

School plan 2015 – 2017



Kurri Kurri Public School 7422

School background 2015 - 2017

SCHOOL VISION STATEMENT

Our Vision

At Kurri Kurri Public School we are focused our mission statement of Learning, Caring and respect for all. Through this we ensure an inclusive, safe, supportive and connected learning environment to educate the 'whole child' to be a successful citizen of the future

Teaching at Kurri Kurri Public School

Core Principles

- Commitment to 21st century teaching and learning for all
- Teacher accountable learning
- School wide wellbeing
- Effective school community relationships

Teaching at Kurri Kurri Public School

Non -negotiables for Every Learning Environment

- Passion and Compassion
- High expectations and excellent classroom practice
- Maintain a quality learning environment to improve outcomes for all students

Imperatives of Student Engagement

- Students are safe, have trust, respect and feel valued
- Learning experiences are challenging, motivating and significant
- Students are engaged in their progress

SCHOOL CONTEXT

Kurri Kurri Public School has a proud history of providing quality education. It is the centre of the Kurri Kurri community, in the area of the Hunter identified as the Coalfields. In 110 years of providing Public Education, the school has served generations of families. We are proud to be part of the ongoing lives of the community.

In 2014, as part of the implementation of Positive Behaviour for Learning, the school community endorsed a mission statement "learning, caring and respect for all". This underpins the philosophy and practices of the school.

Kurri Kurri Public School provides quality outcomes with an emphasis on best practice in a caring learning environment within the context of supportive and proactive student welfare policies, programs and procedures. The school strongly pursues academic excellence and values individual and team achievement in sporting, cultural and personal endeavours.

Kurri Kurri Public School is a large regional primary school with an enrolment of 660 (450 families) which services a diverse community. In 2014 there were 28 classes including three support (two multicategorical, one IO/IS) classes for students with specific additional needs. Boys make up 52% of the student population, girls 48% and 13% of the student population identify as Aboriginal and Torres Strait Islanders. The school has a small, enthusiastic Parents' and Citizens' Association and a large group of parent

SCHOOL PLANNING PROCESS

Kurri Kurri PS School Evaluation 2014

The Kurri Kurri Public school 2014 Evaluation was conducted in August 2014. It was conducted by an Evaluation Team consisting of the school Principal Eve Field, Deputy Principal Lesley Doran, Assistant Principal Kim McIntyre, teaching staff Sam Petherbridge and Amylee Merchant, SAS staff Genelle Parker and Karen Wilkinson, parents Lynne Murphy- Miller and Kate Moss and AECG representative Sonia Sharpe.

The Evaluation team considered a range of sources across 9 Key indicators in developing its findings.

The Key indicators were:

1. Consistency of Quality Teaching practices and programming across the school
2. Differentiation in literacy and numeracy
3. Instructional Time
4. Student access to learning in all KLAS
5. Student Attendance and wellbeing
6. Assessment and data informs programs
7. Support of staff
8. Professional Development
9. Satisfaction with programs offered in the school

The sources used in the Evaluation included:

- Interviews with staff, students and parents

towards their short and long term learning goals

volunteers. School learning, wellbeing and cultural programs are also supported by the local AECG committee.

The school is an active member of the Kurri Kurri Learning Community (KKLC) which includes Kurri Kurri High School and its partner schools (Stanford Merthyr, Pelaw Main, Weston, Mulbring, and Kurri Kurri Public School). The schools work together to promote a comprehensive education from K-12 in the Kurri Kurri area, through enlarging the opportunities available to students, and through staff at the schools working and learning together to improve student outcomes.

Specialised programs operate across the school in literacy. For K- 2 students these included Language, Literacy & Learning (L3), Daily Five, ES1 and Stage 1 Intensive Reading, and Reading Recovery for students K-2. A strong speech and language program also operated with the support of a speech pathologist. Whole school approaches to literacy include Spelling for Life and Super Six Strategies. In 2014 the school implemented the Ann Morrice Literacy Cycle for years 2-6, which has involved in class support from the creator of the approach Ann Morrice. We are seeing improvements in spelling and writing and engagement from this pedagogy in our school.

In the area of numeracy the school has a strong scope and sequence, and a consistent approach to teaching mathematics across the school. Differentiation of the curriculum is very strong. All years focus on working mathematically, and Newman's Analysis supports children in problem solving. The QuickSmart program has continued to operate for students in stages 2 and 3, with data demonstrating strong improvements in students recall and confidence.

