

School plan 2018-2020

Kariong Public School 4580



Kariong Public School
VIEW TO THE FUTURE

School background 2018–2020

School vision statement

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows RESPECT, RESPONSIBILITY, and strives to achieve their PERSONAL BEST.

School context

Kariong Public School was established in 1988 and has a current enrolment of 572 students, including 30 Aboriginal students and 73 students who have a language Background other than English (LBOTE). The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. Kariong is an excellent school, which strives every day to provide its students with "A View to the Future".

Kariong Public School has a mix of experienced staff and early career teachers and is welcoming, friendly and focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

A strong focus on improving literacy and numeracy outcomes and integrating technology into teaching and learning are major aspects of future school planning. The school implements Language, Learning and Literacy (L3) across Early Stage 1 and Year 1 and the Targeted Early Numeracy (TEN) program across Early Stage 1 and Stage 1. The school is a Positive Behaviour for Learning (PBL) school. We are establishing strong partnerships with our Aboriginal community and the local Cooina AECG valuing the consultative partnerships that exist. We received additional School Based Allocation Resource (SBAR) funding to support Aboriginal and EAL/D students and low level adjustments for students with a disability. In Term 3 2016, our school was selected to be part of the state-wide Bump it Up strategy to improve student performance in reading and numeracy.

Kariong Public School provides a variety of educational and extra-curricular experiences including a full range of PSSA teams, dance, choir, musical instruments, writing, art, public speaking, the Premier's Reading Challenge and Digital Technologies, Science, English and Mathematics competitions.

School planning process

During 2017, Kariong Public School community (school staff, senior students, SRC and parents) participated collaboratively in the school planning process to evaluate the progress we have made and to identify the intended directions for the next three years.

In Term 1, 2017 167 parents and community members contributed to an online survey to provide feedback about current programs and to suggest modifications and improvements for the future. Feedback on the parent survey results was provided at a P & C meeting in Term 2, 2017. Student NAPLAN results were also discussed at a P&C meeting held in Term 4 2017.

In Term 1, 2017 140 senior students in Years 5 and 6, completed an online survey (Tell Them From Me). The survey results were analysed and discussed by staff in Term 3 2017. Additionally Student Representative Council (SRC) members collected information about programs and strategies they would like to see further developed or introduced in the next three years.

Staff completed analysis of student academic results using SCOUT, NAPLAN, PLAN and PAT. In addition, staff contributed to an online survey and participated in workshops on the school's strategic directions and current educational reforms. During Terms 3 and 4, staff discussed and analysed the aggregated data to collaboratively frame the three focus areas for the future.

Underpinning the Kariong Public School plan is the ongoing professional learning of teachers and leaders and a commitment to consult and inform parents and the community, including the local Cooina AECG, about the school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Creative Learners (with a focus on reading and numeracy)

Purpose:

1. To ensure personalised, creative approaches to learning are in place so that every student develops a love of learning and a core of academic knowledge with a focus on reading and numeracy.
2. To improve teaching practice and add value to student learning through individualised, team and shared professional learning experiences.

Major School Excellence Framework links :

Learning – Curriculum, Assessment, Reporting, Student Performance Measures

Teaching – Effective Classroom Practice, Data Skills and Use

Leading – Educational Leadership

STRATEGIC DIRECTION 2

Quality Systems

Purpose:

1. To ensure a coherent and consistent student well-being framework based on the foundations of Respect, Responsibility and Personal Best.
2. To develop students' knowledge and understandings of technologies to enable them to respond innovatively to future challenges and needs.

Major School Excellence Framework links:

Learning – Wellbeing

Teaching – Professional Standards, Learning and Development

Leading – School Planning, Reporting and Implementation, School Resources

STRATEGIC DIRECTION 3

Positive Partnerships

Purpose:

1. To improve parent and student experiences and enable regular two-way communication and consultation, and
2. To establish effective collaboration with parents and the community to support student engagement, learning and well-being.

