**NSW GOVERNMENT** | Education Public Schools

# School plan 2015-2017

## Kendall Public School 2280

# School background 2015–2017

## School vision statement

Kendall Public School, in partnership with our community, has a relentless focus on quality and continuous improvement. Our educational environment promotes belonging, equity and excellence. We provide opportunities for every student to become a caring, socially responsible, confident, creative and successful learner and citizen.

## School context

Kendall Public School is located in the Camden Haven area 20km south of Port Macquarie. The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment. There are 191 students enrolled in 2016 with 8 classes. The school FOEI (Family Occupation and Education Index) is 103, similar to the state average. The school is classified as a P4 school which includes a non teaching Principal, 2 Assistant Principals and 6 classroom teachers.

The school has an allocation for Release from Face to Face, Library and Reading Recovery which is delivered by two additional teachers. There are currently 7 permanent teaching staff and 5 temporary teaching staff employed. The Administration staff comprises of two office staff (1 full time and (1 0.6) and 1 GA (0.5). All are permanent. The school currently has 6 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.There is currently one teacher on staff seeking accreditation with all staff undertaking preparation to move to accreditation against the National Teaching Standards in 2018.

As an LMBR school, new management systems are in place. This process involves ongoing training for all staff. School governance involves working with the following teams to create and monitoring the school plan, school initiatives, school budget and finance:

• School Executive Team

• School Planning Team

• School Evaluation Team

• School Finance Committee

• School P&C

• Student Parliament.

## School planning process

All School planning is underpinned by the Plan, Implement and Review Cycle. Ongoing review and reflection is embedded into all processes to ensure that the School Plan is a dynamic and constantly evolving document designed to ensure that school priorities remain relevant and present in all school programs.

Planning, review and implementation processes include strategies to include and engage all stakeholders, these include:

• staff, student and community focus groups to gather quality information, ideas and feedback

• data collection and review through the School Evaluation Team

• survey distribution, collation and analysis

• School Planning meetings with staff, students and parents

• School Plan writing team

• Development of school projects and milestones

• Milestone monitoring through ongoing executive review

• Ongoing reflective practices for all staff

• Systems leadership – Whole school quality systems and policies to promote a high level of communication and engagement

• Collegial consultation and feedback eg through Community of Schools, Principal alliances etc

• Formal and informal discussions and conversations

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1
Learning

## STRATEGIC DIRECTION 2
Teaching and Leading

## STRATEGIC DIRECTION 3
Whole School Systems

**Purpose:**

To improve student learning experiences that result in development of students' abilities to think critically, creatively and ethically, and who are literate, numerate and socially, environmentally and culturally aware.

**Purpose:**

To build quality relationships as an educational community by inspiring and motivating collaborative professional learning and accountability processes, building staff capacity and commitment to ongoing improvement of teaching and leading practice.

**Purpose:**

To promote the effective implementation of LMBR (Learning Management and Business Reform) initiatives and school self assessment, enabling a collaborative and innovative learning culture within a strong structure of organisational confidence.

# Strategic Direction 1: Learning

## Purpose

To improve student learning experiences that result in development of students' abilities to think critically, creatively and ethically, and who are literate, numerate and socially, environmentally and culturally aware.

### Improvement Measures

All students will have identified starting points on all aspects of the Literacy and Numeracy continuums..

100% of teaching / learning programs have evidence of literacy / numeracy sessions, differentiated learning, assessment of, for, as learning.

Student feedback through surveys will indicate that students are challenged and interested in their learning experiences..

Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 8% (by 2019)

33% of students achieving in the top two bands in NAPLAN for reading and numeracy

The school will achieve good value–added results in reading and numeracy.

## People

### Students

Develop the mindset and capabilities of students to analyse their overall learning progress and performance, to make judgements about their successes and next steps in their learning.

.Students will engage in differentiated learning tasks that challenge and inspire ongoing improvement. Students will develop abilities to use assessment and reporting processes to reflect on their own learning.

### Staff

Support Executive to lead collaborative planning, monitoring and tracking of student learning outcomes.Staff training and support to enable use of tracking data systems.

Professional learning in quality assessment and feedback. Staff will develop curriculum programs and teaching practices using evidence based teaching practices and innovative delivery mechanisms to challenge all students to improve performance and achievement.

.Staff will participate in capacity building to utilise data on a regular basis to achieve school improvement targets and to monitor the effectiveness of their own efforts

### Leaders

School leaders will work collaboratively to build the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

## Processes

### Aspirational Learning Culture

Introduction of Three Way Conferencing to foster collaborative planning and a positive learning culture for every student.