Students are continuously assessed in

- Surveys of staff, students and parents including Tell Them From Me surveys
- Feedback from the Term One Parent Forum
- School documentation including classroom teaching and learning programs, and the School Plan
- A range of data including NAPLAN results, Best Start, Reading levels, speech assessments, behaviour data and attendance data
- Classroom observations

The Findings, Conclusions and Recommendations from the Evaluation will inform Strategic Planning for the school for 2015 -2017.

School Evaluations are to be conducted each year during Term 3.

conjunction with their learning programs, and teachers plot student progress on continuums in literacy and numeracy every 5 weeks.

Aboriginal students are supported both academically, culturally and socially. All staff are trained in 8 ways of Aboriginal learning, which is linked to programming. Norta Norta funds are used to support students in Years 4 and 6, based on NAPLAN results from the preceding years. In 2014 Bro Speak and Sista Speak programs were introduced. A cultural group operated for part of the year. A combined KKLC art project and Drumbeat project gave Aboriginal students an opportunity for cultural learning alongside students from other local schools.

Future Learning and technology are a strong school focus. As well as embedded use of technology across the school, staff are looking at creating flexible workspaces for students that support collaborative and creative work and problem solving.

Quality programs to support positive student behavior and wellbeing operate in the school. The school implemented PBL and continued to implement Kids Matter in 2014. These provide the framework to support student engagement, socio-emotional wellbeing and a safe and orderly school environment. Programs within this framework included a mentoring program, a peer mediation program, Rock and Water and Mindfulness. PBL and Kids Matter committees have driven change within the school that has increased the sense of pride and belonging in the community.

School strategic directions 2015 - 2017



STRATEGIC DIRECTION 1

Quality 21st Century teaching and learning practices and environment

To ensure students develop relevant 21st Century learning skills through enhancing their learning environment and providing staff with the professional development and support required to deliver and maintain an integrated and engaging curriculum delivery

STRATEGIC DIRECTION 2

Fostering positive shared School and Community approaches to academic achievement through a focus on positive behavior for learning and social - emotional wellbeing for all

To support the development of the whole child within our community by strengthening relationships between home, school and the community through extending opportunities for engagement and establishing common school community understandings and aspirations for children at Kurri Kurri Public School, and maintaining support students, families and staff

STRATEGIC DIRECTION 3

Consistent, high standard educational practices across the Kurri Kurri Learning Community group of Public Schools

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices

Strategic direction 1: Quality 21st Century teaching and learning practices and environment

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To ensure students develop relevant 21st Century learning skills through enhancing their learning environment and providing staff with the professional development and support required to deliver and maintain an integrated and engaging curriculum delivery</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Students: Will be clearly focused on identifying and working towards their own learning goals, supported by differentiated instruction from their teachers</p> <p>Students: Will be effectively taught within the guidelines of the syllabus, consistently developing and utilising 21st Century Learning skills of creative thinking, collaboration, communication and problem solving</p> <p>Students: Will become confident users of a range of electronic and digital technologies, engaging in research through integrated teaching strategies</p> <p>Staff: Will develop their professional learning and development plans to support them in meeting the needs of 21st century learners</p> <p>Parents: Will have opportunities to develop their understanding of 21st learning through access to workshops, information sessions and online learning, as well as consistent involvement in identifying and achieving their child's learning goal</p> <p>Leaders: Will lead and support staff in implementing professional learning, and in collaborating to identify the learning needs of all students in all syllabus areas</p> <p>Community partners: accessing relevant resources from the wider community to support the needs of 21st Century learners.</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> Conferences between teachers/scholars/parents/executive to monitor individual student progress and establish learning goals Intervention to improve outcomes in literacy and numeracy K-2 through participation in Early Action for Success and the employment of a Deputy Principal Instructional Leader as well as teachers in Interventionist roles Quality professional learning and development opportunities are made available to staff that align with school strategic directions and individual staff professional goals, including collaborative planning and research Provision of targeted support for students through both individual and group intervention to maximise learning opportunities Focus on development of learning environments that are both engaging and provide students with tools for learning Provision of a range of learning opportunities for parents, carers and community members Effective implementation of new NSW syllabii across school 	<p>What is achieved and how do we know?</p> <p>Products:</p> <p>Students identify and achieve learning goals</p> <p>Teaching and Learning programs and lessons show evidence of differentiated learning and implementation of the Australian curriculum.</p> <p>Increasing community participation in learning opportunities</p> <p>Progress in key items in TTFM survey – motivation (70% in 2014), skills-challenge ratio (49% in 2014) and rigour(8.2 in 2014)</p> <p>A Professional Learning framework will be established for staff.</p> <p>External target: students achieving expected growth from Year 3 to Year 5 in NAPLAN Numeracy and reading is at or above State average expected growth.</p> <p>Internal Target: PLAN continuum and school based data shows positive student growth each semester.</p> <p>Reduction of students requiring intervention at each tier</p>
<p>IMPROVEMENT MEASURE/S</p> <p>NAPLAN DATA</p> <p>PLAN Data</p> <p>Tell Them From Me key survey items</p> <p>Professional Learning Framework reflection</p> <p>Student learning goals</p>		<p>Evaluation plan:</p>	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices:</p> <p>Visible, consistent and collaborative reflection on student progress, and clear</p>

