School plan 2015 – 2017

Kingswood Public School (2312)
School vision statement

At Kingswood Public School we believe in:

- Creating a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.
- Providing a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.
- Providing high quality programs that engage our students in their learning and instil the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.
- Providing a stimulating and supportive environment for all staff and to assist, inform and involve parents and the greater community of Kingswood.

School context

Kingswood Public School approaches education from with an inclusive and stimulating learning environment. The challenge for its community is to build upon the values and abilities of all students while extending those who excel. Our school curriculum, therefore, aims to provide avenues for all students to extend their skills through classroom and targeted extra curricula activities.

The school has served the community since 1892 and currently caters for 375 students. It is located in spacious grounds adjacent to the University of Western Sydney, Kingswood campus. The community is composed of families with a non-English speaking background. Aboriginal students and students whose parents are temporary residents of Australia. The school has 15 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

The staff at Kingswood Public School consists of experienced and beginning teachers, support and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students. Enrichment programs enhance this learning, with the university playing a pivotal role in the teaching and learning programs of these students.

School planning process

The annual school evaluation process determined best practice through the use of both qualitative and quantitative practices. This material assisted staff as they redefined the vision statement and strategic plan for 2015-2017. The consultation process the knowledge, skills and abilities of all students up to and inclusive of the final year of primary school. This process was further refined by exploring the areas of student learning, engagement, school culture and values.

This data was attained via forums and surveys of students, staff and parents. The following questions were used:

- What are the things you like most about our school?
- What do we currently do that is good but could be improved and how?
- What don’t we currently do that we could consider doing?
- What skills do you believe are important for you (or your child) to have by the time they leave Kingswood Public School?

The staff examined this data to define three strategic directions for the school planning process, 2015-2017. This was subsequently endorsed by the students and school community.
This page identifies our three strategic directions and the purpose of each one. Each strategic direction defines the key improvements which combine for our school to continue to achieve excellence.

**Purpose:**
To improve student capacity to reason and think critically and creatively and to respond to their learning as 21st Century thinkers.

**STRATEGIC DIRECTION 1**
Student Learning and Engagement

**Purpose:**
To build the capacity of all staff to effectively deliver teaching and learning programs that engage students with a focus on leadership, teacher quality and the accreditation of staff.

**STRATEGIC DIRECTION 2**
Teacher Quality

**Purpose:**
To build a school community that promotes the development of safe, responsible and respectful learners in an environment that nurtures resilience and community engagement.

**STRATEGIC DIRECTION 3**
School Community Wellbeing
## Strategic Direction 1: Student Learning and Engagement

**Purpose**

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

To improve student capacity to reason and think critically and creatively and to respond to their learning as 21st Century thinkers.

**People**

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

**Students:**
- Engage students in the development of skills and learning experiences that are differentiated to meet student's needs while developing critical and creative thinking.

**Staff:**
- Improve staff knowledge and understanding of 21st century learning and how to embed this into everyday practice.
- Develop and implement units of work based on the principles of 21st century learning using the Australian Curriculum.
- Deepen understanding to utilise and analyse NAPLAN, PLAN and school based data.

**Parents/Carers:**
- Increase engagement of parents/carers in their child’s learning.

**Community Partners:**
- Share expertise and professional learning opportunities across the KLC.
- Engage in professional learning to lead Stage teams and across the school in 21st century learning.

**Processes**

How do we do it and how will we know?

- Utilise SMART, PLAN and school based data to continually inform teaching and learning practices.
- Develop a three year plan to upgrade technology including Wi-Fi across the school.
- Implement the new syllabuses in line with DEC requirements.
- Monitor syllabus implementation and ensure teacher professional learning is aligned with the school plan.
- Students engage in teaching/learning programs that differentiate learning practices for 21st Century learners.
- Provide opportunities for parents/carers to engage in community learning sessions.

**Products and Practices**

What is achieved and how do we measure?

**Products:**
- Increase of technology resources to support teaching and learning programs.
- Evidence of differentiation in all teaching and learning programs and all personalised learning plans.
- Develop scope and sequences in all KLAS and implement units of work to successfully achieve the outcomes of the new syllabus documents.

**Practices:**
- Teachers embed 21st century learning practices into their teaching and learning programs.
- 21st century teaching and learning practices across the school demonstrated through differentiated lessons and assessments to improve student learning.
- Professional learning and support to successfully develop and implement new syllabus documents.

**Improvement Measures**

- Increase of technology across the school to support teaching and learning programs.
- Evidence of differentiation in teaching and learning programs and personalised learning plans.
- Improvements in NAPLAN and PLAN data in Literacy and Numeracy across all student cohorts.
- Teaching and learning programs to incorporate new syllabus outcomes and 21st century learning practices.
- Monitor NAPLAN, PLAN and school based assessment results to analyse student performance and develop targeted programs to improve in curriculum areas as required.
- Analyse teaching programs to ensure differentiation and 21st century learning skills are incorporated.

**Evaluation Plan**

Monitor NAPLAN, PLAN and school based assessment results to analyse student performance and develop targeted programs to improve in curriculum areas as required. Analyse teaching programs to ensure differentiation and 21st century learning skills are incorporated.
Strategic Direction 2: Teacher Quality

**Purpose**

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

To build the capacity of all staff to effectively deliver teaching and learning programs that engage students with a focus on leadership, teacher quality and the accreditation of staff.

