School plan 2015 – 2017

KIRKTON PUBLIC SCHOOL 2314
Kirkton Public School will be a learning community where:

“All students succeed in their education so that they may cope with a complex and changing world.”

Students will develop to be responsible, happy, resilient and socially adept.

The students will exhibit the qualities of successful learners who are confident and creative, and who will become active informed citizens.”

School context

Now a PBL (positive for behaviour) and KidsMatter school, Kirkton Public has successfully catered for student learning since 1882 and continues its focus on total student wellbeing. Our school lies within the rural community of Lower Belford, situated 20km east of Singleton.

We are committed to provide a quality learning environment to meet the diverse needs of our students. Our school has a history of success in academics, sport, and the creative arts. We maintain a culture of continuous school improvement.

The whole school community has determined a set of common values and beliefs which underpin the expected behaviour for all, (utilising the PBL and KidsMatter models) strengthening the caring, respectful, friendly and supportive culture of our school.

Our Student Council provides leadership opportunities and promotes a positive school culture.

Our multi-skilled, experienced and child-centred staff continue to be proactive in catering for student needs through a full and varied curriculum.

Our students are provided with a myriad of opportunities to develop interests, skills and knowledge. Our school is a proactive member of the local small schools network bringing about professional development opportunities, collegial support and academic, sporting, social and cultural opportunities for our students. A strong transition program exists between our school and a pool of surrounding high schools.

School planning process

This process began in 2014 with an overview of the new planning system being communicated to staff and community.

Firstly, the focus fell on developing our shared vision. Ideas were gleaned from our general community, a focus group, the staff and senior students.

The results were collated and like ideals were grouped. The most prominent ideals were then teased out and worded in a variety of forms. These ‘phrasings’ were then presented to the staff and P&C for further input and modification.

These phrases were then drafted into their present form.

Following this a simple survey (School Satisfaction style open-ended questions – what we do well, what we can improve on… was completed by members of the community.

When correlated these results were combined with school data to find common areas for potential improvement for our school.

The most prolific elements were prioritised and developed into a draft set of targets. These were then modified into our strategic directions. These were presented to our P&C and staff – further refining took place to begin the planning process proper.

Thanks to all the staff, community members and students who had input to this most important document.
School strategic directions 2015 - 2017

**Purpose:**
To support total student wellbeing so they may become independent and creative learners. Students will be literate and numerate as well as innovative. They will be able to solve, evaluate and plan activities and effectively communicate ideas to make sense of their changing world.

**STRATEGIC DIRECTION 1**
Engaged, resilient, independent successful learners.

**STRATEGIC DIRECTION 2**
Quality, reflective, inclusive teaching practices enhancing student outcomes

**STRATEGIC DIRECTION 3**
Enhanced community involvement in supporting and facilitating student achievement.

**Purpose:**
To continually develop the capacity of all staff to enhance the academic, social and emotional needs of students.

**Purpose:**
To build a strong partnership with the school community to understand, evaluate and share in decision making to benefit student educational experiences.
Strategic Direction 1: Engaged, resilient, independent successful learners.

**Purpose**

To support total student wellbeing so they may become independent and creative learners. Students will be literate and numerate as well as innovative. They will be able to solve, evaluate and plan activities and effectively communicate ideas to make sense of their changing world.

**People**

- **Staff** - collect relevant data and evidence in regards to student school experiences
  - Recognise the importance of successful PBL and KidsMatter ideals for student success
  - Model positive aspects of these schemes.
  - Implement new syllabuses track student development

- Students learn to make relevant judgements about the quality of work samples

- Students reflect their understandings of the concepts and strategies and of PBL and KidsMatter by positively employing them.

- Parents contribute to the success of wellbeing programs by supporting and employing those positive practices and engaging in the discussion.

