School plan 2015 – 2017

Keiraville Public School 2271
### School background 2015 - 2017

#### School vision statement
Keiraville Public School is committed to providing excellence, innovation, opportunity and success for all students in a safe, caring and nurturing environment.

We strive to ensure equity for all students and provide each student with the best opportunity to achieve their academic and social potential.

At the very heart of what we do is an absolute focus on helping to shape and develop good citizens who will have the necessary skills to contribute positively to 21st Century society and the capacity to live fulfilling lives.

In order to achieve this, our school will be an open, friendly, welcoming and safe place for the whole school community. Our classrooms will be positive, productive places that are conducive to learning. Our teachers will deliver a differentiated curriculum, constantly reflecting on their work and engaging in ongoing professional learning in the pursuit of quality and excellence in teaching practice. Our focus on quality teaching and teacher quality, combined with setting high expectations for staff and students, will assist us in the achievement of excellence in teaching and learning. Our school leaders will set and model high standards and lead the school through current education reforms with a focus on improving student outcomes.

Our five school values will be visible across the school and will be reflected in all that we do and say in our interactions with others.

At Keiraville Public School, we will strive to equip our students with the skills and qualities required to live fulfilling and productive lives.

#### School context
Keiraville Public School, established in 1891, has an enrolment of 300 students including 36% from non-English speaking backgrounds. Enrolment numbers have grown steadily over the past 5 years. The school is located close to Wollongong city and only minutes from the University of Wollongong. There is a strongly established tradition of achieving excellence in all aspects of school life. While there is a focus on the core academics, providing a balanced school experience is a priority, allowing all students to shine and excel.

Priorities include literacy and numeracy, differentiated teaching and learning, quality teaching practices and the use of technology in teaching and learning. There is a clear focus on the development of teacher quality and targeted professional learning plays a big role in the ongoing development of our staff.

The school highly values music, including our comprehensive instrumental and band programs, environmental education, sport and extra-curricular opportunities for students. We have strong links with the local community and enjoy the support of an active Parents and Citizens Association that works tirelessly to provide additional opportunities and resources for all members of the school community.

Our school is a proud member of the Wollongong Community of Schools (CoS). Several initiatives, including enrichment classes and transition to high school experiences are a feature of our collaboration.

We have a close association with the University of Wollongong, regularly participating in research projects and strongly supporting the development of graduate teachers through professional experience placements and providing additional workshops and professional learning opportunities for pre-service teachers.

#### School planning process
The school has undergone a comprehensive consultation process in order to develop our school vision, strategic directions and improvement measures. The consultation and data gathering phase involved all members of the school community and included a deep analysis of data by the School Self-Evaluation and Planning Committee.

The consultation processes included:

- A comprehensive online or paper school based survey completed by students, staff and parents (differentiated for each group);
- Parent focus groups;
- Student focus groups;
- Participation in the Focus on Teaching Survey conducted by the Learning Bar as part of the Centre for Education Statistics and Evaluation;
- Analysis of NAPLAN data;
- Analysis of school-based data including L3 and PLAN data;
- Staff analysis of research into effective teaching and what really makes a difference to improving student outcomes (Hattie, 2009 and 2013);
- Significant input from all stakeholder representatives within the School Self-Evaluation and Planning Committee;
- Dedicated time for consultation and discussion at School Leadership Team Meetings, Staff Meetings and P&C Meetings; and
- Consultation with and feedback from Principal School Leadership officers.

Representatives from all parts of the school community were consulted in the development of the School Plan to ensure it was a true reflection of the needs of the school, as identified throughout the evaluation and consultation processes.
Purpose:
The biggest school-based influence on student achievement is the quality of the teacher. It is our intention to ensure that every student at Keiraville Public School has equitable access to quality teaching and a differentiated curriculum every year, no matter which class they are in. Professional learning and development of teachers must meet individual needs in order to maximise growth as quality teachers. Teachers should demonstrate a concerted effort towards ongoing improvement and alignment with both the NSW Quality Teaching Model and the Professional Standards for Teachers. Quality teaching begins with the development of teacher quality and the two work interdependently.

Purpose:
Strong, strategic and effective leadership is the cornerstone of school excellence. Quality school leadership provides the vehicle for ongoing school improvement and the implementation of current education reform. We aim to adopt carefully planned and strategic measures to ensure the development of leadership at all levels. Quality leadership should be evident in the student, staff and parent bodies and strong links between all school leaders will contribute to the whole school community working towards our school vision. Potential leaders need to be identified and sustainable leadership development practices should be employed to ensure that effective school operations are not dependent on the presence of individuals.

