Kirrawee Public School School Plan 2015 – 2017

QUALITY TEACHING
Staff and leaders implementing best practice through quality teaching.

STUDENT LEARNING
Student learning that develops and promotes engaged and enthusiastic learners.

POSITIVE PARTNERSHIPS
School learning that enhances a positive and supportive partnership between school, home and the wider community.
# School background 2015 - 2017

## 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 225 students K-6.

The school was established in 1950 and has developed a strong reputation for achieving excellence in performing arts, sport and welfare systems which value building sound relationships.

At Kirrawee Public School every student has the opportunity to attain high personal standards of personal performance.

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 19.6% 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.

Surveys were distributed to students, staff and parents to gather data. Evaluations of the surveys were used to formulate and construct key areas of focus.

Data gathered from the DEC 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 Key Learning Areas consider their targets and resources in alignment with the strategic directions contained in this document.
School strategic directions 2015 - 2017

STUDENT LEARNING
Student learning that develops and promotes engaged and enthusiastic learners

To improve students learning experiences in order to develop students who can think creatively and critically about their world.

To equip students with the skills to become literate and numerate with a desire to be life-long learners.

To develop resilience in students so that they may become members of society that can interact respectfully and harmoniously with others.

To engage students in technology support for creating, researching and communicating to equip them with skills for the 21st century.

QUALITY TEACHING
Staff and leaders implementing best practice through quality teaching.

To develop staff capacity to provide engaging lessons for their students that incorporate best practice and the quality teaching framework.

To equip staff to be confident and knowledgeable with the content of the new NSW Syllabi for the Australian Curriculum.

To build capacity in all staff to develop a collaborative community of professionals with a shared vision for the future.

To encourage teachers to be “lead learners” that exhibit awareness of their professional development, assume responsibility for their career progression and make a contribution to the realisation of a vibrant learning community.

POSITIVE PARTNERSHIPS
School learning that enhances a positive and supportive partnership between school, home and the wider community.

To develop stronger relationships as a learning community by working in professional collaboration with schools and the wider community.

Develop a culture of positive partnerships and acceptance for all.

Grow a culture of collaboration and pride, the conditions under which quality, excellence and student learning can thrive.
Strategic direction 1: Student Learning

PURPOSE

To improve students learning experiences in order to develop students who can think creatively and critically about their world.

To equip students with the skills to become literate and numerate with a desire to be life-long learners.

To develop resilience in students so that they may become members of society that can interact respectfully and harmoniously with others.

PEOPLE

Students: Students will be provided with opportunities to think creatively with the provision of open ended tasks. These tasks will then enable and promote students to problem solve and think critically.

Staff: Staff will be provided with ongoing professional learning supporting the implementation of the new NSW Syllabi for the Australian Curriculum. Through engaging in this process staff will deepen their understanding of these documents and in turn present their students with opportunities to further develop their creative and critical thinking skills.

Parents & Community partners: Parents and community partners are provided with opportunities throughout each term to engage with the school. The values program being undertaken also communicates parent information to help build and continue the conversations taking place at school.

Leaders: School leaders will lead staff at professional learning sessions in incorporating creative and critical thinking skills in their lessons. Literacy and numeracy will be the focus of each classroom building foundations for continuing success.

IMPROVEMENT MEASURE/S

Increase students abilities to think laterally about problems demonstrated through better problem solving abilities.

Improved results in NAPLAN aiming for 65% of students achieving proficiency in reading and numeracy.

Decrease in students attending detention per term.

Reduction in 'Notice of Concern' letters sent to parents.

PROCESSSES

How do we do it and how will we know?

- Classes will be continuing the implementation of the new NSW Syllabi for the Australian Curriculum
- Teachers will be providing problem solving opportunities to foster creative and critical thinking.
- Literacy and numeracy remain the focus of all classrooms
- External values program implemented to reduce misbehaviour and increase resilience.

Evaluation plan:
Supervision of program
Student self-direction
Anecdotal teacher reports about success of Inquiry Based Learning

The milestones will be regularly checked and monitored for implementation, feedback and direction on an ongoing basis.

PRODUCTS AND PRACTICES

Products:

Students: Students will approach open ended tasks with enthusiasm and provide responses that are unique and innovative.

