

School plan 2018-2020

Kingsgrove Public School 2307



School background 2018–2020

School vision statement

Kingsgrove Public School develops confident, creative and successful future focused learners in a caring, multicultural and inclusive school community.

School context

Kingsgrove Public School is a friendly, high achieving, inclusive, multicultural learning community in Sydney's southern suburbs. The school currently has a student enrolment of approximately 500 students of which 77% are from language backgrounds other than English. The major cultural groups are Arabic (25%), Chinese (11%), Greek (10%) and Macedonian (4%).

The school is situated on two sites with the Years K–2 and Years 3–6 campuses located approximately 300 metres apart and each in different local government areas: Bayside and Georges River. The school grounds are attractive and spacious with herb, fruit and Bush Tucker gardens.

The school provides excellent literacy and numeracy programs through the Language, Literacy and Learning (L3) and Targeted Early Numeracy (TEN) programs. The school also offers a wide choice of extra-curricular programs in Dance, Choir, Music and Sport. The school opened a new STEM (Science, Technology, Engineering and Maths) centre in 2016 where students participate in computer coding, 3D printing, Lego robotics and iPad movie making and photography. As well students use computers, laptops, iPads and interactive whiteboards in classrooms. The school has implemented the Positive Behaviour for Learning (PBL) program since 2016 to enhance student wellbeing and success.

The school is supported by a proactive Parent and Citizens Association which promotes community engagement and inclusion.

The school offers onsite quality before and after school and vacation care programs through provider Primary OSHCare.

Kingsgrove Public School has partnerships with local community groups such as Kingsgrove RSL, Bunnings Kingsgrove and local businesses.

Our motto is "Truth and Service".

School planning process

Our steps included:

Planning process

Throughout terms 3 and 4 of 2017 staff, students and community were consulted on priorities for the new school plan.

Data Collection

Student achievement data in NAPLAN and PLAN was collated by executive staff, all staff were involved in self evaluation workshops using the School Excellence Framework, students were consulted through SRC discussion and parents and carers were consulted through a community consultation meeting, surveys sent to all families and P&C discussion.

Analysis of data and formulation of recommendations

Analysis of student achievement data, review of school self evaluation of School Excellence Framework, summation of parent surveys and meeting feedback resulted in identification of school strengths and successes and areas for further improvement, leading to revised targets.

Development of the draft 2018–2020 school plan

Our long term vision was formulated in 2015 through discussion and feedback between students, staff and community. The wording has been slightly updated in 2018. Backward mapping from our school vision and strategic directions was used to develop milestones to meet our revised targets.

Communication of findings, recommendations and strategies

The Annual Report and School Plan is shared and communicated with our school community in staff meetings, P&C meetings, SRC meetings, school newsletters and the school website.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Confident, creative and
successful learners

Purpose:

To ensure a student centred learning environment providing challenging and engaging learning programs to develop creative, confident, future focused learners who are literate, numerate and digitally proficient problem solvers.

STRATEGIC DIRECTION 2

Great teaching, inspired
learning

Purpose:

To ensure quality teaching practices focusing on high expectations, differentiation of learning activities based on ongoing assessment data, student feedback on learning goals and consistency of teacher judgements.

STRATEGIC DIRECTION 3

A positive and engaged learning
community

Purpose:

To develop a positive and engaged learning community ensuring leadership development through shared responsibility, respect, collaboration and consultation so that our students grow into responsible and resilient global citizens.

Strategic Direction 1: Confident, creative and successful learners

Purpose

To ensure a student centred learning environment providing challenging and engaging learning programs to develop creative, confident, future focused learners who are literate, numerate and digitally proficient problem solvers.

Improvement Measures

By end of 2020:

Kindergarten to Year 2 students achieve substantially higher levels in literacy and numeracy on PLAN2 data than 2018 benchmark.

Decrease in percentage of Year 3 and 5 students in lowest two bands of NAPLAN literacy and numeracy from 2018 benchmark.

Increase in percentage of Year 3 and 5 students in top two bands of NAPLAN literacy and numeracy from 2018 benchmark.

People

Students

Develop skills in self-assessment by utilising learning intentions, success criteria and teacher feedback.

Staff

Develop understanding and knowledge of K-6 syllabus requirements and effective literacy and numeracy strategies for a range of abilities and needs.

Leaders

Implement a coordinated approach across the school to teaching and learning literacy and numeracy with high expectations, assessment based planning, personalised learning and consistency of teacher judgement.

Parents/Carers

Develop understanding of effective literacy and numeracy strategies and school based programs in order to support their childrens learning and wellbeing.

Community Partners

Continue partnerships and programs in Reading For Life and speech therapy with Learning Links and community volunteers.

Processes

Design, implement and evaluate a Literacy improvement program Language, Literacy and Learning (L3) and Years 3-6 Implementing the Daily Literacy Block.

Design, implement and evaluate a Years 3-6 project to improve teaching and learning in English as an Additional Language/Dialect (EALD).

