responsibility' awards
- Wider range of parent information sessions based on community need.

## People

### Students

Targeted students take part in CLIL lessons. Students practise Growth Mindset and learn the 7 dispositions to become critical and creative thinkers.

### Staff

Teachers ensure students learn the 7 dispositions of critical and creative thinking and use Growth Mindset with their students on a daily basis. Teachers work towards building resilience in their students.

### Leaders

Leaders liaise with KHHS and KU Preschool to develop strong partnerships. Leaders lead stage teams to support teachers to build the capacity of parents to support their children.

### Parents/Carers

Parents support school practices in developing resilience and the 4C's in students. Parents attend information sessions that support their ability to be partners in their child's learning.

### Community Partners

FANS continues the strong partnership with the school to improve and develop the French /English bilingual program.

## Processes

Building CLIL pedagogy into programs across all KLA's to improve the French/English bilingual experience. The school works with the French Association of North Shore (FANS), Killarney Heights High School (KHHS) and local preschools to share information and strategies to build bilingual education across the whole community

The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning and development

## Evaluation Plan

- Compare students' level of language development in French in a CLIL class compared to a bilingual class.
- Conduct a parent satisfaction survey to evaluate parents' level of understanding of learning and teaching programs and their ability to assist their children at home.
- Conduct general parent satisfaction survey.

## Practices and Products

### Practices

Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.

French Association of North Shore (FANS), local preschools and KHPS leaders work to create strong relationships to develop wellbeing and family partnership projects so that our students grow into confident, creative global citizens.

### Products

Parents understand and value the school programs that support student learning

Parents are fully informed of the learning and teaching processes and practices and are engaged in their child's learning.

Parents support school practices in developing resilience and the 4C's in students