School plan 2015 – 2017

Kingstown Public School (2310)
School background 2015 - 2017

School vision statement

To provide all students with an education that develops their capabilities to succeed and thrive as 21st century learners. Students will be confident, happy, resilient and socially adept. They will be connected to the wider community and recognised as responsible, informed citizens, both locally and globally.

All teachers will demonstrate an ongoing commitment to professional learning and quality, disciplined, collaborative teaching practices within and beyond the school, implementing initiatives to improve the educational and social outcomes of all students.

Parents, school and community will work together to develop strong, student centred partnerships which will support student well-being and learning success in a caring, safe environment.

School context

Kingstown Public School is located in a rural setting in the Northern Tablelands of NSW, near the towns of Uralla and Bundarra. Kingstown Public School has an enrolment of thirty-five students, with seventeen students in the Year 3-6 class and eighteen students in the K-2 class. Kingstown Public School is a school with high parent and community support.

Staff encourage positive and open interactions with parents and students and are committed to providing a supportive and cooperative school environment in which self-regulation, leadership and respect are fostered.

Our school motto, Knowledge, Progress, Strength reflects our ethos of continuous learning, setting personal goals and developing persistence and resilience, empowering students to reach their full potential to become successful and continual learners.

Kingstown Public School fosters a culture of high expectation in both behavioural and academic realms of student life, encompassing the philosophy of the “You Can Do It!” program and the five keys to success in all areas of student welfare.

Kingstown Public School encourages global awareness through connected classroom technology which enables access to wider learning experiences, such as the Mandarin language program.

We connect our students to programs outside our school and link with the broader community and the University of New England in music, science and literacy workshops. We connect with local regional schools for sporting skill days, athletic and swimming carnivals each term.

This year we engaged a dynamic specialist music teacher from a local central school one day a week.

School planning process

Reflective of the size and context of Kingstown Public School a consultation process and situational analysis was undertaken to gather information which has subsequently informed our School Vision and Strategic Directions.

This process included: Discussions and feedback at P&C meetings; discussions and feedback at staff meetings; one to one chats with parents; progress and feedback in weekly newsletters; Parent and Staff Questionnaires and Student discussion and input.
Purpose:
To develop and motivate students to be literate, numerate, inquisitive and critically thinking individuals who see themselves as successful and continual learners; learning how to learn, through engagement in purposeful and collaborative learning experiences across an integrated 21st century curriculum.

Purpose:
To develop personal values and positive relationships enabling students to be confident, happy and successful. To broaden and enrich student experiences, awareness and understanding of their local and wider community and culturally diverse world. Students will become informed, respectful and contributing local and global citizens. They will have the knowledge and capacity to accept difference and diversity.
## Strategic Direction 1: Students are successful 21st Century learners

### Purpose
To develop and motivate students to be literate, numerate, inquisitive and critically thinking individuals who see themselves as successful and continual learners; learning how to learn, through engagement in purposeful and collaborative learning experiences across an integrated 21st Century curriculum.

### Improvement Measures
- Visible learning practices improve all student outcomes. Progress against numeracy and literacy continuums show 100% of students meeting stage or above stage outcomes.
- Naplan results show, as an average over three years, an achieved growth at or above state levels between Years 3 and 5 in both literacy and numeracy.
- Teaching programs and student work samples show evidence of learning developing 21st century capabilities and cross curricular priorities.
- ICT plan implemented. Individual student matrixes show evidence of all students increasing proficiency in ICT.

### People

#### Students:
Students understand and articulate what effective learning looks like. They are involved in the conversations with teachers on learning intentions and criteria for success. They see themselves as successful and continual learners and reflect on their own and other’s learning. They set goals and make informed judgements. All students develop the confidence and capabilities of successful 21st century learners through engagement in relevant, purposeful learning experiences across an integrated curriculum.

#### Staff:
Staff develop a deep knowledge of curriculum, 21st century general capabilities and cross curriculum priorities which are explicitly embedded into daily teaching and programing and valued as important learning for all students. Teachers work together in disciplined collaboration, develop school alliances and identify areas for action learning to improve the outcomes for all students. Teachers engage in professional learning to support and implement quality teaching practices, the directions of the School Plan and the School Excellence Framework. Australian Professional Standards and the Performance and Development Framework inform, assess and develop skilled, efficient, professional teachers.

#### Parents and community:
Parents are aware of the goals of the Melbourne Declaration for Young Australians and 21st Century learning. They understand and support learning goals and criteria for success practices. Parents are informed and understand strategies to improve student outcomes in reading, comprehension and working mathematically.

### Processes

#### Develop a deep understanding of Hattie Research and Assessment for Learning practices. Embed visible learning practices across school in literacy and working mathematically.

- Planned implementation of the Australian Curriculum Syllabus documents which ensure the systematic and explicit teaching of the general capabilities of 21st Century learning and cross curricular priorities in all subject areas.
- Teachers participate in professional learning around the Literacy and Numeracy Continuums; Quality Teaching Framework and Classroom Practice Continuums. Teachers collaborate on action learning to improve teaching practices.
- Programming is supported with professional learning in Literacy, Numeracy and Science and Technology (Phase Two Focus on Reading; Primary Connections; Technology; TEN/TOWN and Working Mathematically).