Purpose:
Current education reform includes the implementation of the new Australian Curriculum. This involves the introduction of new syllabus documents, posing significant challenges for teachers. The delivery of curriculum must meet the needs of 21st Century learners and provide students with the skills and qualities that will allow them to be life-long learners and good, productive citizens. Learning environments need to be engaging, inspiring and challenging for the effective delivery of a quality curriculum.
Strategic Direction 1: Ensuring Quality Teaching and Teacher Quality

**Purpose**

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

The biggest school-based influence on student achievement is the quality of the teacher. It is our intention to ensure that every student at Keiraville Public School has equitable access to quality teaching and a differentiated curriculum every year, no matter which class they are in. Professional learning and development of teachers must meet individual needs in order to maximise growth as quality teachers. Teachers should demonstrate a concerted effort towards ongoing improvement and alignment with both the NSW Quality Teaching Model and the Professional Standards for Teachers. Quality teaching begins with the development of teacher quality and the two work interdependently.

**Improvement Measures**

- All teachers have a PLP that reflects alignment to the Professional Teaching Standards and the NSW Quality Teaching Model.
- 80% of students achieving greater than or expected growth in NAPLAN from Yr 3 to Yr 5 in Literacy and Numeracy.

**People**

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

- **Students:** Students will experience a differentiated curriculum designed to meet individual needs. Targeted programs and strategies will be employed to meet these needs. Opportunities will be provided to give and receive quality feedback about learning.
- **Staff:** Teachers will engage in deep reflection on their alignment to the Professional Standards for Teachers and the NSW Quality Teaching Model. Teacher Professional Learning Plans (PLPs) will demonstrate a deliberate effort to engage in professional learning and growth leading to continuous improvement.
- **Parents and community partners:** Parents will be encouraged to participate in workshops on current teaching methodology and their involvement in the learning process will be supported. Parents will be informed about ongoing teacher professional learning and presentations and workshops at P&C meetings will include how quality teaching practices are being employed.
- **Leaders:** Members of the School Leadership Team demonstrate alignment to the Professional Teaching Standards at the higher levels and develop their capacity to drive teacher professional learning.

**Processes**

How do we do it and how will we know?

- Developing teaching and learning programs that identify and cater for the needs of individual students through differentiated learning experiences.
- Teacher PLPs will include a focus on the development of quality teaching elements and professional teaching standards.
- Using the Literacy and Numeracy Continuums to monitor and track student progress, to provide feedback to students and parents and to inform planning and teaching.
- The provision of professional learning and workshops around quality teaching and teaching quality. This will include stage based collegial sharing of teaching practice and provision for peer feedback through classroom walkthroughs, collegial programming, micro teaching episodes and peer observation.

**Evaluation Plan**

- Ongoing monitoring of student progress along the Literacy and Numeracy Continuums.
- Analysis of L3, NAPLAN and other school-based data and feedback.
- Leadership team monitoring of teacher engagement in professional growth, collaboration, collegial sharing and peer learning.

**Products and Practices**

What is achieved and how do we measure?

- All teachers have a PLP that reflects alignment to the Professional Teaching Standards and the NSW Quality Teaching Model.
- 80% of students achieving greater than or expected growth in NAPLAN from Yr 3 to Yr 5 in Literacy and Numeracy.

**Products:**

- Teacher improvement in the application of quality teaching elements and alignment to Professional Teaching Standards.
- All K-2 teachers are using L3 pedagogy in their classrooms and differentiated teaching and learning practices are evident from K-6.
- Every student from K-6 is plotted and monitored along every aspect of the Literacy and Numeracy Continuums. Teachers use continuum data to inform planning and teaching.

**Practices:**

- Every student from K-6 is plotted and monitored along every aspect of the Literacy and Numeracy Continuums. This data is shared with the Learning and Support Team, relevant staff, parents and students.
- Teachers engage in professional learning and dialogue with colleagues about their ongoing alignment to the Professional Teaching Standards and the NSW Quality Teaching Model.
## Strategic Direction 2: Developing Quality School Leaders

### Purpose

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

Strong, strategic and effective leadership is the cornerstone of school excellence. Quality school leadership provides the vehicle for ongoing school improvement and the implementation of current education reform. We aim to adopt carefully planned and strategic measures to ensure the development of leadership at all levels. Quality leadership should be evident in the student, staff and parent bodies and strong links between all school leaders will contribute to the whole school community working towards our school vision. Potential leaders need to be identified and sustainable leadership development practices should be employed to ensure that effective school operations are not dependent on the presence of individuals.

### Improvement Measures

- School self-evaluation data reflects 80% or higher satisfaction rate with school leadership and management.
- All teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.

### People

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

- **Students:** Provide opportunities and training to develop student leadership and provide students with forums to contribute to the continuous improvement and direction of the school.
- **Staff:** Identify the leadership capacity of staff at all levels and facilitate the development of leadership skills through coaching, mentoring and targeted professional learning.
- **Parents and community partners:** Facilitate forums for parent feedback on school leadership practices and provide opportunities for parents to contribute to school leadership and development. Maintain close alignment and collaboration between the school and the P&C to ensure that all efforts contribute to the school's shared vision.
- **Leaders:** Provide targeted professional learning and leadership development for members of the school’s Leadership Team and aspiring leaders at all levels. This will include a deep and working knowledge of current education reforms and school and DEC policies, along with the development of leadership skills and capabilities.