**People**

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

**Students:**
- Engage in well organised efficient programs and events that meet their identified needs.
- Learn in well managed learning environments that model quality teaching.
- Development of student’s personal learning goals.

**Staff:**
- Develop Performance and Development Plans to achieve personal and corporate goals.
- Develop a clear understanding of the procedures for BOSTES accreditation at Proficiency, Highly Accomplished and Lead.
- Involvement at varying levels with Kingswood Learning Community projects.
- Complete and lead online and external learning.

**Parents/Carers:**
- Better informed of changes to school management systems, DEC reforms and school funding through forums, P&C meetings, newsletters, Skoolbag and school website

**Community Partners:**
- Increased participation with UWS Nepean programs and activities.

**Leaders:**
- Develop understanding of School Excellence Framework and implement evaluation plan.

**Processes**

How do we do it and how will we know?

- Complete system ‘cleansing’ and known procedural requirements to prepare for the introduction of new DEC Learning Business and Management Reform LMBR software and procedures.
- Develop new procedures and practices to support successful transition of all teachers to new BOSTES teacher accreditation at all levels.
- Develop new processes to implement the Performance and Development Framework for all teaching staff.
- Increase involvement with UWS, Community of Schools and local high school initiatives.
- Increased leadership and capacity building opportunities for aspiring teachers.
- Development of a school induction and mentoring program for staff new to the school.
- Participation in the Tell Them From Me Survey Evaluation Plan

Utilise the School Excellence Framework to complete internal audits and prepare for external evaluation of our work.

**Products and Practices**

What is achieved and how do we measure?

**Product:**
- Integrate new LMBR management systems. Local Schools Local Decisions policies, BOSTES teacher accreditation procedures and DEC accountabilities while maintaining a sustained focus on learning.
- Procedures for the development and achievement of the Performance and Development Plans documented by all teaching staff.

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

**Practices:**
- Program reviews and supervision practices more successfully aligned with school priorities and the achievement of School Performance Measures.
- Build on new Kingswood Learning Community initiatives to increase teacher capacity and leadership, support successful syllabus implementation and enhance professional learning.
- Increased leadership opportunities for teachers aspiring to executive positions and accreditation at Highly Accomplished and Lead Teacher level.

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**Improvement Measures**

- Integrate new LMBR Management Systems. Local Schools Local Decisions policies, BOSTES teacher accreditation procedures and DEC accountabilities while maintaining a sustained focus on learning.
- Procedures for the development and achievement of the Performance and Development Plans documented.
- Successful implementation of LMBR and DEC reforms.
Strategic Direction 3: School Community Wellbeing

**Purpose**

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

To build a school community that promotes the development of safe, responsible and respectful learners in an environment that nurtures resilience and community engagement.

**People**

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

**Students:**
- Engage students in targeted programs such as Positive Behaviour for Learning (PBL) and Peer Support to build resilience, social skills and proactive behaviours.
- Improve awareness of the importance of student attendance and arriving on time each school day.

**Staff:**
- Engage in professional learning on building resilience and practices to ensure consistency when responding to student welfare issues.
- Increase awareness and understanding of social media platforms and online student social interactions.
- Participate in the National Consistent Collection of Data program (NCCD).

**Parents/Carers:**
- Improve parental awareness of the importance of student attendance and arriving on time each school day.
- To improve family/school partnerships for the educational benefits of students focusing on the acceptable usage of social media and cyber bullying.

**Community Partners:**
- Share expertise and professional learning opportunities with outside agencies, e.g., Police, Home School Liaison, FaGS.

**Processes**

How do we do it and how will we know?

- Review and amend the school student welfare policy to include cyber bullying.
- Regular newsletter updates and/or parent workshops on social media platforms and acceptable usage policies.
- Include activities in our Peer Support Program with a focus on resilience and cyber bullying.
- Explicit teaching of the appropriate use of technology.
- Complete the National Consistent Collection of Data program (NCCD).
- Review and amend the school attendance policy to include partial attendance.
- Participation in the DEC Tell Them From Me Surveys

**Products and Practices**

What is achieved and how do we measure?

**Product:**
- Updated Student Welfare Policy to include cyber bullying and information regarding the Acceptable Usage of Social Media platforms.
- Develop IEPs for all students identified on the National Consistent Collection of Data Program (NCCD).
- Enhance student and parent understanding and reduced incidents of unacceptable social media use.
- Updated Attendance Policy to include partial attendance leading to decreased rates of partial attendance.

**Evaluation Plan**

Closely monitor partial attendance data, incidents of cyber bullying and unacceptable usage of social media. The school will develop targeted programs and strategies to improve in these areas as required.

**Improvement Measures**

- Updated Student Welfare Policy to include cyber bullying and information regarding the Acceptable Usage of Social Media platforms.
- Develop IEPs for all students identified on the National Consistent Collection of Data Program (NCCD).
- Enhance student and parent understanding and reduced incidents of unacceptable social media use.
- Updated Attendance Policy to include partial attendance leading to decreased rates of partial attendance.

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

**Practices:**
- Data collection and key accountabilities of the National Consistent Collection of Data program (NCCD) met.
- Teachers record partial attendance rates on student reports each semester.
- Students attending school on time regularly.