#### A K-6 ICT scope and continuum developed and refined to support and embed student learning in technology across the curriculum; ICT capabilities expected of all students at each stage of learning tracked on student technology matrix.

- Develop and refine a whole school approach to Assessment for/of Learning practices and the collecting, analysing and reporting of in school and external data and moderated assessment tasks to guide and inform future planning.
- Establishment of ongoing and regular consultation with school and wider community

### Evaluation Plan:

- Tracking Progress on Literacy, Numeracy, Collaboration Matrixes.
- All teachers have evidence of assessment for/of data. PLAN data once per term monitors student progress. SMART data informs teaching.

### Products and Practices

#### Products
- Visible learning practices improve all student outcomes. Progress against numeracy and literacy continuums show 100% of students meeting stage or above stage outcomes.
- Naplan results show, as an average over three years, an achieved growth at or above state levels between Years 3 and 5 in both literacy and numeracy.
- Teaching programs and student work samples show evidence of learning developing 21st century capabilities and cross curricular priorities.
- ICT plan implemented. Individual student matrix shows evidence of all students increasing proficiency in ICT.
- All teaching staff demonstrate ongoing commitment to professional learning and quality, disciplined, collaborative teaching practices to improve student outcomes. This will be observed and evidenced by movement across the Classroom Practice Continuum and through adherence to the Australian Professional Standards for Teachers and Australian Performance and Development Framework.
- School Assessment Plan guides and informs teaching to improve all student outcomes.

#### Practices
- Visible learning (WALT, WILF, and Success Criteria) embedded in school culture and focussed on Working Mathematically, Writing, Reading and Comprehension. Learning intentions articulated and displayed daily for each lesson by every teacher.
- High quality teaching and learning programs for all subject areas of the Australian Curriculum implemented with cross curriculum priorities and general capabilities specifically embedded as per BOSTES syllabus document.
- Teachers collaborate in Action Learning within the school and form alliances with other schools to implement new initiatives to improve all student outcomes.
- ICT practices embedded in teacher programming and explicit teaching of competencies identified in student matrix.
- School Assessment Plan developed for systematic collection, analysis and reporting of student performance data which supports assessment for/of learning.
Strategic Direction 2: Students are confident, respectful and resilient individuals. They are active and informed local and global citizens.

### Purpose
To develop personal values and positive relationships enabling students to be confident, happy and successful. To broaden and enrich student experiences, awareness and understanding of their local and wider community and culturally diverse world. Students will become informed, respectful and contributing local and global citizens. They will have the knowledge and capacity to accept difference and diversity.

### Improvement Measures
- Teaching programs and work samples show integrated learning across the curriculum.
- Well-Being, Discipline and Anti-Bullying policies revised and implemented.
- Participation in Tell Them From Me over three years shows positive trend data in student well-being.
- Increased connection and engagement with wider community initiatives enhances student understanding of the local and global world. Recognition certificates are evidence of wider community involvement.
- Student surveys reflect the participation in Creative Art initiatives enhance student well-being.

### People

**Students:**
Students are provided with a strengthened welfare and discipline policy. Students understand and articulate the You Can Do it! Keys for success. They demonstrate the capabilities of successful learners and successful individuals. Increased engagement with the wider community provides students with opportunities to be better informed and engaged local and global citizens. Increased access to technology and connected classroom enhances student learning experiences and connections with the wider community. Implementation of additional Creative Arts Programs enhances student well-being.

**Staff:**
All staff have a thorough knowledge of current welfare and discipline policies and programs. Staff develop a deep knowledge of 21st century capabilities, cross curriculum priorities and quality teaching practices to engage students in quality learning experiences. Teachers have confidence, support and resources to incorporate wider, culturally diverse experiences. They are confident and invested in connected classroom technology to enhance teaching and learning and connect with the wider community.

**Parents and Community:**
Parents are supportive of school’s commitment to student well-being and support wider community engagement.

### Processes

Plan for the implementation of the Australian Curriculum with learning across the curriculum content, including cross curriculum priorities and general capabilities identified as important learning for all students.

Creative Arts Programs implemented in music and art.

The building of personal values and positive relationships through targeted programs (Anti Bullying) and special awareness days.

Participation in cultural programs such as the Mandarin Connected Classroom program develop cultural awareness and understanding in both school and the wider community.

The opportunity to participate in varied excursion experiences enhances student confidence and knowledge of the wider community.

Increased connection with the wider community and participation in community projects promotes civics and citizenship.

### Products and Practices

**Products**
- Teaching programs and work samples show integrated learning across the curriculum.
- You Can Do it! Program embedded throughout all aspects of the school. All students demonstrate You Can Do It values. Achievement of individual keys recognised and tracked.
- Well Being, Discipline and Anti-Bullying policies revised and implemented.
- Participation in Tell Them From Me over three years shows positive trend data in student well-being.
- Increased connection and engagement with the wider community enhances student understanding of the local and global world. Recognition certificates are evidence of wider community involvement.
- Participation in Creative Art initiatives enhances student well-being evidenced by student survey data.

**Practices**
Students and community have a shared understanding of the You Can Do It! program and rewards system. The achievement of each You Can Do It! Keys to Success is recognised, tracked and celebrated. Implementation of high quality teaching and learning programs with 21st century skills and practices embedded. Increased opportunities for participation and involvement in wider community activities and learning. Connected Classroom Language Program enhances students’ cultural awareness.