Implementation and monitoring of Individual learning and support plans and personalised learning plans (PLAN) including specific strategies for identifying student starting points and markers of achievement.

### Curriculum delivery

National Curriculum implementation with a focus on 21st Learning skills, thinking skills, collaboration and problem solving.

Implementation of Self Organised Learning Environments in Stage 3.

### Assessment and Feedback

Implementation of Assessment / Feedback Professional Learning for all staff including a review of Consistent Teacher Judgement practices.

Stage Teaching and Learning teams established to focus on collaborative planning and review of quality assessment and feedback

### Bump It Up

Consultation and ongoing communication with School Director and Educational Services team.

Data collection and analysis

Development and implementation of

## Practices and Products

### Practices

Teachers regularly evaluate teaching and learning programs including assessment of student outcomes

Teachers, students and parents will work in collaboration to plan and monitor student learning goals.

New curriculum, units of work, scope and sequence documents will clearly highlight and promote opportunities for students to engage collaboratively in creative and critical thinking.

Assessment instruments are used regularly and data analysis is incorporated into teacher planning for learning.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level

Aspirational Learning Culture.

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

.Effective Data Skills. Whole school approach to ongoing assessment and data collection.

### Products

All students will have identified starting points on all aspects of the Literacy and Numeracy continuums with specific learning goals monitored and tracked.

Increase the proportion of students in the

# Strategic Direction 1: Learning

## Improvement Measures

## People

School leaders will participate in and contribute to learning networks that support and provide professional learning opportunities.

### Parents/Carers

Parents and Carers will participate in process to gain awareness of school learning goals and develop capacity to promote a culture of high performance and achievement.

## Processes

standard benchmark assessments to create baseline data and progress / tracking mechanisms

## Evaluation Plan

### Planning and Evaluation

Professional Learning Staff PL in Evaluative Thinking

Ongoing evaluation design and identification of data sources and evidence to measure impact on student learning outcomes

## Practices and Products

top 2 NAPLAN bands by 8% (2019) in reading and numeracy.

33% of students achieving in the top two bands in NAPLAN for reading and numeracy

The school will achieve good value–added results Increase in students achieving expected or higher than expected growth

School Scope and Sequence documents for all KLA's aligned to the new curriculum.

Assessment and Reporting schedule in place with evidence of assessments in T?L programs and school based data collection.

# Strategic Direction 2: Teaching and Leading

## Purpose

To build quality relationships as an educational community by inspiring and motivating collaborative professional learning and accountability processes, building staff capacity and commitment to ongoing improvement of teaching and leading practice.

## Improvement Measures

100% of staff have Professional Development Plans appropriate to personal need. PDPs will include evidence to support progress towards completion of goals and will be aligned to the Australian Teaching Standards

.School Assessment instruments are utilised and support effective data collection and monitoring of student learning as evidenced in program supervision data.

PLAN data will indicate growth in achievement of target outcomes, evidenced by sample group tracked over three years with target growth reviewed annually.

Community Engagement data will show an increase in opportunities for parents / carers and the wider community to contribute to student learning.

School Excellence Framework data indicates growth in target areas.

## People

### Students

Students will utilise the new strategies and learning of teachers to engage fully in their learning.

### Staff

Staff will engage in and develop and understanding of the Performance and Development Framework. Support will be offered to assist in developing Personal Development Plans. Ongoing learning will be provided to support staff understanding and use of the Australian Standards for Teaching and how this is used to support the accountability aspects of the framework.

Staff will use student assessment data regularly to identify student achievement and progress in order to inform future directions, goals and the most effective teaching methods

### Leaders

Executive professional learning will take place to support the development of collaborative support strategies eg mentoring and coaching skills.

### Parents/Carers

Parents and the community as partners in learning will have access to information relating to all staff professional learning.

## Processes

### Performance and Development Framework

The school TARS and EARS processes will be reviewed to align with the Performance and Development Framework whilst also utilising the benefits of the 'Feed Forward' model

Professional learning will be based on the collective and individual needs of the staff. Collaborative support strategies to enable and develop effective professional learning plans aligned to the National Teaching Standards

### Bump It Up

Stage Teaching and Learning Teams, district personnel and local professional learning networks will be key strategies to support data collection and use.

The school leadership team will promote and model effective, evidence based practice through instructional leadership.The school leadership team will build collective capacity of the staff to use data to inform strategic school

### Community Engagement

The school leadership team will engage the school community in reflecting on student performance data and build community capacity to understand student learning and promote further growth

### Evaluation Plan

Regular collection of student progress data.