**Processes**

- Staff effectively use continua to track student development, supply meaningful feedback and future mapping
  - Staff develop further their competencies in collection, analysis, utilisation of data especially from PBL, KidsMatter and NCCD.
  - Students take more ownership of learning through self and peer evaluation strategies
  - Staff will continue to train in PBL SET. KidsMatter develop these into a ‘student wellbeing scheme’

- Students actively engaged in strategies/techniques to heighten their ability to be resilient, to co-operative and reflective
  - Continuing community education in wellbeing concepts, strategies and practices

**Products and Practices**

- What is achieved and how do we know
  - Product
    - Greater % of students lift literacy and Numeracy levels

- Practise
  - Supporting explicit teaching with effective wellbeing and assessment schemes
  - Promoting student self and peer assessment, planning
  - Inclusive framework to support cognitive, emotional, physical and social wellbeing of students
  - Successful merging of KidsMatter, PBL, Every Child Matters ideals
  - Changing student needs catered for effectively by reflection on and modification to programs, schemes, systems
  - Implementing national syllabus relevant to school context

- Intrinsically motivated students who are resilient, reflective and positively engaged in learning
  - Regular monitoring of program data including tracking student directed learning
  - School community promoting and exhibiting student wellbeing practices
  - Sharing of student wellbeing ideals and information

**Improvement Measures**

- *Greater % of students lift Literacy and Numeracy levels*
- *Inclusive framework to support cognitive, emotional, physical and social wellbeing of students*
Strategic Direction 2: Quality, reflective, inclusive teaching practices enhancing student outcomes

**Purpose**

To continuously develop the capacity of all staff to enhance the academic, social and emotional needs of students.

**People**

- Staff positively participate in, and acknowledge the importance of personalised professional development;
  - Reflect the competencies of the National Curriculum throughout their teaching and learning programs;
  - Utilise data to direct future learning (staff/student);
  - Make relevant/beneficial adjustments for student learning;
  - Value ongoing learning.

- Students – recognise teachers as learners forming an excellent model for students.

**Processes**

- Staff will be trained in and develop an effective PDP in relation to school context to enhance their skills, understandings and student outcomes.
- Staff will update and modify whole school assessment regime in line with National Syllabus, NCCD.
- Staff will continue developing its competencies in effective data gathering, analysis, utilisation and promotion;
- Staff collect evidence on which to base PD options – utilise tracking systems from Sentral, Plasst, Plan NCCD, PDP, Lit/Num continuums.
- Staff develop criteria for efficient evaluation of P/D effects on student outcomes.

**Products and Practices**

- Professional Development positively influences student outcomes.
  - Relating PD closely to staff/student needs, school focus and DET priorities;
  - Developing measurement mechanisms to evaluate the effectiveness of T/D;

**Improvement Measures**

- Highly effective teachers;
- Whole school assessment regime

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Strategic Direction 3: Enhanced community involvement in supporting and facilitating student achievement.

**Purpose**

To build a strong partnership with the school community to understand, evaluate and share in decision making to benefit student educational experiences.

**People**

- Community are aware of the concept of a partnership in education;
- discuss aspects of school function;
- are aware of strategies and programs running in the school;
- accept opportunities to have input into decision making;
- respect other community members and staff.

**Processes**

- Community/Staff utilise the School Assessment Tool as a discussion starter for school improvement.
- Community, Staff collaboratively re-frame communication systems and information gathering processes.

**Products and Practices**

**Product**
- Greater community participation in school function

**Practices**
- Communicating regularly to community the practices, strategies, information and expectations of the school;
- providing a variety of opportunities for community to discuss school function and to share in decision making;
- implementing multi-faceted systems to respond to community feedback.
- Harmonious supportive community exhibiting positive respectful relationships
- providing avenues for community to come together to share ideas and experiences;
- Parents engaged in and understand learning processes of their children and how to support them;
- accepting the ideal of a collective responsibility for student success.

**Improvement Measures**

- Greater community participation in school function
- Collective responsibility for student success across the school community

**Evaluation**

- School Assessment Tool, Multifaceted communication systems, community participation, surveys (Culture, QSL)

**Students**

- benefit from community input on a whole school and individual level;
- Relate positively to the models of cooperation demonstrated;
- Have opportunities to share in school function