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| **School vision statement** |  | **School context** |  | **School planning process** |
| Kempsey West Public School endeavours to provide every child with the opportunity to become productive citizens in a supportive, challenging and stimulating learning environment. It provides programs that are differentiated and personalised to develop students’ capacity to learn and give students the essential skills in literacy and numeracy. The school is committed to promoting future-focused learning so that students become productive and innovative users of technology. Kempsey West values the emotional, mental and physical well-being of all students. |  | Kempsey West Public School is the largest and oldest state primary school in Kempsey, recently celebrating its Sesquicentenary. Our school population is 380 students. It consists of 14 mainstream classes and 5 Support Unit classes. The Support Unit caters for students with a range of physical, emotional and intellectual needs. These students are classified as IM, IO, IS and a Multi Categorical class has recently been established.  Kempsey West is faced with an increasing proportion of students coming from lower socio-economic backgrounds. Kempsey West has a Family Occupation and Education Index (FOEI) of 188 which places the school amongst the highest 5 per cent of FOEI values (most disadvantaged) across NSW Government schools. The school receives Low SES Equity Funding. The school has historically had to contend with a high mobility rate. Our 2014 mobility rate was 41%.  Kempsey has a high level of government support agencies that serve the corresponding high level of social and emotional needs present in the community.  The proportion of Aboriginal students at the school has been steadily increasing. This year 52% of the school’s population identify as Aboriginal.  Kempsey West has an experienced and very stable staff with over 70% of permanent teaching staff having been at the school for over 10 years. The school is supported by two Aboriginal Education Officers and all classrooms are supported by experienced School Learning Support Officers. |  | The school planning process for the 2015-2017 School Plan commenced with initial information about the new planning process shared with the local AECG, P&C, parents and staff.  The school community was invited to discuss the important skills that their children will need in the future. Parents that could not attend were given the opportunity to respond through a survey.  Staff participated in focus groups to determine the skills they thought were important to teach and for the students to learn. Teachers also reflected on their professional learning and discussed their future needs as educators and leaders.  All of the information gathered on future directions and current practice was analysed to formulate three clear strategic directions.  These directions articulate the school’s priorities over the next three years. The directions are future-focused and relate to teaching, learning and leading.  The directions are:   1. Personalised Learning 2. Dynamic Educational Team 3. School Values and Culture |
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| **Purpose:**  **To support students in becoming literate, numerate, creative and innovative users of technology through the production of personalised and individualised programs that promote effective teaching and learning of future skills.** |  | **Purpose:**  **To develop a dynamic educational team to lead and inspire staff to engage in regular professional development, feedback, reflection and to further develop knowledge, understanding and skills in teaching, learning and leadership.** |  | **Purpose:**  **To build a school community who value the wellbeing and resilience of students and staff to ensure that schooling contributes to a socially cohesive society.** |

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| Strategic Direction 1: Personalised Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To support students in becoming literate, numerate, creative and innovative users of technology through the production of personalised and individualised programs that promote effective teaching and learning of future skills. |  | Students:  Develop the capabilities of our students to analyse their progress and performance and to set and adjust learning goals.  Staff:  Develop an understanding of whole school systems to deliver a differentiated and personalised curriculum and increase their ability to implement technology.  Leaders:  Develop expertise to promote a whole school culture of engagement through differentiated teaching and individualising programming.  Coordinate, facilitate and lead the school Learning Support Team.  Parents:  Develop an understanding of and involve  Parents in school processes that cater for differentiation and the success of individual children. |  | Students reflect on their own learning and map their progress against personal learning goals.  Monitor school-wide processes.  Instructional Leaders target areas for improvement in literacy and numeracy.  Students with specific learning/behaviour needs identified and individualised learning programs established and recorded in the SENTRAL database. Staff undertake ICT skill development to access SENTRAL. |  | Students:  Product:   * 100% of all students regularly reflect and make changes to their PLPs. * Increase the percentage of students K-2 at or above end of year standard in Reading Texts and Numeracy on the Literacy/Numeracy continua. * Increase the percentage of Aboriginal students K-2 or above end of year standard in Reading Texts and Numeracy on the literacy/numeracy continua.   Staff:  Product:   * Increase the percentage of teachers in Phase 3 or above in Skills and Integrating ICT on the CLAS (Connected Learning and Advisory Service) matrix from 50% in 2014 to 80% in 2017.   Students:  Practice:   * Participate in innovative teaching and learning programs that incorporate interactive learning technologies.   Staff:   * Teachers deliver quality teaching and learning programmes that increase student achievement. |
| **Improvement Measures** |  |
| * 100% of all students regularly reflect and make changes to their PLPs. * Increase the percentage of students K-2 at or above end of year standard in Reading Texts and Numeracy on the Literacy/Numeracy continua. * Increase the percentage of Aboriginal students K-2 or above end of year standard in Reading Texts and Numeracy on the literacy/numeracy continua. * Increase the percentage of teachers in Phase 3 or above in Skills and Integrating ICT on the CLAS (Connected Learning and Advisory Service) matrix from 50% in 2014 to 80% in 2017. |  |