## Practices and Products

### Practices

100% of staff have Professional Development Plans appropriate to personal need and support the school plan.

PDPs will include evidence to support progress towards completion of goals and will be aligned to the Australian Teaching Standards.

All staff take part in clearly established and communicated performance feedback processes.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement

Whole School Learning Support strategy involving the Learning Support Team, additional learning and support provisions and target literacy and numeracy support.

A range of assessment instruments are used to monitor student learning and identify skill gaps for improvement

A community engagement officer will enhance school community engagement through dynamic programs and communication to enhance community commitment to provision of quality opportunities for students.

The school will solicit and address feedback from the community on school performance in the area of learning culture and school management.

Learning and Development –There is particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on

# Strategic Direction 2: Teaching and Leading

| Improvement Measures | People | Processes | Practices and Products |
|---|---|---|---|

**Processes**

Annual surveys of students, staff and parents.

**Practices and Products**

building teachers' understandings of effective teaching strategies in these areas.

**Products**

Student data is collected to monitor the progress of all students with 90% of students showing growth by 2018.

85% of students indicate that that enjoy coming to school and feel supported to achieve.

85% of students indicate that they are aware of their learning goals and feel supported to achieve them.

70% of parents indicate that they are well informed about their child's learning goals and progress.

# Strategic Direction 3: Whole School Systems

## Purpose

To promote the effective implementation of LMBR (Learning Management and Business Reform) initiatives and school self assessment, enabling a collaborative and innovative learning culture within a strong structure of organisational confidence.

### Improvement Measures

Student attendance will be equal to or higher than the state average attendance rate.

School Excellence Team produces an annual self–assessment review utilising the School Excellence Framework with recommendations for ongoing adjustment to school planning.

80% of school community will report that school management and routines are implemented with efficiency and accuracy.

Annual Financial Statement will reflect effective budgeting and resourcing.School documentation is in place and ready for audit processes.

## People

### Students

Students will be well informed of all school routines and practices.  Classrooms will have clearly defined routines and students will engage in discussions to contribute to ideas on refinement of school procedures.

Students participate in school evaluation and share ideas for school improvement.

### Staff

All Staff will take part in ongoing professional learning and will have access to support in order to utilise the systems across the school.

Staff have a shared responsibility for school assessment and foster collaboration with key stakeholders in development and implementation of School self– assessment practice.

### Parents/Carers

Parents and the community will be provided with ongoing communication in relation to the progress of LMBR (Learning Management and Business Reform).

Parents and the community will be invited to provide regular feedback on school procedures and management.

The school community take part in school self–assessment practices and contribute to plans of improvement.

## Processes

### Administration

Streamlining of administrative, communication and organisational structures through improved staff capabilities in systems management technologies, eg SAP(Finance system), EBS4(Student Management) and Synergy (Student Wellbeing).

Professional learning for teaching staff in the use of EBS4 and Synergy to monitor and support student attendance, wellbeing and behaviour.

Professional Learning for the office staff in the use of EBS4, SALM and ERN to refine school management of student's attendance and wellbeing, school organisation and management.

### Finance / Resource Management

Refinement of the school finance / budgeting processes utilising SAP and the Budgeting and Forecasting tools. Implementation of a school finance committee with regular meetings to review school finance and collaborate on school budgeting and resourcing.

Professional learning for office staff and Principal on SAP and Budgeting tool.

### Evaluation Plan

## Practices and Products

### Practices

EBS4 and Synergy will become fully operational and all staff will be competent in utilising these systems to support student learning and wellbeing.

Administrative systems provide detailed information about the school's functioning to promote ongoing improvement.

Reports are utilised on a regular basis to inform and guide school management. Staff record all relevant student information pertaining to attendance, wellbeing and behaviour in EBS4 and Synergy

Management Practices and Processes effectively support school operation and the teaching and learning activity in the school.

Practices and processes are responsive to school community feedback.

Staff complete daily system management with confidence and accuracy as evidenced by staff surveys and examples of reports eg Attendance data.

Finance committee meets regularly with meeting minutes and decisions documented.

### Products

Student attendance will be equal to or higher than the state average attendance rate.

School Policy documents and Operating Guidelines are provided to staff with a cycle of review to ensure ongoing evaluation and improvement.

# Strategic Direction 3: Whole School Systems

| Improvement Measures | People | Processes | Practices and Products |
|---|---|---|---|
| | | | School Annual Financial Statement will reflect effective budgeting and resourcing.School documentation is in place and ready for audit processes. |