### Processes

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

- Ensure that students have an integral role in school development and school improvement.
- Professional Learning Plans for school leaders will be aligned to the higher levels of the Professional Standards for Teachers (Highly Accomplished and Lead). Leaders working towards the principalship will be supported to align their practice to the Professional Standard for Principals. The Leadership Team will drive school management and leadership development.
- Targeted professional learning, mentoring and coaching practices will be facilitated for school leaders and aspiring leaders.
- Leaders at all levels will be involved in the school self-evaluation and planning process.

### Products and Practices

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

- School self-evaluation data reflects 80% or higher satisfaction rate with school leadership and management.
- All teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.

**Products:**

- The SRC and P&C are highly involved and active in school improvement and school development practices.
- Teachers fulfil BOSTES accreditation requirements at Proficient, Highly Accomplished or Lead levels.
- The SRC and P&C achieve positive outcomes for all students through their activities and initiatives.

**Practices:**

- The school facilitates and supports quality leadership development and opportunities to lead at all levels.
- Leadership succession planning at all levels is established to sustain school improvement and the ongoing implementation of the School Plan.
- Teachers engage in a cyclic process of development and evaluation of their leadership skills and practice.
- The SRC is active in the life of the school and upholds the school values.

**Evaluation Plan**

- Implementation of the Performance and Development Framework with a focus on how this contributes to school leadership development.
- Actively seek feedback on school leadership and management.
- Analysis of school based and external data on school performance and growth.
## Strategic Direction 3: Quality Curriculum Delivery

### Purpose

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

Current education reform includes the implementation of the new Australian Curriculum. This involves the introduction of new syllabus documents, posing significant challenges for teachers. The delivery of curriculum must meet the needs of 21st Century learners and provide students with the skills and qualities that will allow them to be lifelong learners and good, productive citizens. Learning environments need to be engaging, inspiring and challenging for the effective delivery of a quality curriculum.

### Improvement Measures

- The new English Syllabus is embedded in 2015.
- The new Mathematics and Science Syllabi are implemented in 2015.
- The new History Syllabus is implemented in 2016.
- 85% of K-2 students achieve or exceed school benchmark reading levels at the end of each year.

### People

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

**Students:**
Students will be at the centre of their learning and contribute to the direction of their learning. They will provide feedback to teachers to help guide future teaching and learning practices and ensure that their individual needs are met. Students will engage in special programs as required to meet their learning needs.

**Staff:**
Staff will engage in ongoing professional learning around the new curriculum and effective teaching pedagogy. Structures will be put in place to facilitate collegial sharing, planning, assessment and evaluation processes.

**Parents and community partners:**
Parents need to be well informed about delivery of curriculum and understand how they can support their child’s learning both at home and at school. The P&C will be well informed about the delivery of curriculum so that they can make good judgements about how they can best support students and the school.

**Leaders:**
School leaders will be prepared and supported to drive the implementation of new curriculum and provide or facilitate necessary professional learning for staff.

### Processes

How do we do it and how will we know?

- Targeted professional learning around the implementation of new syllabus documents. Teachers will be supported in the delivery of new curriculum. This will include collegial sharing of teaching practice at both a school and Community of Schools (CoS) level.
- Collaborative planning, assessment and evaluation practices will be facilitated and supported.
- All K-2 teachers will engage in ongoing L3 training and sustainability of L3 will be ensured.
- Differentiated teaching practices will be used in all classrooms K-6.
- 21st Century learning tools will be utilised to engage, inspire and motivate students in their learning.
- The Leadership Team and Literacy and Numeracy Teams will monitor the implementation of new syllabi.

### Products and Practices

What is achieved and how do we measure?

- The new English Syllabus is embedded in 2015.
- The new Mathematics and Science Syllabi are implemented in 2015.
- The new History Syllabus is implemented in 2016.
- 85% of K-2 students achieve or exceed school benchmark reading levels at the end of each year.

**Products:**

- New English, Mathematics, Science and History syllabi are implemented effectively and according to mandatory implementation timelines.
- All K-2 teachers are using L3 pedagogy in their classrooms and differentiated teaching and learning practices are evident K-6.
- Individual student learning needs are met.

**Practices:**

- Teachers effectively implement all new syllabi and work collegially to share effective teaching practice and pedagogy.
- 21st Century learning tools are used by all teachers to meet the needs of today’s learners so they can interact effectively in modern society.
- The school’s Literacy and Numeracy Teams drive effective curriculum implementation and professional learning in mathematics and English.

**Evaluation Plan**

- Analysis of self-evaluation data around implementation of new curriculum.
- Analysis of NAPLAN and school-based literacy and numeracy data.
- Ongoing monitoring of L3 data.
- Evaluation of student engagement and school satisfaction.

### Evaluation Plan

- Ongoing monitoring of L3 data.
- Analysis of self-evaluation data around implementation of new curriculum.
- Analysis of NAPLAN and school-based literacy and numeracy data.
- Ongoing monitoring of L3 data.
- Evaluation of student engagement and school satisfaction.