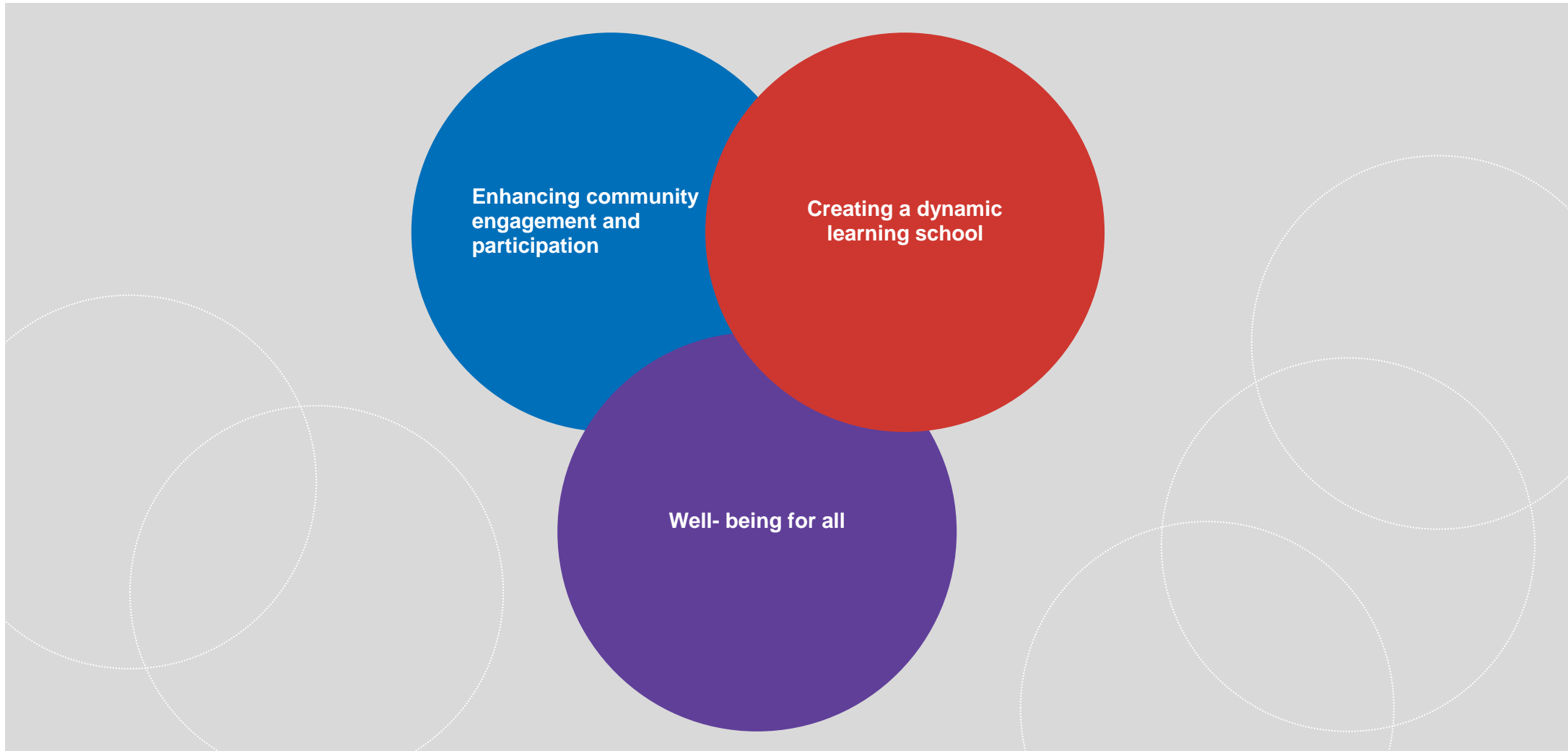


# School plan 2015 – 2017

**KOORINGAL PUBLIC SCHOOL 4173**





## School vision statement

Encourage staff, parents, carers and the broader community to hold high expectations for student educational outcomes within a culture of excellence.

## School context

Koorringal Public School is located in Wagga Wagga in the Riverina region. It provides learning opportunities for approximately 460 students.

The school includes an IO/IS support class, 51 students who have parents in the Defence Services and 51 Aboriginal students.

We have a relentless focus on the improvement of Literacy, Numeracy and Technology along with sound professional development for all teachers.

As a school we continually strive to provide challenging and inspiring learning with a strong focus on developing successful, confident and responsible students who strive to be creative and resilient.