Continuum/PLAN updates continuously addressed by teachers within 5 weekly timeframes

Teacher /scholar conferences 3 times a year

Data review of Tell them From Me survey Terms 2 and 4

Professional Development Framework collaborations

processes for interventions embedded

Ann Morrice Literacy Cycle, L3, Daily Five, Minilit embedded

TEN implemented

Students establish and work through learning goals

Goal setting and monitoring of staff performance through PDF

Parents and community members present as part of classroom learning programs and workshop opportunities

Strategic direction 2: Fostering positive shared School and Community approaches to academic achievement through a focus on positive behavior for learning and social - emotional wellbeing for all

PURPOSE

To support the development of the whole child within our community by strengthening relationships between home, school and the community through extending opportunities for engagement and establishing common school community understandings and aspirations for children at Kurri Kurri Public School

IMPROVEMENT MEASURE/S

PBL data

Attendance rates

TTFM survey data – student, teacher, parent

SENTRAL data collection of parent attendance at Speed Interviews and Three Way Parent Conferences

PEOPLE

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

Students: Students will be explicitly taught expectations for learning and social behaviour, as well as strategies to support their learning, resilience and physical and mental wellbeing

Students: Will have access to programs within the school that promote cultural awareness and inclusivity

Students: will have access to all syllabus areas, as well as opportunities to develop extra-curricular skills and interests both in and out of school hours

Students: will have access to a range of support within the school and community to meet their individual needs supported by Learning Support processes in the school

Staff: Will undertake professional learning to support students learning and social – emotional behaviour

Staff: will collaboratively develop and

PROCESSES

How do we do it and how will we know?

- Learning Support Team protocols and procedures will ensure a clear system of identification and support of students academic and socio-emotional needs
- Positive Behaviour for Learning will ensure whole school consistent practices and understandings for explicit learning of expectations, rewards for expected behaviours and consistent consequences for negative behaviour
- Kids Matter will provide a framework that promotes positive school and community relationships and approaches to mental health
- Mindfulness and Rock and Water will develop strategies for students and staff to develop resilience and positive mental attitudes
- Sustainability focus will support

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Increase in motivation, based on TTFM surveys, as an average from Year 4 to Year 6 from 75% in 2014 to 80% in 2017

The number of students with 0-1 behaviour referrals to be 85% or higher

Using the “Tell them from me” Survey increase responses from the baselines of:

Positive Sense of belonging from 80% in 2014

Positive Learning Climate 7.7 out of 10 in 2014

Students Feeling Safe at this School from 86% in 2014

= School Executive support of teachers during stressful times at 8.7 out of 10

= teacher satisfaction with Leadership at 7.9 out of 10

Increase the number of students achieving 90% attendance level from 73.2% in 2014

implement a core system of teaching and learning beliefs and practices to ensure consistency of delivery across stages and the school

Staff: will have access to information, practices and learning to support their wellbeing

Leaders: Will work collaboratively with staff to support them both professionally and personally

Leaders: will ensure clear processes and practices are implemented in the school to support behaviour and socio-emotional wellbeing of students

Parents: will be involved as partners in key reference and planning groups that support students learning and social-emotional behaviour, and will be provided with learning opportunities in these areas

Parents: will have access to programs relating to socio-emotional wellbeing

Community partners: The school will utilise external services to support students in a range of areas, and establish community partnerships to support student behaviours and opportunities in the wider community

student environmental awareness, as well as promoting a positive school identity and image

- The Aboriginal Education Reference Group will implement and monitor programs to support learning and cultural identity for Aboriginal students
- Parents will have opportunities to be actively involved in their child's learning, through targeted programs across the school, participation in school reference groups, and opportunities to engage with the school
- An Attendance reference group will positively promote regular and punctual attendance across the school.

