Kelly’s Plains Public School - 2273

**School plan 2015 – 2017**

**STRATEGIC DIRECTION 1**
High quality teaching to create literate, numerate and engaged 21st century learners

**STRATEGIC DIRECTION 2**
Collaborative, innovative and highly skilled teachers and leaders

**STRATEGIC DIRECTION 3**
Highly engaged, emotionally aware and technologically competent global citizens.

**Sharing, Learning, Caring**
### School vision statement

At Kelly’s Plains Public School we are committed to being recognised as the best small school in the New England area. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020 the school community expects student outcomes to exceed regional and state averages; that it is a nurturing and welcoming environment full of vibrant and inquisitive learners led by professional and dedicated staff and supported by an educationally focussed community that is mutually accountable for student outcomes and school performance. Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and take ownership of their knowledge to equip them to become sharing, learning, caring pro-active citizens of the community.

### School context

Kelly’s Plains Public School was established in 1863 and is located 10km from Armidale in a peaceful rural setting. The school has a 152 year history of providing quality educational programs and opportunities for all students. The school prides itself in differentiating the curriculum in our multi stage classrooms while encompassing a positive nurturing environment to ensure the school maintains a high standard of academic success, establishing confident and creative individuals in our modern society.

At KPPS, the school and community have worked collectively to ensure that all students are given the opportunity to develop and achieve to their maximum potential. Our enrolment hovers around 30 students and is made up of families from each quarter of the socio-economic index. We have a highly experienced and dedicated staff that is committed to the fulfilment of the school plan. We have strong ties with the high school and collaboratively liaise with staff to best prepare our students for high school. The school provides an expert Learning Support Team that builds the capacity of parents and teachers in working with special needs and the gifted and talented.

The small school context is the catalyst for great school spirit and pride among students, family and teachers. The high level of community involvement supports all aspects of school life.

### School planning process

The school has developed its three Strategic directions through direct consultation with the teaching staff, community members and the Kelly’s Plains Public School P&C. This process has taken place at formal School plan meetings, informal discussions and planning during Staff Development days. Data has been collected from surveying the student and school community. This has enabled a working group headed by the Principal, Community representatives and staff to lead the School in its development of its Strategic directions.
The following strategic directions outline the priorities determined by the school and community to drive best practice and attain the vision of the school. Whilst separate, the strategic directions overlap in meeting the needs of the 21st century learner. Each direction has the student at the centre of what we do and acknowledges that our role is to prepare young people to live, work and be successful in the 21st century; that they will need the ability to think both creatively and critically, problem-solve and work collaboratively. This plan has high quality teaching as its focus as research provides that the largest impact on the achievement of students is the quality of the teacher in the classroom. It provides resources to align personalised learning plans with curriculum expectations and teacher performance and development plans to provide the best teaching in every classroom.

**STRATEGIC DIRECTION 1**

High quality teaching to create literate, numerate and engaged 21st century learners

**Purpose:**
To improve student achievement through the delivery of high quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners that think both creatively and critically, problem-solve and work collaboratively.

**STRATEGIC DIRECTION 2**

Collaborative, innovative and highly skilled teachers and leaders

**Purpose:**
To maintain and increase teacher and leadership capacity throughout the school to provide students with highly skilled, technologically proficient and critically reflective teachers in every classroom as well as instructional leadership to foster best practice of education across the school.

**STRATEGIC DIRECTION 3**

Highly engaged, emotionally aware and technologically competent global citizens.

**Purpose:**
To improve student engagement in a positive school environment. To enhance students social and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.
### Strategic Direction 1: High quality teaching to create literate, numerate and engaged 21st century learners

**Purpose**
To improve student achievement through the delivery of high quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners that think both creatively and critically, problem-solve and work collaboratively.

