

School plan 2018-2020

Kelso Public School 2275



School background 2018–2020

School vision statement

Kelso Public School provides opportunities that allows students to attain excellence through inclusive education and personalised learning. We value collaborative partnerships with the community fostering a socially cohesive school environment.

School context

Kelso Public School has a diverse population and a strong collaborative partnership with school and community.

Kelso Public School has a holistic approach to improving the educational outcomes of all its students.

The school draws students from a broad spectrum of the community, 74% of children come from the lowest 25% of the socio economic community and a significant public housing sector. 8% children come from a Non English speaking background and 35% are Aboriginal.

The school is of a modern open design staffed with teachers ranging from in their first year of teaching to highly experienced teachers established in their careers. The school runs 10 mainstream classes, an early intervention setting and 5 additional support classes catering for children right across the Bathurst community.

The school receives significant additional funding under the Resource Allocation Model is supported under the Early Action For Success program and has been part of Next Steps initiatives and National Partnerships Literacy and Numeracy.

School planning process

School Principal and planning team trained in various techniques to best allow all stakeholders to be heard and express a voice .

Staff /Stage Meetings, the provision of information at P & C meetings and the local AECG outlining the new process followed this.

Through surveys, written and by face to face or phone calls, the school community was invited to participate in the development of the 5P planning process by the identification of areas of achievement and areas of improvement.

Staff then took the results of the surveys over a series of meetings, assessed school data and identified key areas for the School Plan focus, displays in the staffroom were used to add or modify each stage of the planning process.

Drafts of each aspect of the plan were developed by planning team members with consultation of the various stakeholders and synthesised these into a first draft plan.

The planning team then reviewed and revised this plan to create our final draft. This plan is now available for review by key stakeholders and will regularly be revised to accommodate new directions that become available to the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teaching

Purpose:

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

STRATEGIC DIRECTION 2 Learning

Purpose:

Young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

STRATEGIC DIRECTION 3 Leadership

Purpose:

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Strategic Direction 1: Teaching

Purpose

Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Improvement Measures

Teachers know on a daily basis where their students learning is and where to next in the teaching and learning cycle.

Staff use data informed practice based around sound researched based pedagogical practice to deliver quality teaching.

Staff individually and collegially reflect on teaching practice to meet the ever changing needs of their classrooms.

People

Students

Students will know what they are being taught and how it fits into their learning needs building their ability to transfer and apply learning across key learning areas.

Staff

Staff will build the skills to critically reflect on their teaching for ongoing adjustment for improvement. Know how to utilise data, track student progress and plan for the next teaching cycle.

Staff will build their knowledge and understanding to display an ongoing commitment to improving their pedagogy in line with the NSW Quality Teaching Framework.

Leaders

School Leaders will adopt a single approach in the implementation of excellent pedagogical practice, researched based teaching and assessment of , for and through learning. In doing so they will build skills to be effective Instructional leaders across the whole school.

Parents/Carers

Parents will understand what their children are being taught, why and how they might be able to work with the school to support students.

Processes

Implement whole school practices for assessing planning and evaluating teaching to ensure students succeed and excel at each point of their learning.

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Implement collaborative and collegial pods for staff to reflect on practice and critically review teaching practices to deliver the highest quality learning to students.

Evaluation Plan

progress towards improvement measures will be through monitoring of data collection, program evaluation and supervision, student engagement and achievement, and triad minutes.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. Comprehensive programs and assessment records will reflect this practice.

Teachers work across a triad to self and collegially reflect teaching practices.

Products

100% of Teaching / Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

All staff have upto date PLAN 2 Progression driven documentation reflective of student achievement at any point in time.

Enhanced collaboration and collegiality reflected in deeper self reflection, improved knowledge of individual students and their needs and raising the bar of higher expectations.

Strategic Direction 2: Learning

Purpose

Young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

Improvement Measures

Increase the percentage of students demonstrating active engagement in learning shown through a reduction in off task behaviours identified via Ebs

100% of teachers use STEM related resources to supplement teaching and learning programs across all KLA's.