Koorringal Public School has an uncompromising focus on teaching and learning with a dedicated staff that have a range of teaching experience.

## School planning process

In 2014, a rigorous planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community.

Staff and a focus group of parents were introduced to the Melbourne Declaration of Educational Goals for Young Australians. Discussion focussed on where we would like our school to be in 3 years based on the goals of the Melbourne Declaration. Successful practices were identified and then areas for improvement were noted. It was from these discussions that the School Vision statement was also formulated.

The consultation process used formal methods that included workshops as part of whole school staff meetings and professional learning events which included staff development days.

The process also involved more formal based discussions at P&C meetings and a survey that asked specific questions to gauge general satisfaction or dissatisfaction with current school practices.

Informal discussions occurred with staff and parents which enabled them to give opinions in an honest and direct way. The school also allocated funding to allow the Principal to work with the Assistant Principals to develop and focus on what needed to be included in the plan as a result of both formal and informal feedback.

Three key strategic directions were identified as a basis for developments. The plan outlines the purpose of each strategic direction, the people, processes, products and practices that are to be realised through implementation of the plan. Specific data from NAPLAN, school assessments and special programs was also collected and analysed for this strategic plan.



**VISION:** Encourage staff, parents, carers and the broader community to hold high expectations for student educational outcomes within a culture of excellence.



**Purpose:**

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our student's learning outcomes will be achieved.



**Purpose:**

To develop competent, creative and lifelong learners through the delivery of a diverse and dynamic curriculum with literacy, numeracy and ICT at its foundations.



**Purpose:**

To support the social, emotional, cultural and physical well-being of all students, staff and community.

# Strategic Direction 1: Enhancing community engagement and participation

## Purpose

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engagement and effective communication to enhance student's learning outcomes.

## Improvement Measures

- ❖ Consistently build community involvement in the school as a learning environment to promote positive learning outcomes for all students.
- ❖ To improve parent participation in our school-home partnerships by 20%.

## People

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

**Students:** developing students awareness of their local and global citizenship, build positive relationships and actively contribute to the school, community and the society in which they live.

**Staff:** develop the capacity to engage in positive communication with the community. To improve positive modes of two way communication and consultation.

**Parents/Carers:** establish a collaborative learning community with parents, staff and students to support programs at the school.

**Community Partners:** engage local community agencies/ representatives in the programs to assist our students to become confident contributors to the local and wider community.

**Leaders:** lead a culture of collaboration that enables the engagement and capacity of families and community to actively participate in learning.

## Processes

### How do we do it and how will we know?

Communication, collaboration and action between school and all stakeholders to maximise student engagement and greater involvement of parent/community members.

Provide opportunities for parents to develop the skills needed to support the school's strategic directions, especially in relation to their understanding of their children's learning.

Community of Schools focusing on improved student learning outcomes, engagement and the promotion of a quality learning environment across primary and secondary schools across Wagga Wagga.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

The school has made deliberate and strategic use of its partnerships and relationships to access resources to enrich the schools standing within the community and improving student outcomes.

#### Practices:

Establish active partnerships with families. The school establishes active partnerships and works collaboratively with the community of schools to ensure continuity of learning for students and staff and create opportunities to share resourcing. Build the capacity of parents to be engaged and understand the learning progress of their children and how to effectively support them in their learning.

#### Product:

Increased level of community satisfaction regarding improved communication, engagement and collaboration between home and school.

#### Practices:

Strong collaboration and communication between school, home and community groups. Practices and processes are embedded enabling parents/ community groups to give feedback on the strategic directions. Clearly defined organisational structures based on ongoing improvements to student learning and engagement are clearly defined and understood by all community members.

# Strategic Direction 2: Creating a dynamic learning school

## Purpose

To develop competent and creative learners through the delivery of a diverse and dynamic curriculum with literacy, numeracy and ICT as its foundations.

## Improvement Measures

- ❖ Comprehensive professional learning program designed to enhance teaching practice evaluated against student achievement on the continuums and sustain all student growth in NAPLAN by over 40%
- ❖ Professional development has improved teaching practice and skills across all stages in writing and embedding numeracy skills across the curriculum.
- ❖ Quality teaching is embedded into classroom practice and teaching programs with explicit learning sequences that support all teachers in all levels of accreditation.
- ❖ Build an environment of collaborative planning and differentiation in programming that is underpinned by an extensive use of technology to reach and sustain 80% of student growth.

## People

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

**Students:** developing self-awareness through a process of reflection and evaluation of their own learning incorporating 21<sup>st</sup> century learning.