**Improvement Measures**

- To increase to a majority, student achievement in Literacy to be at or beyond Stage standard and semester reports using a suite of school-based, PLAN data and external assessments.
- To increase to a majority, student achievement in Numeracy to be at or beyond Stage standard and semester reports using a suite of school-based, PLAN data and external assessments.
- Staff Training in 21st Century Pedagogy

**People**

**Students:** understand the content, learning goals and expectations required to increase literacy and numeracy achievement through explicit coaching and instruction by staff. They endeavour to learn the necessary skills and abilities required of a successful 21st century learner: to think both creatively and critically, problem-solve and work collaboratively.

**Staff:** To create, implement, assess and monitor teaching programs in-line with the strategic direction. Participating in professional development opportunities to reinforce capabilities in 21st Century Learning, Literacy and Numeracy.

**Parents/Carers:** Collaborate with the school to build parent understanding of literacy and numeracy expectations through attending meetings, interviews and information evenings. To continue to monitor the plan via the School Planning Committee and P&C.

**Community Partners:** Participation in Literacy and Numeracy initiatives delivered at the school.

**Leaders:** Lead the process that ensures adherence to milestones, a fostering of collaboration and the provision of professional learning opportunities to attain the strategic direction for the school community.

**Processes**

- Develop, implement and monitor a whole school scope and sequence and assessment register to provide exemplary learning programs and inform teaching through assessment.
- Development of quality learning programs that incorporates all aspects of the new syllabus directions.
- Consistently track student achievement using DEC Literacy and Numeracy Continuum tracking tool (Whole School).
- To collaboratively develop, monitor and maintain (staff, parents and students) personalised learning plans for all students.
- Deliver high quality professional development opportunities in Literacy, Numeracy and 21st Century Learning.
- Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy.
- Provide academic resources for literacy and numeracy implementation.
- Deliver parent and community initiatives to clearly communicate plan, outline strategies and extrapolate content, skills and processes involved.

**Evaluation Plan**

The school planning committee will convene every 5 weeks to complete progress monitoring. This will determine if the plan is: Off Track, Implementation Delayed or On Track.

The staff will meet termly to assess progress of strategic direction products and practices.

**Products and Practices**

**Products:**

- To increase to a majority, student achievement in Literacy to be at or beyond stage standard and semester reports using a suite of school-based and external assessments.
- At the end of Junior School each child will be able to read and comprehend beyond level 25. Kindergarten will be reading at or above level 6, year 1 beyond 16 and year 2 at or above 25.
- The Senior class will continue to gain 4 levels per year and demonstrate effective reading and comprehension skills and strategies.
- To increase to a majority, student achievement in Numeracy to be at or beyond stage standard and semester reports using a suite of school-based and external assessments.

**Practices:**

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evidenced in classroom practice, programming and reporting.
- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.
- Effective assessment, teaching and student analysis systems to ensure consistent teacher judgement, dynamic effective programming and valuable reporting to parents.
## Strategic Direction 2: Collaborative, innovative and highly skilled teachers and leaders

### Purpose
To maintain and increase teacher and leadership capacity throughout the school to provide students with highly skilled, technologically proficient and critically reflective teachers in every classroom as well as instructional leadership to foster best practice of education across the school.

### People
- **Staff:** To proactively participate in and then embed professional development opportunities to reinforce and build on their own teaching practice including growth goals that require deliberate practice to achieve.

  To collaboratively engage in interactive whiteboards, video conferencing and connected learning strategies.

- **Parents/Carers:** To continue to monitor the plan via the School Planning Committee and P&C.

- **Leaders:** Lead the process that ensures adherence to milestones, a fostering of collaboration and the provision of professional learning opportunities to attain the strategic direction for the school community.

### Processes
- Implement and monitor the KPPS Professional Learning Policy that is based in current educational research and builds the capacity of teaching and learning across the school.

- Conduct teaching program and lesson observation procedures that include peer to peer collaboration, critical reflection and foster deliberate practice in quality teaching.

- Professional learning is aligned to Australian Teaching Standards, and DEC performance and development framework.

- Provide professional development opportunities and practice in the use of interactive whiteboards, video conferencing and connected learning strategies across the school throughout the year.

### Products and Practices
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

- All staff have developed and accessed a differentiated professional learning plan targeted at improving individual pedagogy.