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| Strategic Direction 2: Dynamic Educational Team | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To develop a dynamic educational team to lead and inspire staff to engage in regular professional development, feedback, reflection and to further develop knowledge, understanding and skills in teaching, learning and leadership**.** |  | Staff:  Engage teachers in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.  Build teachers’ knowledge and strategies for the explicit teaching of reading in Stages 2 and 3 and provide opportunities for teachers to reflect on their teaching philosophy and to refine their teaching practice through action learning.  Build teacher capacity in Early Stage One and Stage One to implement effective literacy/numeracy practices through systematic and explicit teaching in reading, writing and numeracy.  Leaders:  Provide opportunities for staff to improve their leadership skills. |  | K-2 teachers involved in Language Learning and Literacy (L3) and numeracy professional development.  Provide training for leaders to facilitate literacy and numeracy programs in school and the wider network of schools.  Capacity building of executive staff supported by clearly identified professional learning plans. |  | Product:   * The attainment of professional goals to be achieved by 80% of teachers. * 25% of teaching staff are working towards higher levels of accreditation in accordance with the BOSTES Australian Professional Standards for Teachers.   Practice:   * School based observations embedded in staff Professional Learning Plans and the Teaching/Learning cycle (Lesson Study) * Evidence collected for accreditation at Lead / Highly Accomplished. |
| **Improvement Measures** |  |
| * The attainment of professional goals to be achieved by 80% of teachers. * 25% of teaching staff are working towards higher levels of accreditation in accordance with the BOSTES Australian Professional Standards for Teachers. |  |

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| Strategic Direction 3: School Values and Culture | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To build a school community who value the wellbeing and resilience of students and staff to ensure that schooling contributes to a socially cohesive society. |  | Students:  Understand the core values of being responsible, respectful and safe.  Staff:  Demonstrate a consistent approach to reinforce values and using the common language of PBL (Positive Behaviour for Learning)  Demonstrate high expectations of student work and behaviour.  Parents:  Support and reinforce the values promoted through the continued implementation of PBL.  Leaders:  Coordinate, facilitate and lead the PBL Team.  Community Partners:  Involve outside agencies in the processes involved in the ongoing wellbeing of students and their families. |  | Involve all school staff in professional learning about the emotional well-being of students and the Wellbeing Framework.  Cultural connections are established with local AECG. Programs established with Bro-Speak, 8 ways of learning and connecting to country. |  | Students:   * Increase the % of students with positive behaviour from 81% in 2015 to 95% in 2017. (Tell Them From Me Survey) * Increase the % of Year 6 students with positive behaviour from 89% (Year 5 TTFM 2015 data) to 92% in 2017. * Increase the percentage of students who feel accepted and valued by their peers from 82% in 2015 to 90% in 2017. (Tell Them From Me Survey)   Practice:  Staff, students and parents   * Use skills, language and strategies of PBL to reinforce the core values in both the school and home settings. * Participate in the ‘Tell Them From Me’ Survey. |
| **Improvement Measures** |  |
| * Increase the % of students with positive behaviour from 81% in 2015 to 95% in 2017. (Tell Them From Me Survey) * Increase the % of Year 6 students with positive behaviour from 89% (Year 5 TTFM 2015 data to 92% in 2017. * Increase the percentage of students who feel accepted and valued by their peers from 82% in 2015 to 90% in 2017. (Tell Them From Me Survey) |  |