

**School Plan 2016**

**Building community and communication**

**Building leadership capacity.**

**Building the capacity of learners to learn**

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| **Kororo Public School Vision Statement** |  | **School context** |  | **School planning process** |
| **Develop the individual**  **Create the leader**  **Build the community**  Our school is committed to creating leaders of tomorrow,  in a learning climate which values –  **Respect, Responsibility and the ability to**  **Think Smart.**  We will do this by nurturing an environment which actively promotes:   * Understanding through Communication; * Equity, social justice and inclusivity; * Global connectedness and environmental sustainability; * Individual confidence and accountability; and * Pride in upholding and enhancing our school culture and high expectations. |  | Our large primary school located on the Mid North Coast of regional New South Wales has a current enrolment of 625 students. The school captures a significant proportion of local enrolments due to its high reputation. The reputation is built on a balance of strategic vision, respect for traditions and school culture and an ethos of high expectations across the whole school community.  The school blends a traditional model of student leadership including a highly functioning Student Representative Council with a 21St C model reflective of the Seven Habits of Highly Effective People. (Covey)  The school values the diversity of our student population, including 6% of students who are Aboriginal or Torres Strait Islander. Students from Non English Speaking Backgrounds (NESB) comprise 4.5% of students and 3% of our student population have diagnosed needs which attract independent funding.  The FOEI (Family Occupation and Education Index) for Kororo Public School sits at a score of 78. The benchmark within NSW Schools is 100. The data is harvested each year from the school system and reflects an increase over the last two years. Equity funding is allocated based on the FOEI and is utilised to support student learning needs. |  | As an essential component of annual school planning, parents are consulted and their input into school plans valued. The P & C are a major source of communication between the school and the broader parent group.  A public meeting of parents was utilised to ascertain parental priorities for our school. Staff and students have completed the Tell Them From Me Surveys eliciting information on Student Engagement and Teaching and Learning. The combined information has been used to develop key focus areas for our school and is also a valuable source of data for improvement measures.  The school executive has provided input into the development of key descriptors of process, product and practices. A draft of the school plan was forwarded to the parents who attended our planning meeting for review and comment.  School staff has had an opportunity to review and provide input on the milestones of each of the strategic directions. Input was also provided by the Principal, School Leadership Officer.  The combined inputs from parents, students and staff have resulted in the school plan as representative of the aspirations of our community for 2015 – 2017. |
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| 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. |

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| Strategic Direction 1: Building the capacity of the learner to learn. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **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. |  | **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. |  | **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. |  | **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 one 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. |
| **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. |  |

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| Strategic Direction 2: Building leadership capacity | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **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 |  | **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. Professional learning involving L3 training and Big Write Training  **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. |  | **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. * Class teaching and learning reflects professional learning implementation   **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. * Teaching lesson observations |  | **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. |
| **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. |  |
| Strategic Direction 3: Building community and Communication | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **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. |  | **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. |  | **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. |  | **What is achieved and how do we measure?**   * Tell then from Me student surveys demonstrate an improvement in student engagement. * 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. |
| **Improvement Measures** |  |
| * School satisfaction surveys to parents indicate improvements in school based communication. * Learning across the Curriculum perspectives are imbedded in Teaching and Learning. |  |