- Creating a school culture which is professionally supportive, proactive and strengthens teachers capacity to improve learning outcomes.

- Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and the Elements in the Art and Science of Teaching (Marzano)

- 100% of staff demonstrate use of interactive whiteboards and connected learning strategies.

### Improvement Measures
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

- Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers and the Elements in the Art and Science of Teaching (Marzano)

- 100% of staff demonstrate use of interactive whiteboards and connected learning strategies.

- PLAN Data entry for year 1-6 at end of term 1 and end of term 3.

### Evaluation Plan
The school planning committee will convene termly to complete progress monitoring. This will determine if the plan is: **Off Track**, **Implementation Delayed** or **On Track**.

The staff will meet every 5 weeks to assess progress of strategic direction products and practices.

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Strategic Direction 3: **Highly engaged, emotionally aware and technologically competent global citizens.**

### Purpose

To improve student engagement in a positive school environment. To enhance students social and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

### People

**Students:**

Students will acquire the skills needed to participate in 21st century life through the development of their emotional and social wellbeing. By increasing the responsibility they have to their environment and by developing their ability to interact, collaborate and share in an increasingly digital world.

**Staff:**

Staff will develop their ability to implement 21st century technologies in to the classroom. They will gain an understanding of the emotional and social needs of today’s students whilst creating a nurturing and supportive environment.

**Parents/Carers:**

Parents will be more engaged in creating a whole school approach to educating the whole child in all areas through increased understanding and involvement in school programs.

**Community Partners:**

To collaboratively engage in students in Aboriginal, cultural and historical learning experiences.

**Leaders:**

Leaders: Lead the process that ensures adherence to milestones, a fostering of collaboration and the provision of professional learning opportunities to attain the strategic direction for the school community.

### Processes

- The school will continue to imbed the You Can Do It (YCDI) program into their daily routine and using the language of Resilience, Getting Along, Persistence, Organisation and Confidence. Bravehearts will also be discussed and taught yearly as part of the PD/H/PE program covering social and emotional wellbeing.

- The school will continue to increase its capacity to implement 21st century teaching styles through the acquisition of hardware including iPads, computers, sporting equipment and opportunities and through teacher professional learning.

- Provide professional development in the social, emotional, physical and sensory needs of children. The school will continue to meet the needs of the whole child through fine and gross motor programs to maximise the learning and social opportunities for all children.

### Products and Practices

- The school will move through the YCDI program and will provide feedback to students using the linked language.

- Partnerships between parents and teachers and students will be encouraged using the language of Bravehearts.

- Students will aspire to set learning goals linking to the general capabilities in the Australian Curriculum.

- Students will experience learning through digital literacy that enables them to find, evaluate, leverage, validate, synthesize and communicate information.

- Create lateral, critical, divergent, convergent and reflective thinkers, with problem solving abilities.

- Teach through Bravehearts and YCDI digital citizenship.

- The school will continue to move in a positive direction strand in technology.

- YCDI will become the underpinning values program of the school

### Improvement Measures

- Increased percentage of participation of community members in school programs.
- You Can Do It language becoming universal across students, parents, school and community.
- 100% students demonstrate use of technological tools
- Through the use of PLASST, allocate funding for G & T, learning support, LOTE, Aboriginal Education, Disabilities and support.
- Implement, measure and monitor school progress using DEC Student Wellbeing Framework
- Review School rewards program and School Leaders

### Evaluation Plan

The school planning committee will convene termly to complete progress monitoring. This will determine if the plan is: Off Track, Implementation Delayed or On Track.

The staff will meet every 5 weeks to assess progress of strategic direction products and practices.

### PLAN Data

- Increased percentage of participation of community members in school programs.
- You Can Do It language becoming universal across students, parents, school and community.
- 100% students demonstrate use of technological tools
- Through the use of PLASST, allocate funding for G & T, learning support, LOTE, Aboriginal Education, Disabilities and support.
- Implement, measure and monitor school progress using DEC Student Wellbeing Framework
- Review School rewards program and School Leaders