KORORO PUBLIC SCHOOL   2330

School Plan 2015 – 2017

Building the capacity of learners to learn

Building community and communication

Building leadership capacity.

Develop the Individual

Create the Leader

Build the Community

STRATEGIC DIRECTION 1

Building the capacity of learners to learn.

STRATEGIC DIRECTION 2

Building leadership capacity

STRATEGIC DIRECTION 3

Building community and communication

Purpose:
To develop an approach which builds the capabilities of students to be active participants in the development and monitoring of their own learning. Opportunities for frequent, constructive and instructive feedback to the students and the teacher, will enhance learning outcomes.

Purpose:
To develop consistent quality educational practices and student achievement through a focussed and purposeful performance and development process for staff. Classroom teaching practices aligned to syllabus documents and supported through professional dialogue, enhance student learning opportunities.

Purpose:
To enhance the concept of community through purposeful communication and involvement including a learning focus on global connectedness, sustainability, individual responsibility and improved engagement.

Strategic Direction 1: Building the capacity of the learner to learn.

Purpose

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

To develop an approach which builds the capabilities of students to be active participants in the development and monitoring of their own learning. Opportunities for frequent, constructive and instructive feedback to the students and the teacher, will enhance learning outcomes.

Improvement Measures

- Data from the 'Tell Them From Me- Focus on Learning' surveys shows an improvement in the level of feedback teachers provide to each other by one point.
- Teachers are utilising the Visible learning strategies in the classroom to enhance learning.

People

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

Students: Student engagement with their own learning will be developed through the use of purposeful feedback from teachers.

Staff: Staff capabilities to deliver student feedback will be developed through professional learning and engagement in professional conversations.

Parents/Carers: Parents are informed of the process of providing students with articulated and specific feedback and will learn how they can help at home.

Leaders: School leaders' capabilities to provide feedback to staff will be developed.

Processes

How do we do it and how will we know?

Student
- Students are given opportunities to monitor their own learning in class learning.
- Students identify strategies that would be helpful for achieving their goals.
- Students provide feedback to teachers on learning in their classroom.

Staff
- Teachers talk to their class about purposeful goals. Goals are negotiated to reflect learning needs.
- Staff undertake professional development in visible learning.
- Teachers will participate in peer observed lessons focussing on the delivery of student feedback.

Evaluation Plan
- Student Goals written
- Teacher Peer lessons implemented
- Parent, Teacher and student surveys.

Products and Practices

What is achieved and how do we measure?

Products:
- Data from the 'Tell Them From Me- Focus on Learning' surveys shows an improvement in the frequency of parent feedback by two points.
- Data from the 'Tell Them From Me- Focus on Learning' surveys shows an improvement in the frequency of written student feedback by two points.
- Data from the 'Tell Them From Me- Focus on Learning' surveys shows an improvement in the level of feedback teachers provide to each other by one point.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practice:
- Learning in the classroom will be driven by feedback to all students.
- Strategies to address differentiated student learning needs are reflected in IEP's and PLP's.
- All teachers are utilising the Visible learning strategies in the classroom to enhance learning.

Strategic Direction 2: Building leadership capacity

Purpose

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

To develop consistent quality educational practices and student achievement through a focused and purposeful performance and development process for staff. Classroom teaching practices aligned to syllabus documents and supported through professional dialogue, enhance student learning opportunities

Improvement Measures

- 100% of staff have a PLP which is aligned to developed school policy for teacher performance and feedback.
- Teaching and learning is driven by assessment data and differentiated to meet the learning needs of students and evidenced by practice, programming and reporting.

People

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

Staff: Implement professional development opportunities for all staff on BOS syllabus requirements. Personalised professional learning plans which reflect individual learning and professional growth.

Parents/Carers: Provide opportunities for increased parent familiarity and understanding of the requirements of BOS syllabus documents.

Leaders: Increased understanding of the policy and implications around the Performance and Development framework.

Processes

How do we do it and how will we know?

Staff
- Staff training in the Performance and Development Framework.
- Professional dialogue to develop and implement a K- 6 Scope and Sequence in Mathematics.

Parents
- Workshops are delivered for parents to learn about new mathematical techniques and strategies.
- Feedback to parents through reporting reflects new syllabus content.

Evaluation Plan
- Review teaching programs.
- Professional Learning Plans developed and monitored.
- School PL Policy developed and implemented
- Review of school assessment practices.

Products and Practices

What is achieved and how do we measure?

Product:
- 100% of Teaching Programs will reflect current syllabus documents in English and Mathematics.
- 100% of staff have a PLP which is aligned to developed school policy for teacher performance and feedback.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practices:
- Teaching and learning is driven by assessment data and differentiated to meet the learning needs of students and evidenced by practice, programming and reporting.
- All staff have developed and implemented a professional learning plan aimed at improving individual pedagogy.
- Regular feedback is provided to staff through peer and supervisory practices.

Strategic Direction 3: Building community and Communication

Purpose

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

To enhance the concept of community through purposeful communication and involvement including a learning focus on global connectedness, sustainability, individual responsibility and improved engagement.

Improvement Measures

- ❖ School satisfaction surveys to parents indicate improvements in school based communication.
- ❖ Learning across the Curriculum perspectives are imbedded in Teaching and Learning.

People

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

Students: Students are provided with opportunities to be engaged global learners.

Staff: Staff will develop their capabilities to implement the broader contemporary issues included in the Learning Across the Curriculum dimensions of BOS documents.

Community: Information about school and education trends is up to date and provided regularly to the school community.

Leaders: Increased understanding of the syllabus and implementation of Across Curriculum perspectives in programming.

Processes

How do we do it and how will we know?

Student
- Whole school sustainability lessons introduced.
- Leader in Me Program is further developed to deliver 21st C life skills.
- School programs such as dance and gardening are expanded to connect students to school.

Staff
- Ongoing professional learning in the integration of BoS Learning Across the curriculum perspectives into teaching and learning.
- Professional discussion on curriculum differentiation strategies.

Parents:
- Parents will be provided with discussion and information in relation to personalised learning plans.

Evaluation Plan
- Student IEP's and PLP's developed
- School Professional Learning Plan
- Parent surveys.

Products and Practices

What is achieved and how do we measure?

- Tell then from Me student surveys demonstrate an improvement in student engagement as reflected in homework records, school behaviour records.
- Teaching program reviews are analysed for compliance with syllabus directions.
- School satisfaction surveys to parents indicate improvements in school based communication.

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

Practice:
- Learning across the Curriculum perspectives are imbedded in Teaching and Learning programs.
- Opportunities to increase student engagement drive school practices.