Students will receive considerable growth between years 3 and 5 in the NAPLAN.

Students and staff will be consistently using the shared language about behaviour from implementing the external values program.

Students’ increased capacity to utilise a range of ICTs for the purpose of communicating, creating and researching.

Students know “what to do when they don’t know what to do”

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

Practices:

Students are provided with a wide range of open ended tasks to develop their creative thinking skills.

Teachers will deliver differentiated tasks to students in literacy and numeracy lessons.

Students will interact more harmoniously with others resulting from the external values program and have a better level of resilience.
Strategic direction 2: Quality Teaching

PURPOSE

To develop staff capacity to provide engaging lessons for their students that incorporate best practice and the quality teaching framework (QTF).

To equip staff to be confident and knowledgeable with the content of the new NSW Syllabi for the Australian Curriculum.

PEOPLE

Students:
Students will have an increased level of engagement within lessons and a deeper understanding of the new NSW Syllabi.

Staff:
Staff to incorporate the elements from the QTF in lessons considering Intellectual quality, Quality learning environment and Significance in their planned lessons.

Staff to feel confident when implementing, assessing and reporting against the new NSW Syllabi.

Parents:
Parents will be receiving information about how their child is understanding the content from the new NSW Syllabi through the formal written report.

Community partners:
Community partners to receive information about the school and how it is improving best practice therefore increasing its perception within the wider community.

Leaders:
School leaders to provide professional learning on the new NSW Syllabi and the QTF.

HOW DO WE DO IT AND HOW WILL WE KNOW?

- Staff to provide students with engaging lessons
- Levels of student engagement and achievement increased.
- Teachers confident to teach, assess and report against the new content from the new NSW Syllabi.
- Performance Development Framework (PDF) aligned with Australian Teaching Standards.
- Teacher “buddies” and “activity groups” established facilitating both formal and informal groups.

PRODUCTS AND PRACTICES

Products:
Lessons incorporating the QTF will be evident in all classes.

Students will receive differentiated lessons at their level of achievement.

Teachers will teach, assess and report against the new NSW Syllabi.

Practices:
Professional learning, both school based, and personal, to reflect teachers level of need.

QTF embedded in all lessons.

New NSW Syllabi content readily known and implemented in line with implementation time frame.

Evaluation plan:
The milestones will be regularly checked and monitored for implementation, feedback and direction on an ongoing basis.

Targeted professional learning programs.

IMPROVEMENT MEASURE/S

Lessons presented in classrooms to embed the quality teaching framework.

Teachers to be responsible for their professional development plan (PDP) and target professional learning to their PDP.

Staff to implement the new syllabi and assess and report against the new documents.
**Strategic direction 3: Positive Partnerships**

### PURPOSE

To develop stronger relationships as a learning community by working in professional collaboration with schools and the wider community.

To develop meaningful connections and partnerships for collective efficacy to drive initiatives.

To maximise the skills and knowledge of community and developing a culture of participation to promote the school as a focal point and source of pride for the community.

### PEOPLE

**Students:**
Students to benefit from accessing resources within the local community. This will help deepen their understanding about their place in the family, school and community.

**Staff:**
Staff to continue working within the community of schools sharing resources, knowledge and professional learning across sites.

**Parents:**
Parents consulted and utilised when opportunities for partnerships arise.

**Community partners:**
Community partners and organisations utilised where contributions to student learning can be made.

**Leaders:**
School leaders to foster, strengthen and maintain the community of schools in order to share expertise and knowledge across schools.

### PROCESSES

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

- School leaders to liaise with partner schools to continue in a community of schools
- Parents and community members consulted and invited to the school where applicable.

**Evaluation plan:**
The milestones will be regularly checked and monitored for implementation, feedback and direction on an ongoing basis.

### PRODUCTS AND PRACTICES

**Products:**
The Community of Schools partnership will be ongoing with a collaboration between school leaders and staff.

Community representatives as guest speakers to be engaged at the school, as well as local venues visited.

**Practices:**
Teachers to utilise local teachers knowledge and expertise among schools.

Planned professional learning shared between schools.

Community venues and guest speakers utilised at the school.

### IMPROVEMENT MEASURE/S

Increased partnerships with local schools in a Community of Schools focus group.

Wider community resources utilised where appropriate.