Evaluation Plan

Progress toward improvement measures will be measured through semester review of student achievement on PLAN 2 learning progressions, Language, Literacy and Learning (L3) data and annual NAPLAN data.

Practices and Products

Practices

Every student can articulate their individual learning goals for literacy and numeracy and a self-assessment of their progress towards their learning goals.

Language, Literacy and Learning (L3), Targeted Early Numeracy (TEN) and Implementing the Daily Literacy Block practices are evident in programs and classroom practice of teachers who have participated in training.

Teachers consistently and accurately record and monitor student achievement in PLAN2, English as an Additional Language/Dialect (EALD) learning progressions and review and analyse NAPLAN test results.

Products

Every student requiring a personalised learning plan for support or extension has a current, quality plan developed in consultation with parents/carers.

Strategic Direction 2: Great teaching, inspired learning

Purpose

To ensure quality teaching practices focusing on high expectations, differentiation of learning activities based on ongoing assessment data, student feedback on learning goals and consistency of teacher judgements.

Improvement Measures

By end of 2020:

All teachers K–6 use formative assessment to differentiate tasks and set learning intentions and success criteria.

All teachers K–6 can articulate teacher accreditation goals and requirements and link these to their annual performance and development plans.

People

Students

Understand the purpose and value of learning intentions, success criteria, goal setting and self-assessment.

Staff

Develop skills in student-centred pedagogies such as formative assessment, learning intentions and success criteria.

Develop knowledge and understanding of the Australian Professional Teaching Standards and requirements and processes for accreditation.

Leaders

Implement a coordinated approach to teaching and learning literacy and numeracy across the school with high expectations for school wide improvement through accuracy and usage of data, quality programming, individualised plans, and consistency of teacher judgement.

Parents/Carers

Understand the purposes of assessment and goal setting and support their children's differentiated learning and homework activities.

Community Partners

Local agencies, health professionals and our community of schools support student achievement through provision of programs in reading, speech therapy and extra curricular activities.

Processes

Teacher professional learning to enhance collaborative practice and consistency in planning, programming and assessment.

Design, implement and evaluate a school framework to support teachers to understand and achieve mandatory and voluntary levels of accreditation.

Evaluation Plan

Progress toward improvement measures will be measured through semester review of teaching programs, classroom observations and performance and development plans.

Practices and Products

Practices

Every teacher uses student assessment data to inform and differentiate their teaching and learning and track student progress on the learning progressions.

Every teacher articulates learning intentions and success criteria for each lesson and provides student feedback on these.

Teachers demonstrate through programs, observation and collaborative practice, high levels of commitment, motivation and engagement in teaching and learning.

Every teacher has increased knowledge and understanding of the Australian Professional Teaching Standards and can articulate their strengths and areas for development against the standards in performance and development meetings and documents.

Products

100% of teaching and learning programs are based on syllabus content, high expectations, assessment data, and are differentiated for student learning needs including support and extension activities.

Strategic Direction 3: A positive and engaged learning community

Purpose

To develop a positive and engaged learning community ensuring leadership development through shared responsibility, respect, collaboration and consultation so that our students grow into responsible and resilient global citizens.

Improvement Measures

By end of 2020:

Tell Them From Me survey indicates increase in Year 4–6 students perception of a positive school learning environment from 2018 benchmark.

Increase in achievement in school's self assessment against the elements of the School Excellence Framework from 2018 benchmark.

People

Students

Develop skills in classroom and playground behaviour problem-solving, effective social and emotional interactions and resilience.

Staff

Build upon Positive Behaviour for Learning (PBL) Tier 1 Universal Prevention systems and enhance consistency of application in order to successfully implement Tier 2 interventions.

Leaders

Understand Positive Behaviour for Learning (PBL) Tier 2 interventions in order to match students to appropriate support.

Ensure consistent school wide implementation of school learning and wellbeing programs.

Parents/Carers

Develop understanding of school behaviour procedures and supports.

Collaborate in decision-making to ensure success of support and interventions.

Community Partners

Positive Behaviour for Learning (PBL) community of schools share resources and strategies. Organisations such as Learning Links provide professional learning and resources for student wellbeing.

Processes

Design, implement and evaluate a program of professional learning in Tier 2 Positive Behaviour for Learning (PBL) interventions to develop student social and emotional problem solving skills and engagement in learning.

Design and implement a framework of regular review and update of school policies and evidence of implementation to support student learning, wellbeing and engagement.

Evaluation Plan

Progress toward improvement measures will be measured through analysis of Tell Them From Me surveys, Positive Behaviour for Learning (PBL) data and School Excellence Framework evidence.

Practices and Products

Practices

Leaders model high expectations, and professional and ethical behaviours for staff, students and community.

Staff share expertise, responsibility and leadership development through active participation in school committees and extra-curricular activities.

Staff consistently model positive language and behaviours for students and colleagues and consistently implement school discipline procedures.

Products

Enhanced staff capacity for collaboration and leadership demonstrated through increased consistency of teacher judgement, higher expectations and cohesive school teams.