

School plan 2018-2020

Kirrawee Public School 4075



School background 2018–2020

School vision statement

Kirrawee Public School provides a positive educational environment where each child can become a competent, confident and happy person. Student welfare is the clear focus of all programs at Kirrawee. We endeavour to empower students to take their place in a changing and complex society by emphasising Literacy & Numeracy – the basic skills of all learning, in conjunction with the latest technology and traditional values. It is clearly understood by all at Kirrawee that our students are our purpose.

School context

The school places a priority on academic progress, student welfare and providing a wide range of activities and experiences for all students. Kirrawee Public School has approximately 241 students K–6. The school was established in 1950 and has developed a strong reputation for achieving excellence in performing arts, sport and implements a welfare system which values building positive relationships with all stakeholders. At Kirrawee Public School focuses on differentiation for all students to allow the opportunity for high personal growth. At Kirrawee Public School our purpose is to develop students' attitudes, skills and knowledge to facilitate their learning and achievements within an environment which encourages safety, honesty, personal responsibility and respect for others. With three support classes – a class with mild intellectual disabilities and two classes with students in the moderate intellectual disability range, the school truly caters for students with a wide range of abilities. The school student population is made up of 21.2% of students coming from language backgrounds other than English. The school has a reputation for being an inclusive and caring place where students are engaged and happy at school. It enjoys close links with the local community and has a P & C.

School planning process

Key stakeholders of students, staff and parents were consulted in the preparation of the School Plan. Teachers and school staff were consulted over a series of staff meetings, where teacher feedback could be given and ideas presented for future directions. Parent forums were held to gather input for planning strategic directions and planning projects. Information gathered from these forums were used to formulate and construct key areas of focus. Data gathered from the Department of Education about school performance, ie NAPLAN were also used in the planning process. Executive teachers identified potential strategic directions based on a situational analysis of the school including its achievements and challenges throughout the previous years. Kirrawee Public School believes that strong partnerships and vision from the staff, students and community forge a unified and shared direction for student and school growth. Management teams responsible for various Learning Areas consider their targets and resources in alignment with the strategic directions contained in this document.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Developing critical and reflective
thinkers

Purpose:

To improve the learning process to ensure students have the skills needed for the 21st Century. Students will learn to be critical and reflective learners who can engage with the world around them. Through the use of visible learning strategies and Formative assessment students will understand the purpose of their education and how they can achieve their learning goals.

STRATEGIC DIRECTION 2

Quality teaching; building strong
foundations

Purpose:

To develop staff capacity to provide differentiated lessons for their students which are built upon evidence based quality teaching practices. To build capacity in all staff to ensure they are confident and knowledgeable on evidence based quality teaching practices. To equip staff with a greater understanding of technology and how best to implement it into their teaching and planning.

STRATEGIC DIRECTION 3

Positive and inclusive school
environment

Purpose:

Kirrawee Public School will continue to promote a culture of collaboration, excellence, pride and quality student learning and showcase this to the wider school community. Strong leadership will once again be the focus across the school, building on our already positive school environment, where all stakeholders feel supported and valued. Opportunities to report to parents will increase with a focus on ensuring regular and clear communication, to build a supportive partnership between school and community. Focus on comprehensive student welfare processes with continued evaluation to ensure their relevance and effectiveness in promoting a cohesive and harmonious school environment.

Strategic Direction 1: Developing critical and reflective thinkers

Purpose	People	Processes	Practices and Products
<p>To improve the learning process to ensure students have the skills needed for the 21st Century. Students will learn to be critical and reflective learners who can engage with the world around them. Through the use of visible learning strategies and Formative assessment students will understand the purpose of their education and how they can achieve their learning goals.</p>	<p>Students</p> <p>Engage in learning experiences and play an active role in the direction of their learning. Students reflect on the attainment and progress towards learning goals.</p> <p>Leaders</p> <p>Leadership team are trained in the use of visible learning strategies and progressions in order to provide staff with appropriate training and support.</p> <p>Staff</p> <p>Providing staff with professional learning in the area of visible learning, formative assessment and reflective learning practices.</p> <p>Providing staff with the resources and support necessary for the successful implementation of the aforementioned changes in practice.</p>	<p>Processes</p> <ul style="list-style-type: none"> Ensuring that Visible learning strategies are entrenched in Kirrawee Public School. So that students understand the relevance of the content delivered. Formative assessment strategies utilised through the implementation of the Literacy and Numeracy progressions so that they inform the teaching and learning cycle to provide content targeted to the student's zone of proximal development. <p>Evaluation Plan</p> <ul style="list-style-type: none"> Review and monitor the effectiveness of Visible Learning strategies in the classroom. Classroom observations by Supervisors. Ongoing evaluation of teaching and learning programs. Regular milestone monitoring of progress towards achievement of strategic directions and improvement measures. 	<p>Practices</p> <p>Learning intentions and reflective learning practices are visible in learning activities supporting students to analyse their progress, reflect of their successes and plan future learning.</p> <p>Qualitative evidence of change in teacher pedagogy, student achievement and engagement are collected and analysed to inform the effectiveness of the projects.</p> <p>Data collected and analysed to measure student growth along the Literacy and Numeracy progressions.</p> <p>Products</p> <p>Visible Learning strategies evident in all classrooms to support students in understanding the relevance of, and increase the engagement within lessons.</p> <p>Reflective learning practices embedded within teaching programs allowing opportunities for students to reflect on their learning and engage with feedback.</p> <p>Formative assessment strategies are used to gauge student achievement and ensure that lessons are differentiated to cater for all students' needs.</p>
Improvement Measures			
100% of staff exposed to Formative Assessment strategies.			
100% of staff trained in the use of Literacy and Numeracy Progressions in informing their teaching and learning cycle.			
Literacy and Numeracy progressions used by teachers to track student growth.			
Visible Learning strategies are embedded in all teaching and learning programs.			

