

# School plan 2018-2020

## Kyeemagh Infants School 5141



# School background 2018–2020

## School vision statement

The vision of Kyeemagh Public School is to be a school of choice in the area. Each student's unique way of learning is catered to by delivering high quality education resulting in our young people being prepared for achieving their best in a complex and dynamic world.

## School context

Our students come to school bringing with them a range of prior to school learning experiences. They demonstrate a variety of talents, interests and learning needs, so it is always very satisfying to see the students engaging daily in learning and continuously aiming to achieve their potential.

More than 60% of our student population is from language backgrounds other than English, with the main groups being Japanese, Arabic and Greek, followed by a large array of various cultural groups.

Resources and learning experiences are tailored to ensure the application of high quality early intervention and acceleration programs. These programs promote early learning success and lay solid foundations for future learning.

The school community is an active partner as well as participant in school programs and events. Families are proactive in the development of strong partnerships and programs within the school.

The school community exemplifies:

- Strong school, home and community partnerships to promote learning success;
- All students have skills and talents to share;
- Co-operation, respect and resilience are fundamental to educating the whole child;
- Quality teaching and learning are the foundation of all our efforts to foster love of learning;
- Every student is capable of leadership; and
- School is a safe and happy place where students build strong learning foundations.

## School planning process

The development of this three year school planning cycle began in 2018, with the principal undertaking professional learning to develop processes to lead and manage school planning and reporting.

The school plan has been developed in consultation with all stakeholders. The school community, including the P&C and staff, engaged in the school planning process through meetings, surveys and focus groups.

The planning process was supported by the Principal School Leadership Team.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Strong learning culture

**Purpose:**

To be a centre of excellence in education through building a strong learning culture reflecting the needs of the individual allowing all to connect, succeed, thrive and learn.

To promote excellence and equity with a focus on quality learning environments which support students in acquisition, development and application of higher order thinking resulting in learners who are able to apply core skills in literacy and numeracy to collaborate and communicate successfully through creative and critical thinking.



**STRATEGIC  
DIRECTION 2**  
Connectedness

**Purpose:**

To foster strong relationships with school and wider community where all members are valued.

To implement transparency in decision making and lead the school through significant cultural change.

To build capacity in skills and attitudes for our students to be informed and capable future global citizens.

# Strategic Direction 1: Strong learning culture

## Purpose

To be a centre of excellence in education through building a strong learning culture reflecting the needs of the individual allowing all to connect, succeed, thrive and learn.

To promote excellence and equity with a focus on quality learning environments which support students in acquisition, development and application of higher order thinking resulting in learners who are able to apply core skills in literacy and numeracy to collaborate and communicate successfully through creative and critical thinking.

## Improvement Measures

Increased levels of individual student growth in literacy and numeracy as measured through internal and external evidence.

Increased proportion of students reporting a belonging, expectations for success and advocacy at school.

Increased proportion of staff using contemporary learning strategies in agile learning environments that focus on evidence based teaching practices and individual student progress.

## People

### Students

- show responsibility for their own learning and articulate learning goals
- follow the expectations for PBL

### Staff

- Value and actively participate in professional learning and implementation of evidence based practices
- Provide student learning goals and expectations as part of everyday practice.

### Parents/Carers

- Actively involved in goal setting for their child and support the expectations of PBL
- Understand contemporary learning strategies in agile learning environments

### Leaders

- Role model and value the use of evidence to plan in teaching
- Lead data evaluation and development of quality teaching and learning programs
- Provide professional learning linked to individual staff goals

## Processes

### Embedding Literacy and Numeracy progressions into teaching programs

- Teachers use evidence based learning strategies in flexible learning environments and utilize the learning progressions to plan, assess and monitor student progress.

### PBL project

- Incorporation of PBL into whole school wellbeing policy including establishing expectations, educate students and staff consistency in following PBL strategies.

### Learning Support Team Project

- Establishment of Learning Support Team and quality ILPs, classroom supports and parental engagement.

## Evaluation Plan

- Tell them from me survey
- PLAN reports
- Performance and Development Plan success
- LST minutes
- Student awards system
- Benchmarking
- Learning progressions
- Student focus group

## Practices and Products

### Practices

Teachers use the progressions to plan lessons, look deeply at student learning need, differentiate their practices and monitor and support student learning.

Teachers, students and parents will use the language of PBL follow the expectations, engage with consequences so that students are self regulating behaviour.

Students are identified, strategically supported through excellent learning and support processes that actively involve both teachers and parents in planning resulting in student success.

Students and teachers will use communication, creativity, critical thinking and collaboration to strengthen learning in flexible learning environments.

### Products

Consistent teacher judgement with learning progressions is demonstrated in PLAN2 data across all learning environments.

Consistent language and clear expectations used for behaviour management are evident through observations and reflections.

Learning Support Team meetings minutes and ILPs demonstrate student support and success in meeting the individual goals where every student is known, valued and cared for at our school.

Teacher programs and data walls clearly show that data is being used to differentiate and support students in literacy and numeracy.

# Strategic Direction 2: Connectedness

## Purpose

To foster strong relationships with school and wider community where all members are valued.

To implement transparency in decision making and lead the school through significant cultural change.

To build capacity in skills and attitudes for our students to be informed and capable future global citizens.

## Improvement Measures

Survey show increased levels of parent and teacher satisfaction and ongoing support of the school.

Increasing enrolments and positive student transition data show confidence in the schools transition to K-6 environment.

Survey data/ focus groups shows successful transitions and management of the site to a new school with increased learning opportunities for all students.

Project based learning rubrics show improved student outcomes in History and Geography as assessed against the syllabus.

## People

### Students

- Innovate and build capacity in designing, making and solving real world problems through communication, collaboration, creativity and critical thinking.

### Staff

- Support and value implementation of social media as a communication tool
- Actively participate in community led school based events
- Articulation and support the school goals and understanding of decision making process behind it.

### Parents/Carers

- Consistently provide positive feedback in the wider community
- Support and comment positively on social media and beyond the school
- Understanding of contemporary learning in flexible learning environments

### Leaders

- Clearly communicate with community and contractors of changes with the school promoting positivity and changes within the school.
- Promote the school through social media.
- Leading professional learning in futures focussed teaching

## Processes

### Communication strategy

- Establishment and advertisement of social media accounts to share information with school community
- Promotion of wider community involvement in all aspects of student learning programs

### Rebuild Strategy

- Managing increasing enrolments
- Managing work site issues

### Innovative learning

- Project based learning in history in History and Geography providing authentic learning experiences

### Evaluation Plan

- Tell them from me survey
- Enrolment data
- Transition survey
- Focus groups
- Rubrics
- Observations
- Photos

## Practices and Products

### Practices

Social media is used to communicate clearly with the community and other communication strategies are developed.

Regular meetings are used to reflect school needs with Project Reference Groups for new school rebuild.

School liaises with builder to ensure continuity of student learning and smooth site transitions.

Teachers trial Project Based Learning in Geography and History and students use real world opportunities to enhance learning to become capable future global citizens.

### Products

High levels of participation data from social media results in active involvement of school community in promotion of the school

New school building plan developed and shared with community including continuity of learning and evidence of smooth transitions.

Observation, reflections and surveys show the development of teacher confidence to lead innovative practice in the classroom that engage students in real world learning opportunities.