

# School plan 2015 – 2017

## Koonawarra Public School – School Code 4409



**Curriculum & Engagement**

*Develop reflective practice about learning and engagement*

**Well-being**

*Promote and develop self-directed and responsible citizens*

**Community Partnerships**

*Enhance and strengthen community involvement as part of a positive school culture*



## SCHOOL VISION STATEMENT

Our vision is to build on the Koonawarra Public School tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning community.

Our school will:

- Provide regular opportunities for students and teachers to develop and demonstrate their talents and interests;
- Promote social responsibility; and
- Teach the skills essential for 21<sup>st</sup> Century Learners

### Legend

<b>AITSL</b>	Australian Institute for Teaching and School Leadership
<b>DEC</b>	Department of Education and Communities
<b>EaFS</b>	Early Action for Success
<b>IM</b>	Intellectually Mild
<b>IST</b>	Itinerant Support Teachers
<b>IT</b>	Information Technology
<b>KPS</b>	Koonawarra Public School
<b>L3</b>	Language, literacy and learning
<b>LMBR</b>	Learning & Managing Business Reform
<b>LST</b>	Learning and Support Team
<b>MC</b>	Multi Categorical Class
<b>MeE</b>	Motivation and Engagement Framework
<b>NAPLAN</b>	National Assessment Program – Literacy and Numeracy
<b>PBS</b>	Positive Behaviour for Success
<b>P &amp; C</b>	Parents and Citizens
<b>PLAN</b>	Planning Literacy and Numeracy
<b>PSL</b>	Principal School Leadership
<b>QT</b>	Quality Teaching Framework
<b>SEF</b>	School Excellence Framework
<b>TENS</b>	Targeted Early Numeracy Strategies

## School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula; and by promoting social responsibility.

Koonawarra Public School has classes from Pre-School to Year 6. It is in the Dapto area, southwest of Wollongong. Koonawarra Public School also accommodates an IM class, a Multi Categorical class and two IST Hearing Teachers. Enrolment for 2015 is 277 students, including 28% indigenous students.

Koonawarra Public School values and celebrates the success of our students, staff and parents to encourage a positive school culture.

2015 sees the appointment of a new Principal, a Learning and Engagement Leader to focus on student engagement and an EaFS Instructional Leader to implement the NSW Literacy and Numeracy Action Plan.

In 2015 the conception of community rooms will be introduced to facilitate the active participation and engagement of our parents and local community members. The school is now well resourced to ensure that 21<sup>st</sup> Century Learning is a feature of all classrooms. The school is appreciative of the introduction of new technologies and resources funded by National Partnerships last year.

## School planning process

The school self-evaluation process...

In May 2014 a school evaluation team visited Koonawarra PS to evaluate, report on and make recommendations about the effectiveness of :

- Support for staff in managing student welfare needs
- Adjustments to meet the learning and behaviour needs of students
- Policies and practices that support student welfare.

The findings and recommendations formed the baseline on which our strategic directions were developed.

These directions were taken and further developed and consulted upon in regular staff meetings and through parent and student surveys and meetings.

The planning team then consulted with the PSL to inform the products and improvement measures. The plan was then taken back to all staff who formed three strategic direction teams to develop the milestones for 2015.



## Curriculum & Engagement

*Develop reflective practice about learning and engagement*

## Well-being

*Promote and develop self-directed and responsible citizens*

## Community Partnerships

*Enhance and strengthen community involvement as part of a positive school culture*

### **Purpose:**

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individual students; is purposeful and engaging; incorporates relevant IT skills and is based on the shared professional learning of staff.

### **Purpose:**

To enhance the capacity of students to be active, informed, resilient and creative citizens through the development and implementation of current initiatives and programs and in line with the Melbourne Declaration.

The process and practices of well-being will be embedded in strategic directions one and three.

### **Purpose:**

To build and promote a positive school identity and culture with the capacity to engage all stakeholders in the development of a shared educational vision for Koonawarra Public School in the modern world.

# Strategic Direction 1: Curriculum & Engagement

*Develop reflective practice about learning and engagement*

## Purpose

### Why do we need this particular strategic direction and why is it important?

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individual students; is purposeful and engaging; incorporates relevant IT skills and is based on the shared professional learning of staff.

