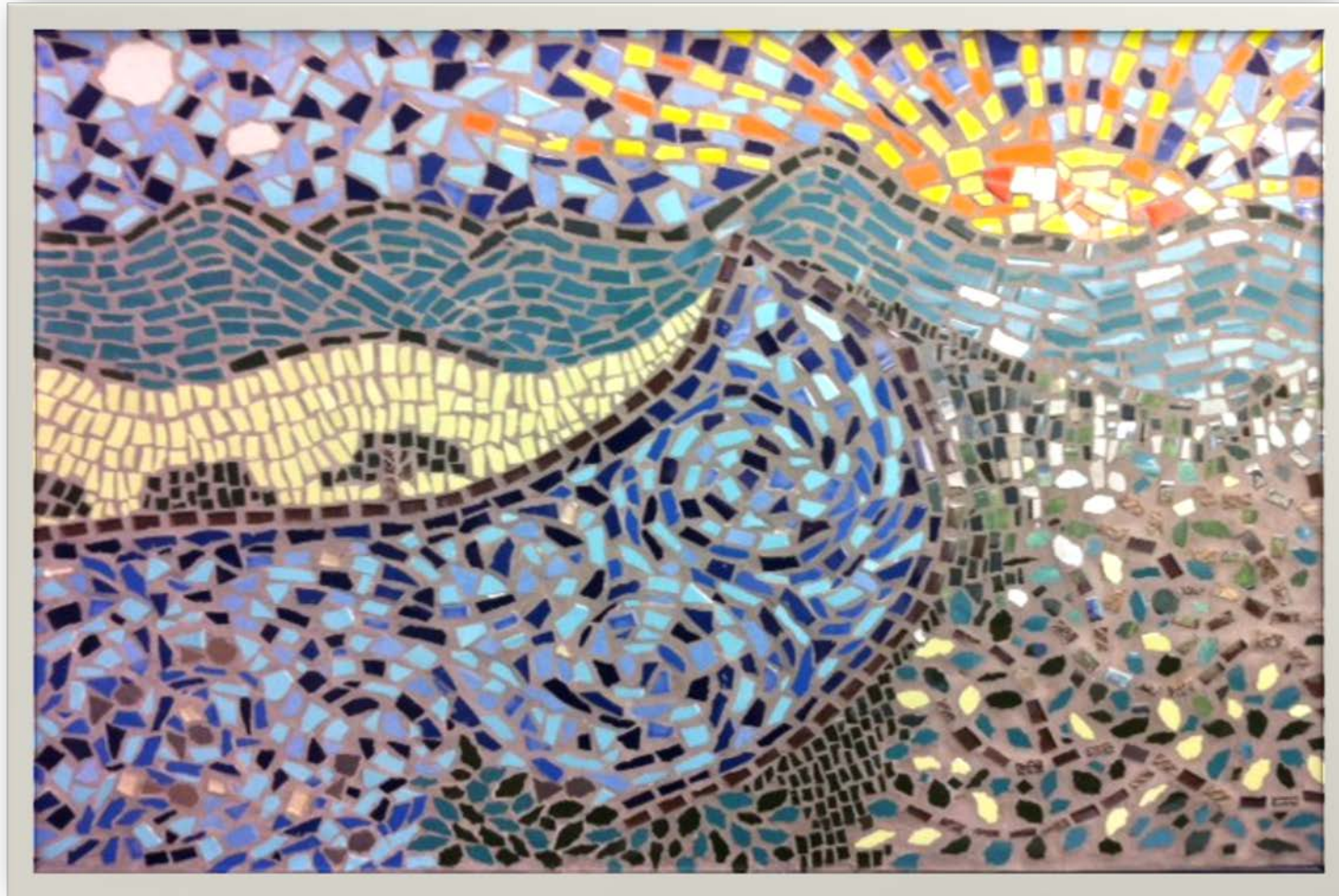


Kempsey West Public School Plan 2015-2017

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School vision statement

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.

School context

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.

School planning process

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



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 values the wellbeing and resilience of students and staff to ensure that schooling contributes to a socially cohesive society.

Strategic Direction 1: Personalised Learning

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.