100% of teachers use the 8 Ways of Aboriginal Learning model and Quality Teaching framework embedded within their teaching programs

Increase students ability to be creative problem solvers utilising skills across the curriculum, with students results in NAPLAN reflecting the Premiers targets

People

Staff

Staff build the skills and capacity to implement 8 ways, quality teaching framework and use and design lessons focussed on STEM and creative thinking embedded with problem solving.

Students

Students share their success of learning with the school and wider communities. This can be achieved through school social media platforms, websites, blogs etc.

Leaders

School leaders adopt a supportive and instructional role to embed and deliver on supporting staff needs reflective of the strategic direction.

Parents/Carers

Parents and carers are involved and know their children and being well supported and have high quality learning that extends them to be their best.

Processes

Review the schools PBL framework in order to simplify and embed common practice across the whole school.

Implement across the school the new Technology syllabus aligned to other KLA's and problem solving pedagogical practices to embed an integrated approach to STEM activities.

Use research based pedagogy around Quality teaching and the 8 ways to implement school wide programing and learning for students.

Evaluation Plan

Development and feedback of professional learning around 21st Century Learning and STEM.

Evidence of 21st Century Learning through stage projects and presentation evenings and classwork

Developing whole–staff cultural competency in the delivery of Aboriginal education within all classrooms (mainstream and support).

Review of data collected and analysed from the Ebs software.

review the TTFM surveys to validate internal data.

Practices and Products

Practices

School wide responsibility for student welfare and engagement is evident through quality wellbeing programs and initiatives across all classes K–6 and support.

Ongoing professional learning for all staff in the area of STEM, 21stCentury Learning and Project Based Learning delivered by teachers within the school environment.

All staff work, train and learn from the Aboriginal Instructional Leader to grow their knowledge skills and capacity to create quality educational and culturally safe learning environments.

Products

100% of Teaching / Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Creation of a whole–school technology space, staff and team that utilise and manage 21stCentury Learning tools and equipment such as iPads, Robotics and the Green screen engaging students in strong integrated learning.

100% of wellbeing matters are managed and recorded for access to all staff through he school Ebs software.

Strategic Direction 3: Leadership

Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Improvement Measures

100% of executive publicly support, articulate and actively deliver the school plan improving student outcomes, community participation and teacher engagement.

Successful implementation, completion and sustainability of the Curiosity and Powerful Learning program over the next three years.

Bathurst schools are actively engaged in the pause week activities for executive and aspiring executive.

People

Leaders

Leaders and aspiring leaders develop skills, knowledge and capacity to work with colleagues to enhance student learning and build and maintain positive relationships within and across schools.

Students

Students engage in cross-curriculum leadership activities within the school and the wider community to broaden their views of the world and in school.

Staff

Staff value the systems and the leadership processes to support student learning, professional development and build positive relationships. They will participate in cross school initiatives and various professional learning to develop their capacity, skills and knowledge in order to progress their career path, accreditation processes and the PDP framework.

Community Partners

Bathurst Alliance Schools leaders and aspiring will be able to build skills and capacity to improve leadership.

Processes

Engage in the consultative development and review of the school for informed implementation and monitoring.

Enrol in Curiosity and Powerful learning and implement a timeline for engagement in training and school wide delivery.

Draw on the experiences of Pre 2 to develop and implement enrolment, training and development opportunities for executive.

Evaluation Plan

Analysis of school based and external assessment data. Surveys such as TTFM and people Matter. Engaging with staff and executive from other schools developing skills and capacity. .

Practices and Products

Practices

Every executive knows, articulates, implements and monitors the school plan across their own teams, the whole school and within the community.

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.

Executive and aspiring executive engage in planned and purposeful training to build their skills and capacity.

Products

All staff having strong support, understanding and improved capacity to implement and successfully deliver school improvement.

Strong, highly effective leaders working collaboratively to deliver school wide systemic and research based best practice.

Enhanced leadership capacity reflected in greater school and network collaboration, high expectations, self reflection and consistency across the network.