## Improvement Measures

- ❖ Increased proportion of students above National Minimum Benchmark levels in NAPLAN – reading and numeracy to equal the Government school percentage as shown in SEF data reports on Student Attainment – currently Year 3 -92%, Year 5 – 82%.
- ❖ Aboriginal students will match the performance of non- Aboriginal students in NAPLAN as indicated by SEF – Attainment of Equity Groups data.
- ❖ 100% teaching staff have documented evidence and personalised professional learning plans in line with the Professional Development Framework

## People

### How do we develop the capabilities of our people to bring about transformation?

**Students:** Engaged learners of literacy and numeracy in the class and home environments as they become actively involved in a range of curricular and extra-curricular programs that will increase their expectations, capacity and achievement.

**Staff:** Build staff capacity to implement 21<sup>st</sup> Century Learning pedagogy through practices that enhance collaboration and support professional learning.

**Parents/Carers:** Provide opportunities for parents and teachers to work together so they better under the learning outcomes documented in student reports.

**Community Partners:** Monitor implementation of school-wide systems and structures (e.g. K-6 planning overviews; scope and sequence documents) to support and extend all students through differentiated learning programs.

**Leaders:** Build staff capacity to implement quality pedagogy through targeted professional learning in

## Processes

### How do we do it and how will we know?

- Collaborative curriculum and assessment/reporting planning to support: school-wide systems as evidenced in programs and assessment practices; explicit IT skills and student work samples; and a dynamic 21<sup>st</sup> Century Learning environment.
- Implementation of the MeE framework in all classrooms to focus on student engagement.
- Staff participate in feedback through peer coaching and collaborate with students and coaches to ensure all pedagogy is underpinned by the MeE framework and all learning experiences are high cognitive, high affective and high operative.
- Staff will monitor the engagement of all students through the collection of data including attendance, welfare, academic and community feedback.
- Ongoing mentoring, professional dialogue, reflection and monitoring (documented), as all staff develop personal

## Products and Practices

### What is achieved and how do we measure?

**Product:**  
Targeted professional learning, with a focus on literacy and numeracy.

**Product:**  
Quality pedagogy and consistency in teacher judgement with curriculum program design including scope and sequences; assessment benchmarks for whole school programming; professional learning; strategic planning and evaluation.

**Product:**  
All teachers engage in shared professional learning that leads to improved, embedded practice utilising 21<sup>st</sup> Century Learning pedagogy and improved learning outcomes for students.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**  
High quality, differentiated teaching and learning programs, demonstrating explicit integration of IT skills, implemented to meet the needs of all students K-6.

❖ Increased proportion of students in proficiency bands (NAPLAN) as we move the middle to the top. Currently 10% (Year 7 data).

**21<sup>st</sup> Century Learning at Koonawarra Public School means:** Creativity, of use higher order thinking skills, engagement in goal setting and self-directed learning, problem solving and project/inquiry-based learning.

literacy and numeracy.

professional learning plans that incorporate clear and explicit links to school targets in line with the Professional Development Framework.

- Develop staff understanding and quality pedagogy in literacy and numeracy strategies to target and support a differentiated curriculum for all students i.e. build staff capacity to collaboratively plan and differentiate programming in literacy and numeracy.

#### Evaluation Plan

NAPLAN, Best Start, TENS and L3 data and school based assessment results monitored to analyse student performance in literacy (writing) and numeracy. Student growth plotted using PLAN software and programs adapted to meet identified student needs.

#### Practice:

Professional Learning Framework process provides guidance and direction for all teachers to reflect on their professional learning goals.

#### Practice:

Students and teachers reflecting on the achievement of their personal learning goals. Parents informed of student achievement via formal written reports and parent/teacher meetings as new DEC reporting policy is implemented.

## Strategic Direction 2: Well-being

Promote and develop self-directed and responsible citizens

### Purpose

#### Why do we need this particular strategic direction and why is it important?

To improve the capacity of students to be active, informed, resilient and creative citizens through the rejuvenation of current initiatives and programs in line with the Melbourne declaration.