Strategic Direction 2: Quality teaching; building strong foundations

Purpose	People	Processes	Practices and Products
<p>To develop staff capacity to provide differentiated lessons for their students which are built upon evidence based quality teaching practices. To build capacity in all staff to ensure they are confident and knowledgeable on evidence based quality teaching practices. To equip staff with a greater understanding of technology and how best to implement it into their teaching and planning.</p>	<p>Staff</p> <p>A change in classroom pedagogy so that lessons in Literacy and Numeracy are closely tailored to students Zone of Proximal Development (ZPD).</p> <p>Staff are embedding regular formative assessment practices to inform their teaching and learning cycle.</p>	<p>Evidence based practices in Literacy and Numeracy implemented in all classrooms.</p> <p>Teachers using the Literacy and Numeracy progressions to differentiate their teaching and learning programs.</p> <p>Staff and students to develop their understanding of a range of technologies and how these are best integrated within classrooms and use these as a collaborative practice.</p> <p>School-based instructional leader used in a quality teaching lesson study format.</p>	<p>Practices</p> <p>All teachers actively engage in professional learning opportunities driven by self/supervisor or school plan to deepen teachers knowledge of syllabus, pedagogy and practice.</p> <p>Teachers collaboratively plan evidence-based teaching programs providing explicit, differentiated, authentic learning experiences which cater for all.</p> <p>Teachers engage in professional learning around a range of technology and how to implement these within the classroom.</p>
Improvement Measures	Leaders	Evaluation Plan	Products
<p>100% of staff participate in collaborative planning.</p> <p>100% of staff engaging in technology rich lessons.</p> <p>Staff using Literacy and Numeracy progressions to inform their teaching and learning cycle.</p>	<p>Leaders</p> <p>School leaders used as Instructional Leaders to demonstrate and oversee the implementation of Literacy and Numeracy projects with a focus on differentiation and quality teaching.</p> <p>School leaders to provide training to staff on the use of a variety of technologies and how best to implement these in the classroom.</p>	<p>Students</p> <p>Increased level of engagement experienced by students as expectations are targeted to their level of need.</p>	<p>Products</p> <p>All staff trained in evidence-based Literacy and Numeracy practices based on Literacy and Numeracy progressions.</p> <p>Teaching practices are evidence-based and informed by student achievement data to ensure teaching and learning programs are differentiated.</p> <p>Technology rich lessons implemented across the curriculum. Technology used as collaborative tool between staff, and staff and students.</p>

Strategic Direction 3: Positive and inclusive school environment

Purpose

Kirrawee Public School will continue to promote a culture of collaboration, excellence, pride and quality student learning and showcase this to the wider school community. Strong leadership will once again be the focus across the school, building on our already positive school environment, where all stakeholders feel supported and valued. Opportunities to report to parents will increase with a focus on ensuring regular and clear communication, to build a supportive partnership between school and community. Focus on comprehensive student welfare processes with continued evaluation to ensure their relevance and effectiveness in promoting a cohesive and harmonious school environment.

Improvement Measures

All staff engaging the Welfare Policy and implementing it in the classroom and playground.

All staff utilising media tool eg. SeeSaw to communicate regularly with parents.

Staff and community engaging in regular scheduled meetings to discuss their child's progress.

People

Students

Students build positive relationships, emotional resilience, social intelligence and actively contribute to the school and community.

Staff

Staff engage in professional dialogues with colleagues and parents in order to build strong and supportive community relations.

Staff implement cohesive welfare policies across the school to ensure positive staff and student wellbeing.

Leaders

School leaders to investigate opportunities for school promotion within the local community in order to showcase the school's programs.

School leaders to ensure that the welfare policies are current and effective in managing student behaviour.

Parents/Carers

Engage in a wide range of school related activities and contribute positively to school planning and evaluation processes.

Processes

- Staff to use media and online content sharing programs including, See Saw, redesigned newsletter and new website, to increase the school's profile and increase communication between the school and community.

- Open lines of communication promoted between school and home by including opportunities such as improved reporting to parents schedule, inclusion in school activities and providing parents with the opportunities to give feedback.

- Opportunities for staff to engage in personalised professional development aligned to their PDP goals.

Evaluation Plan

- Survey of community to gauge effectiveness of media tools and revised interview schedule.
- Ongoing evaluation of welfare programs.
- Feedback from staff in regard to the inclusion of personalised professional development to assist in the attainment of PDP goals.
- Regular milestone monitoring of progress towards achievement of strategic directions and improvement measures.

Practices and Products

Practices

Media committee to identify opportunities to promote the school positively in local media .

Parents and community members actively engage and contribute to whole school initiatives.

Regular opportunities for teachers to engage in personalised professional development in order to meet PDP goals.

Products

Increased positive perception of Kirrawee PS within the local community.

Student welfare practices reflect the positive values embedded in all school systems.

Increased opportunities for communication and engagement between school and home through the additional scheduling of parent and teacher interviews, online communication and ongoing community events.

PDP process embedded within our school culture to ensure continued staff professional development.