Evaluation plan:

- PBL evaluation systems
- TTFM administered Terms 2 and 4
- Parent forums Terms 1 and 3
- Regular access to SENTRAL behaviour data
- Ongoing tracking of students referred to LST

Increased parent participation in opportunities to discuss student progress from 40% in 2014 to over 60% in 2017

CAPA and sports groups operate in the school

Parents and Community members are represented on PBL, Kids Matter and Aboriginal Education teams

Staff identify in TTFM survey support and satisfaction with their work

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

Practices:

Students will increase their engagement in school life, including sport, CAPA, homework and after school activities.

Parents will become actively engaged in their child's school life including goal setting with their children, gaining a better understanding of curriculum and monitoring their child's attendance.

Strategic direction 3: Consistent, high standard educational practices across the Kurri Kurri Learning Community group of Public Schools

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>To ensure learning for students across the Kurri Kurri Learning community is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices</p>	<p>Students</p> <ul style="list-style-type: none"> Have high expectations and attend and engage in school regularly. Engage in a variety of learning programs and events within the KKLC. Engage in all aspects of their education and are active 21st Century Learners Develop career pathways and a commitment to lifelong learning. <p>Staff</p> <ul style="list-style-type: none"> Know their students, have high expectations, and participate in professional learning, to meet the diverse needs of individuals. Develop capacity to build stronger community relations with parents, businesses and community organisations. Engage in LMG curriculum initiatives to build their capacity and enhance student learning outcomes. Opportunities to engage professionally with a range of teachers across the LMG 	<ul style="list-style-type: none"> Embed Aboriginal perspectives into teaching practice and school culture. Support student learning between the home and school through the use of online technology, LMG events and strong communication processes. Develop priorities for improving community relationships and positive school identities across the KKLC. Establish frameworks for consistent, high standard practices in literacy, numeracy, integrated curriculum planning, student debating, capacity building of 21st C skills and support for student success. Develop a deeper, shared understanding of quality teaching across the LMG. Utilise 'Tell Them from Me' Data to inform current practices and programs. 	<p>Products</p> <ul style="list-style-type: none"> All schools in LMG monitor their own student attendance and employ strategies to improve attendance.(204 KKPS baseline data was 92.6) A supportive school community evidenced by increased numbers of parents and community members attending school functions and) involved in collaboration in student learning. Baseline data will be established in 2015, aiming at 30%35% in 2016 and 40% in 2017 (KKLC will create an attendance tool to monitor parental attendance at functions Integrated Unit planning occurring at a high school level for target students. Evidence of the assessment of literacy continuum clusters and markers are utilised in planning and teaching. All schools achieving at level four of the GATs matrix. (Currently some area are below level 4 for most schools)
<p>IMPROVEMENT MEASURE/S</p> <p>Students regularly attend school, are engaged in their learning(Data collected at individual schools</p> <p>Students complete their HSC, or have a successful post school pathway.</p> <p>Accelerate improvements in the educational outcomes of all students, through high expectations (Base line data established using TTFM surveys commencing in 2015)</p> <p>Increased parent/family participation in home school partnerships.</p> <p>Each school will conduct their own parent surveys using TTFM and establish baseline data in 2015</p>	<p>Parents/ Carers:</p> <ul style="list-style-type: none"> Encourage students to attend school, have high expectations, and support student achievement. Encourage and establish improved family/school partnerships for the educational benefit of all students. <p>Community Partners:</p> <ul style="list-style-type: none"> Work together to establish a continuum of learning, care, and curriculum. Establish learning alliances with the KKLC to support innovative practices. Are actively involved in a range of career focused events. <p>Leaders:</p> <ul style="list-style-type: none"> All staff are actively engaged in professional learning opportunities to ensure career development and aspiration opportunities. 	<p>Practices</p> <ul style="list-style-type: none"> Increase opportunities to engage Aboriginal students, promote student wellbeing, improve outcomes and empower students through cultural awareness. A positive culture of learning across school, family and community partnerships. New syllabus implementation is occurring and aligned across LMG where appropriate 21st Century learning skills are integrated in classroom practices. Staff are confident to implement teaching strategies based on the outcomes of professional learning into their classroom practice Implementation of the Real Game into units of work, careers booklets and holding of career day in some form. Build capacity in staff through shared professional learning opportunities and collaboration 	