Engage students to be high quality learners of literacy and numeracy in the class and home environment.

**Staff:** develop the capabilities of our students to analyse their learning progress. Make informed judgements about their learning.

Provide quality, differentiated professional learning to support all staff with their professional learning goals.

**Parents/Carers:** actively encourage parent participation in school professional learning to build community educational capacity.

Communicate the School Plan and provide forums for parental feedback in their child's learning and how the school can best meet student's needs.

**Community Partners:** establish a collaborative learning community to work together to improve the programs in the school.

**Leaders:** actively encourage leadership roles based on professional expertise to build the capacity of staff to lead literacy and numeracy initiatives within the school.

## Processes

### How do we do it and how will we know?

There is a focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Build staff capacity to collaboratively plan, teach and differentiate programming in literacy and numeracy incorporating technology.

The Learning and Support and Curriculum and Assessing teams have developed explicit processes to collect, analyse and report internal and external student and school performance data.

### Evaluation Plan:

Regular reporting and evaluation against milestones, products and practices will guide future decision making.

NAPLAN data will be analysed each year to track improvements in literacy and numeracy.

Develop targeted programs to improve these areas as required.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

Comprehensive professional learning program designed to enhance teaching practices.

#### Practice:

- Quality teaching and learning practices are mapped against the teaching standards
- Student achievement is evident through differentiated literacy and numeracy lessons.
- Teachers will engage in professional development focussed on quality teaching. A lesson observation and feedback model will be embedded promoting best practice.

#### Product:

Teachers work together to improve teaching and learning for all students including LOBE and Aboriginal students. Teachers analyse and use student assessment data to understand the learning needs of students.

#### Practice:

- Accurate tracking of students against both continuums, with an explicit focus on writing rubrics, place value and early arithmetic strategies.
- Programs reflect differentiation to meet the needs of all students.

#### Product:

Increase the number of students reaching benchmarks along the literacy and numeracy continuums.

#### Practice:

- Quantitative and qualitative student assessment data is used to inform and improve school curriculum and assessment practices.

# Strategic Direction 3: Well being for all

## Purpose

To promote the social, emotional, cultural and physical well-being of all students through an inclusive, supportive and engaging staff and student body.

## Improvement Measures

- ❖ School engagement data from the “Tell Them From Me” survey will equal or exceed state norms.
- ❖ RISC data will reflect a reduction in the incidents of undesired student behaviour.
- ❖ Surveys will demonstrate an increase in student satisfaction and engagement.
- ❖ Absentee data will show an increase in student’s attendance and there will be an observable increase in student engagement of students ‘at risk’.

## People

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

**Students:** engage students in programs to improve emotional resilience, social intelligence and proactive leadership behaviours.  
Display positive behaviours for learning in all settings building resilience and social competence.

**Staff:** gain an understanding of the emotional and social needs of today’s students whilst creating a nurturing and supportive environment.  
Staff values their role in the development of engaged and responsible learners.

**Parents/Carers:** To take an active role in the support of student’s well-being and welfare programs.

**Community partners:** Be more engaged in supporting a whole school approach to educating the whole child in all areas through increased understanding and involvement in school programs.

**Leaders:** monitor and respond to data to successfully manage student behaviour and learning.

## Processes

### How do we do it and how will we know?

SRC, student body and staff are active in promoting wellbeing within our school and have an active voice in the decisions that direct our school priorities.

Wellbeing team will develop a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students which measurably improves individual and collective wellbeing.

Staff will provide a clear understanding of the need and obligations of students to regularly attend school and to provide the necessary support to ensure the regular attendance of students.

## Products and Practices

### What is achieved and how do we measure?

#### Product:

Student leadership body are active in promoting and supporting student wellbeing. All students have an active voice through the utilisation of student representatives and leadership teams and make regular contributions to the decisions that direct school priorities

#### Practice:

Students are self-aware, build positive relationships and actively contribute to the wellbeing of others. Students contribute to school planning, priorities and directions and are given genuine consideration and are seen as integral to the decision making process of the school.

#### Product:

Comprehensive and inclusive framework that is supportive of student’s cognitive, emotional, social and physical well-being.

#### Practice:

Through explicit teaching and active participation in PBL students and staff will have a clear understanding of expectations in all school settings.

#### Product:

Clear procedures and guidelines that support a collaborative approach to student’s attendance and engagement in the curriculum.

#### Practices:

Through a collaborative approach with teachers, parents, students and outside agencies, a support structure will be implemented to enable students to regularly attend school and engage in the curriculum.