Improvement Measures

- ❖ 100% of all students have Personalised Learning Plans (PLPs)
- ❖ Increase the percentage of Kindergarten students achieving Cluster 4 and above in reading Texts on the Literacy Continuum from 34% at the end of Kindergarten 2014 to 50% in 2017.
- ❖ Increase the percentage of Aboriginal Kindergarten students achieving Cluster 4 and above in reading Texts on the Literacy Continuum from 36 % at the end of Kindergarten 2014 to 50% in 2017.
- ❖ 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.

People

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.

Processes

Students:

Involve students in writing and monitoring their PLPs)

Students reflect on their own learning and map their progress against personal learning goals.

Staff:

Staff involved in regular ICT professional learning.
SLSO's employed to support programmes in the classroom.

Involve staff in Consistent Teacher Judgement (CTJ) processes using syllabus documents and the continuums when analysing assessment data.

Staff involved in TEN (Targeted Early Numeracy) K-2 and TOWN (Taking off with Numeracy) 3-6 Programs

Leaders:

Monitor school-wide processes and target areas for improvement.

Provide future learning environments in classrooms.

Students with specific learning/behaviour needs identified and individualised learning programs established.

Parents:

Parents consulted during the writing of PLPs
Parent information sessions in the understanding Mathematics.

Products and Practices

Students:

Product:

- ❖ 100% of all students have Personalised Learning Plans (PLPs)
- ❖ Increase the percentage of Kindergarten students achieving Cluster 4 and above in reading Texts on the Literacy Continuum from 34% at the end of Kindergarten 2014 to 50% in 2017.
- ❖ Increase the percentage of Aboriginal Kindergarten students achieving Cluster 4 and above in reading Texts on the Literacy Continuum from 36% at the end of Kindergarten 2014 to 50% in 2017.

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.

Strategic Direction 2: Dynamic Educational Team

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.

Improvement Measures

- ❖ 100% of teaching staff plan, implement and review their Performance Development Plans.
- ❖ 25% of teaching staff working towards accreditation at Highly Accomplished or Lead in the BOSTES Australian Professional Standards for Teachers

People

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 practice through systematic and explicit teaching in reading and writing.

Leaders:

Provide opportunities for staff to improve their leadership skills.

Processes

Staff:

Involve staff in timetabled professional development with mentors/supervisors to collaboratively develop and articulate professional goals and strategies. Support and feedback is given so that teachers can achieve their goals.

Knowledge of and familiarisation with the BOSTES Australian Professional Standards for Teachers and the processes for accreditation.

Staff 3-6 involved in Focus on Reading (FoR) professional development in both Phase 1 (Comprehension) and Phase 2 (Reading Texts and Vocabulary)

K-2 teachers involved in Language Learning and Literacy (L3) professional development.

Leaders:

Leaders of Learning employed to mentor /supervise teachers.

Provide extra support to beginning teachers.

Provide training for leaders to facilitate literacy and numeracy programs in school and the wider network of schools.

Products and Practices

Product:

- ❖ 100% of teaching staff plan, implement and review their Performance Development Plans.
- ❖ 25% teaching staff working towards accreditation at Highly Accomplished or Lead in the BOSTES Australian Professional Standards for Teachers.

Practice:

- ❖ School based observations embedded in staff Professional Learning Plans and the Teaching/Learning cycle.
- ❖ Evidence collected for accreditation at Lead / Highly Accomplished.

Strategic Direction 3: School Values and Culture

Purpose

To build a school community who values the wellbeing and resilience of students and staff to ensure that schooling contributes to a socially cohesive society.

Improvement Measures

- ❖ Increase the % of students with positive behaviour from 81% in 2015 to 95% in 2017. (Tell Them From Me Survey)
- ❖ 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)

People

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.

Processes

Students:

Engage in programmed PBL (Positive Behaviour for Learning) lessons.

Staff:

Develop resources and strategies to use and implement in all school settings.

Effective use of school-wide processes and reward systems.

Involve all school staff in professional learning about the emotional well-being of students.

Parents:

Inform parents through newsletter of PBL priorities and Weekly Focus.

Leaders:

Ensure regular meetings occur and information communicated to staff.

Devise Action Plan for PBL and monitor throughout the year.

Community Partners:

Regular meetings occur to discuss student wellbeing with outside agencies.
Schools as Community Centres (SACC) facilitator involved in community and agency discussions to initiate and develop programs for the community.

Products and Practices

Students:

- ❖ Increase the % of students with positive behaviour from 81% in 2015 to 95% in 2017. (Tell Them From Me Survey)
- ❖ 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.