Major School Excellence Framework links :

Learning – Learning Culture

Leading – Management Practices and Processes,

Strategic Direction 1: Creative Learners (with a focus on reading and numeracy)

Purpose

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Teaching – Effective Classroom Practice, Data Skills and Use

Leading – Educational Leadership

Improvement Measures

The proportion of Yr 3, 5 and 7 students achieving the two top NAPLAN bands in Reading and Numeracy to increase to 38% in 2018, 41% in 2019 and 43% in 2020 : Reading Yr 7 – 27% to 35%, Yr 5 – 31% to 40%, Y3 – 49% to 60%, Numeracy Yr 7 – 22% to 30%, Yr 5 – 18% to 30%, Yr 3 – 35% to 50%. Baseline 2015–2017 data.

The percentage of students achieving expected growth from 2017 to 2020 in Reading Yr 3 to Yr 5 – 54% to 60%, Yr 5 to Yr 7 – 58% to 65%; in Numeracy Yr 3 to Yr 5 – 68% to 70%, Yr 5 to Yr 7 – 72% to 75%.

70% Yr 3 students who achieved the top two NAPLAN bands in Reading and Numeracy to achieve expected growth by Year 5. Baseline 2017 data: Reading 50%, Numeracy 54%.

People

Students

Articulate their learning goals and understand what they need to learn next to enable continuous improvement.

Staff

Understand the importance of personalised approaches to learning based on student assessment data.

Build their skills and expertise in reading and numeracy.

Have high levels of contemporary knowledge and teaching practices to use evidence-based teaching strategies.

Parents/Carers

Develop a greater understanding of whole school programs and initiatives in reading and numeracy.

Community Partners

Schools within the LMG have the capacity to participate in joint projects and share best practices and resources.

Leaders

Have the capacity to use reliable assessment information.

Build the competency of staff in using student data to implement differentiated reading and numeracy programs.

Understand the impact of capacity development programs.

Processes

Implement highly effective writing strategies and reading programs across the school and as part of the Bump It Up Strategy.

Implement highly effective numeracy strategies across the school and as part of the Bump It Up Strategy.

Evaluation Plan

Tell Them From Me surveys.

Plotting student achievements using Literacy and Numeracy progressions.

Monitoring student achievements in reading using L3 and NAPLAN data.

Monitoring student achievements in numeracy using SENA and NAPLAN data.

Best Start data.

External reading and numeracy assessments for Years 3–6 in Terms 1 and 3.

Walk-throughs and teaching programs to demonstrate the effective use of targeted, small group interventions and differentiation in reading and numeracy.

Practices and Products

Practices

A Literacy/Numeracy Leader facilitates professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific feedback between teachers.

Teachers jointly plan, teach and observe each other's reading and numeracy lessons.

Student feedback is elicited by teachers and informs their teaching.

Every teacher uses research-based literacy and numeracy initiatives and assessment data to inform and differentiate their teaching programs.

High quality professional learning is provided for teachers to address the diverse learning needs of students.

Products

High quality, research-based teaching of reading and numeracy is evident in all classrooms.

All teaching programs are differentiated for individual learning needs. Teachers use multiple assessment methods and make adjustments to their teaching programs.

Student's learning improvement is monitored and demonstrates growth.

Teachers address the diverse learning needs of students across the full range of abilities.

Strategic Direction 2: Quality Systems

Purpose

1. To ensure a coherent and consistent student well-being framework based on the foundations of Respect, Responsibility and Personal Best.
2. To develop students' knowledge and understandings of technologies to enable them to respond innovatively to future challenges and needs.

Major School Excellence Framework links:

Learning – Wellbeing

Teaching – Professional Standards, Learning and Development

Leading – School Planning, Reporting and Implementation, School Resources

Improvement Measures

By 2020, the school mean for the four factors related to student engagement in the Tell Them From Me student survey to be equal or higher than the NSW Govt norm. 2017 baseline data – School mean 7.9, NSW Govt norm 8.0.

By 2020, the Tell Them From Me teacher survey indicates staff feedback on:

- the four dimensions of Classroom and School Practices to be higher or equal to the State-wide average, 2017 baseline data – School mean (NSW mean); 7.4 (7.5), 7.4 (7.6), 7.1 (7.3), 7.6 (7.7).
- Technology to improve from a school mean of 6.1 (2017) to at least 7.5.

People

Students

Build their core social and emotional skills through participation in student well-being programs.

Understand the need to develop their ICT and digital technology skills.

Staff

Understand the connections between students' well-being and their capacity to learn.

Have the confidence and competence to use digital technologies.