### Improvement Measures

- ❖ Students demonstrate resilience and positive behaviour techniques in the classroom and in the playground – evidence by increased free and frequent rewards, assembly awards for student engagement and achievement and long term award path recognition certificates e.g. bronze, silver and gold
- ❖ Stronger links are built with the local Aboriginal community – evidence by more interaction in the school community and participation/use of new Aboriginal Community room
- ❖ Regular staff, parental and student participation in surveys

### People

#### How do we develop the capabilities of our people to bring about transformation?

**Students:** Students use effective techniques for resilience, positive behaviour and citizenship. Students requiring adjustment and learning support receive strategic support in times of need

**Staff:** Consistently implement a whole school PBS approach to wellbeing. Staff have clearly defined behavioural expectations and support students to achieve this behaviour successfully

**Parents/Carers:** Understands the behaviours, attitude and expectations of students at school and in the community. Parents adopt strategies that enhance the wellbeing of all students

**Community Partners:** Continue to be strengthened through clear communication opportunities

**Leaders:** Actively support the whole school PBS program.

### Processes

#### How do we do it and how will we know?

- All staff strengthen and develop a cohesive approach to the school values and welfare system .
- The school actively involved in implementing the Peer Support program with regular meetings held throughout the year to help guide/support students in promoting and developing their collective wellbeing.
- Students deeply value the learning taking place in their classroom, they are able to take risks and are partners in the negotiation of learning experiences.
- Staff will monitor the engagement of all students through the collection of data including attendance, welfare, academic and community feedback. E.g. MeE Framework for student, Hattie-Visible learning, EAfs and Focus on Reading, Aboriginal initiatives.

### Products and Practices

#### What is achieved and how do we measure?

##### Product:

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

##### Product:

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

##### Product:

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

##### Product:

High level of parental support and engagement across varied school initiatives.

#### What are our newly embedded practices and how are they integrated and in sync with our purpose?

indicates strong levels of school satisfaction

- ❖ 100% of students are provided with effective teacher feedback and provided with an opportunity to be part of a community of reflection using the REAL Framework (Reflection, Engagement and Authentic Learning)
- ❖ Reduce number of behaviour incidents and suspensions during the period 2015 – 2017 from current data
- ❖ Attendance rates of all student exceeding State averages

### Evaluation Plan

- School satisfaction surveys e.g. Survey Monkey, disco generated surveys and school created surveys
- Collection and collation of school data (attendance, suspension, awards)

### Practice:

Quality educational and organisational innovations are introduced and embedded to improve system-side frameworks and workflows that improve whole school efficiency. LST meetings refined and communicated

### Practice:

Leaders initiate and lead practices that focus on improving educational opportunities for all students and staff as they improve their own practice and work collegially in professional learning teams e.g. Growth Coaching, MeE Framework.



# Strategic Direction 3: Community Partnerships

Enhance and strengthen community involvement as part of a positive school culture

## Purpose

### Why do we need this particular strategic direction and why is it important?

To engage the whole school community as active partners in ensuring practices reflect traditional and emerging needs. We will continue to support and promote ongoing improvement in student learning outcomes as we prepare our students for their future. Communication is an essential tool as we focus on our values and the experiences we provide for students to become resilient, responsible citizens.

## Improvement Measures

- ❖ 100% teaching staff regularly update school website 'class' page and contribute to 'blog' over the year
- ❖ Parents access school information via website, emails and school newsletter
- ❖ New innovative communication tools are introduced e.g. school app

## People

### How do we develop the capabilities of our people to bring about transformation?

**Students:** Will develop and enhance the skills necessary to participate as successful 21<sup>st</sup> Century citizens

**Staff:** Actively contribute to multiple aspects of the communication plan i.e. our community valued and important to us

**Parents/Carers:** Access the School website, blog and Facebook to actively participate and share in school based opportunities as they collaborate and celebrate their child's learning.

**Community Partners:** Support the school as we continue to build knowledge of, and pride in, our school, school events and the local community

**Leaders:** Continue to initiate and promote the meaningful roles families and community have in the decision making process.

## Processes

### How do we do it and how will we know?

- Establish a Community Engagement team that meets fortnightly to implement a planned ongoing approach to communicating and engaging with our community
- Use of various modes of communication to engage our school community
- Staff consistently communicate high expectations regarding student work and behaviour to students and parents
- Professional learning sessions for parents in curriculum areas with a focus on literacy and numeracy
- Students actively participate in school and community events that reinforce our shared values and citizenship

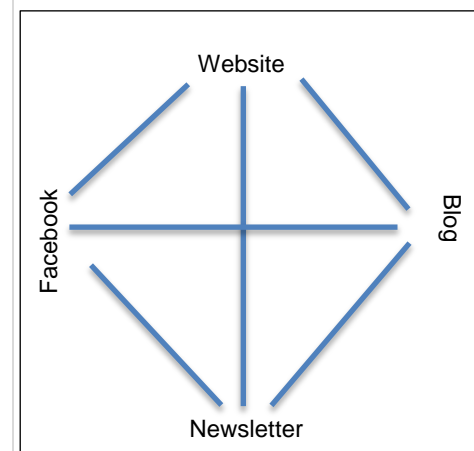
### Evaluation Plan

- Results from school generated surveys for students, parents and teachers to guide future directions in terms of student wellbeing (students) and leadership

## Products and Practices

### What is achieved and how do we measure?

**Product:** Communication strategy to embrace the following components:

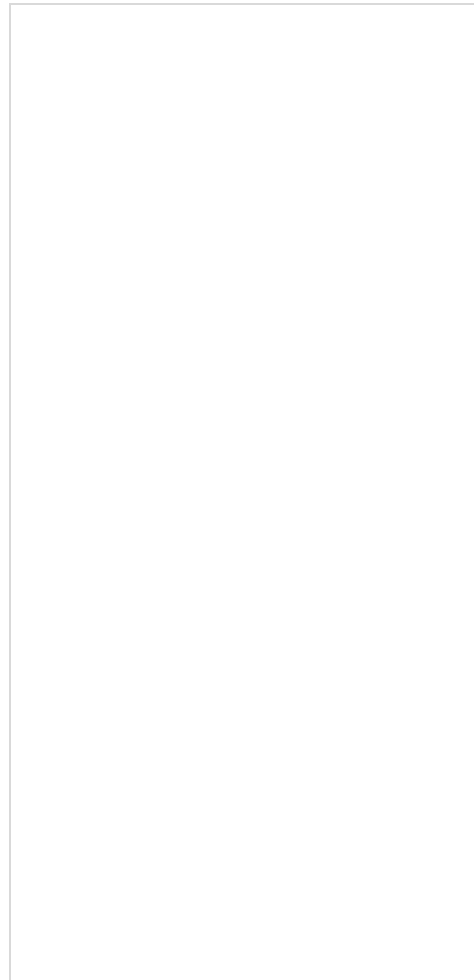
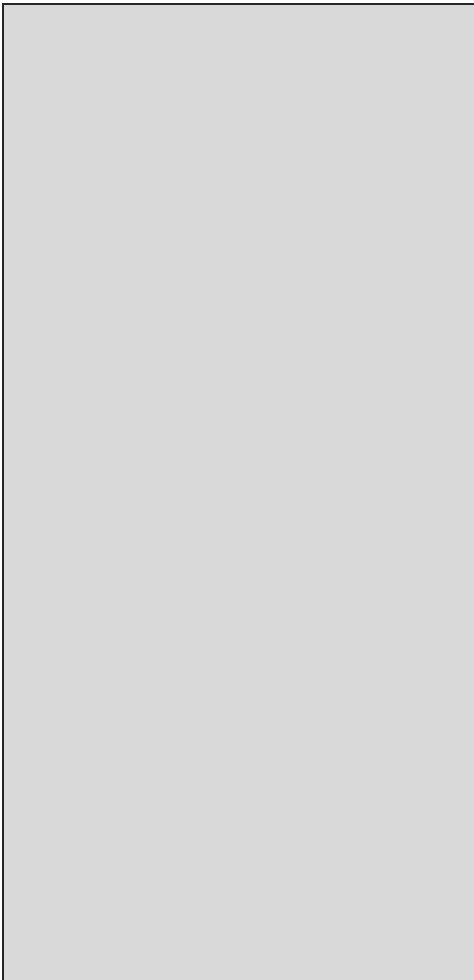


**Practice** Develop and enhance our multi-faceted communication strategy that engages staff, parents and students in learning and informs school planning and management

**Product:** Teachers work with families as they share the responsibility for student learning and well-being

**Product:** Students at Koonawarra Public School are challenged yet supported in a productive learning





(teachers).

- Parent and community input at School Council and P&C through surveys to provide data on parent satisfaction of initiatives. Decision making is informed through data analysis.

environment. They feel happy, safe, respected and valued as they discover how they best learn.

**Product:** Teachers at Koonawarra Public School know their students well, their strengths and their needs and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated.

**Product:** Parents and carers at Koonawarra Public School are partners in their children's learning. They are informed, active and supportive in their children's education. They feel welcomed, valued and respected as a vital part of the learning community.

**Practice:** Teachers actively communicate with parents on student progress and expectations of learning on a regular basis. Parents are welcomed into classrooms to share their knowledge and skills as well as have opportunities to participate in curriculum based workshops so they better understand student learning outcomes.