Parents/Carers

Understand that a sense of belonging and connection to school are key protective factors for students to promote wellbeing and build resilience.

Value the development and extension of digital technologies in the school.

Community Partners

Understand their valuable contribution to student well-being and the digital learning environment.

Leaders

Recognise the importance of a range of student well-being resources.

Understand the need for teachers to be well supported to adapt to using new technologies.

Processes

Further improve and develop a strategic and planned approach to student well-being.

Implement a whole-school approach to ICT and digital technologies.

Evaluation Plan

Tell Them From Me surveys.

Minutes from Learning Support Team meetings.

Individual Learning Plans for students.

Collection of data on the components of the PBL School Evaluation Tool and the Kids Matter Program.

Survey data on the implementation of the ICT Scope and Sequence from students and staff.

Classroom audit of available technology.

Teaching programs to demonstrate the effective use of digital technologies.

Practices and Products

Practices

Teachers use a range of effective strategies for classroom management and the promotion of student engagement.

Teachers implement whole-school student well-being initiatives in the classroom and the playground in consultation with a specialist Learning Support Teacher (Behaviour).

Staff professional learning emphasises student well-being, and developing effective digital technologies.

Products

All classrooms are well managed using a consistent, school wide approach to student well-being with minimal disruption.

The school's data on inappropriate student behaviours in the classroom and the playground indicates a significant reduction in referrals to the planning room.

Technology that supports learning is embedded practice in teaching and learning experiences.

An ICT scope and sequence is embedded in all teaching programs.

A specialist STEM (Science, Technology, Engineering and Mathematics) classroom is established.

Strategic Direction 3: Positive Partnerships

Purpose

1. To improve parent and student experiences and enable regular two-way communication and consultation, and
2. To establish effective collaboration with parents and the community to support student engagement, learning and well-being.

Major School Excellence Framework links :

Learning – Learning Culture

Leading – Management Practices and Processes,

Improvement Measures

The percentage of parents using electronic communication such as Facebook, Class Dojos and the Parent app to increase from 40% in 2017 to 60% in 2020, using school-based data.

By 2020, school-based data indicates high levels (>75%) of parent/carer engagement in activities as measured across Education Week Open Day, parent/teacher meetings and the school performance *Razzle Dazzle* using 2018 baseline data.

The percentage of parents who reported very high levels of satisfaction with the way in which the school communicates with them in the school-based parent survey, to increase from 40% in 2017 to 60% in 2020.

People

Students

Have a strong sense of belonging in the school and feel included and valued.

Value partnership programs within the Kariong Mountains LMG.

Staff

Have the skills and confidence to directly and regularly engage with parents to improve student learning.

Understand the need to communicate with parents/carers through various forms of technology.

Parents/Carers

Recognise the importance of two-way communication with teachers to improve their child's learning.

Understand the positive student outcomes of participating in school programs, initiatives and workshops.

Community Partners

Understand their contribution to school projects and programs that enhance student achievement.

Leaders

Build a culture of partnership with families through inclusive policies and programs.

Value staff professional learning on ways to more effectively communicate with all families including those from culturally diverse backgrounds.

Processes

Implement a whole school approach to improve parent and student communication and feedback.

Develop and establish effective collaborations with parents, students and the community to support student learning.

Evaluation Plan

Parent survey and focus group results to determine the success of educational programs.

Evaluation data from staff participating in professional networks and professional learning across the LMG.

Student feedback on their participation in inter-school and global initiatives such as the Performing Arts in the Community program and STEM projects.

Staff and student evaluation and feedback on student engagement, learning and wellbeing using the Tell Them From Me surveys.

Measurement of parent and community participation in school programs and initiatives.

Collection of information on parent and community skills and talents.

Practices and Products

Practices

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The leadership team measures school community (parent and student) satisfaction and shares its findings with the school community.

The school provides regular opportunities for a strong student voice.

Families and school staff communicate in numerous interactive ways.

Staff establish successful links with local learning communities, Aboriginal communities and interagency groups.

Effective transition programs to school are implemented with preschools and high schools.

Products

Parents are frequently engaged in school initiatives and evidence-based programs to improve student outcomes

All teachers build positive partnerships with families.

The school has formal and informal structures in place to support families to meet with teachers and school leaders.