School plan 2015 – 2017

Kandos Public School 2254

Active Learners

Community and School Engagement

Quality Teaching
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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| “Learn to Live” – Kandos Public School fosters positive and respectful relationships. We provide innovative learning experiences that ensure learning success. Our students actively contribute to the school, the community and the society in which they live. | Kandos is a small rural town with a changing population. The school has seen reduced enrolments over the past 3 years due to declining employment opportunities. Kandos Public School enrolments are diverse with student families from agricultural, mining, small business sectors and low socioeconomic backgrounds. The school leadership team and staff are united in their commitment to improving the quality of teaching and learning. High expectations for student attendance, engagement and outcomes are clearly communicated.  
Kandos Public School is an Early Action for Success school with a key feature being the appointment of an Instructional Leader.  
Kandos Public School is a Positive Behaviour for Learning school where students learn to be respectful, safe and on task.  
School initiatives include Quality Teacher Mentoring Programs, Language, Learning and Literacy (L3), Enrichment classes and Targeting Early Numeracy (TEN). Student wellbeing is a priority with a focus on the development of social skills fostered in small groups.  
Parents and community members actively support sporting and celebratory events. We have a small but dedicated P&C. | Targets are set and monitored and initiatives and programs are systematically evaluated for their effectiveness in improving student achievements and wellbeing. Staff expectations, professional development and progress are recorded, monitored and evaluated through professional learning plans. To gather further insight the school conducted extensive investigations:  
- Student surveys  
- Parent focus group  
- Correspondence between parents and students  
- Staff reflection – staff and stage meetings  
- Data tracked and analysed - Naplan, Language Learning and Literacy - L3, L3 Stage 1, Targeted Early Numeracy - TEN, Quicksmart, Transition to School settings, Minilit, Language Intervention Program  
- Evaluation of programs – Kids’ Shed, Girls Group, Enrichment, Transition to High School, Early Start, Playgroup |
Purpose:
To equip students with the skills and knowledge to actively engage in discovery, cooperatively and collaboratively learn and to participate in meaningful experiences.

Purpose:
To enhance student learning and wellbeing by partnering with families and the wider community. Procedures are put in place to ensure effective communication and to monitor/evaluate partnerships.

Purpose:
To develop active leadership that encourages shared responsibility for student learning and to establish procedures that promotes quality teaching practices and a culture of continuous change.
## Strategic Direction 1: Active Learners

### Purpose
To equip students with the skills and knowledge to actively engage in discovery, cooperatively and collaboratively learn, and to participate in meaningful experiences.

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

**Students:**
- Quality Learning Environment - Supported
- Differentiated Learning
- Enrichment Classes - Academic, Engagement and Social

**Staff:**
- Leaders - professional development, networking, engaging with Frameworks.
- Teachers - professional development, stage and staff meetings, professional learning plans
- Learning and Support Teacher - LaST- supporting teachers in the development and implementation of personalised learning plans.

**Student Learning Support Officers - SLSO** - Professional development, staff meetings, SLSO meetings, supervisor feedback

**Parents/Carers and Community Partners:**
- Communication
- Parent information evenings and workshops

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

- Data collection, Assessment and evaluation structures externally and internally.

**Students:** Students are supported with personalised learning plans and quality differentiated learning environments.

**Staff:**
Staff members are supported in professional learning to analyse data, build skills, knowledge and the capacity to develop individualised student learning plans.

**Parents/Carers and Community Partners:**
Routinely strengthen parent and community engagement.

**Evaluation Plan**
Data entered on PLAN and SENTRAL which will guide individual student targets.

**Early Action for Success guidelines** for data collection and goal setting at the intervention level are monitored and adjusted.

### Products and Practices
What is achieved and how do we measure?
- PLAN continuum tracking
- Professional Framework
- Internal assessment
- National Disability Data
- Sentral - wellbeing, academic, learning profiles
- Naplan
- Student surveys

**Products:**
- 10% of K-2 students needing intensive support
- Increased number of students in bands 4-6 in NAPLAN
- High quality teaching and learning programs that support differentiated learning and Individual Learning Plans.
- Targeted intervention for students who have been identified as at risk.
- 80% K-2 students on track for meeting stage expectations

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

**Practices:**
- Routinely review and analyse data.
- Staff are actively engaged with professional learning plans.

### Improvement Measures
- **Student Support**
- **Professional Development**
  - 80% of K-2 students will meet stage expectations as identified on the Literacy and Numeracy Continuums.
  - Increase to 35% the number of year 3 students scoring in the top three bands for numeracy in NAPLAN 2017.
  - Increase to 30% of year 5 students scoring in the top 3 bands for reading in NAPLAN 2017.
### Purpose

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

To enhance student learning and wellbeing by partnering with families and the wider community. Procedures are put in place to ensure effective communications and to monitor/evaluate partnerships.

### Improvement Measures

- Positive Behaviour Learning
- School / Community Engagement.

- Increase to 20% of students attaining gold level in the Kandos Public School merit system.
- Increase to 60% explained absence in 2017.
- Increase in parent feedback affirming the school’s direction in relation to student wellbeing.
- Increase student sense of belonging at school in year 4 to 6 to 75% (Tell Them from Me - survey 2017).

### People

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

**Students:**
- Providing opportunities to engage in real life problem solving.
- Think deeply and critically and relevant connections
- Engaging in information and communication technology

**Staff:**
- Professional development -
  - Engaging with external agencies

**Parents/Carers and Community Partners:**
- Ongoing and effective communication procedures
- Increased opportunities for participation in school events

### Processes

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

**Students:**
Maintain student engagement by routinely providing opportunities for collaborative partnerships.

**Staff:**
Staff differentiate curriculum and demonstrate an understanding of student engagement and learning.

**Parents/Carers and Community Partners:**
Provide greater opportunities for parents to feel welcome and valued as part of the school community.

**Evaluation**
Monthly data analysis from Sentral in team and staff meetings.

PLAN data and student work samples analysed in stage meeting.

### Products and Practices

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

Students are self-aware, build positive relationships and actively contribute to school, community and the society they live in.

**Products:**
- Improved student attendance levels
- Decrease in classroom and executive managed referrals
- Increase in community participation at school academic and celebratory events.
- Students to become independent users of interactive technology.
- Strengthen community links with Parents and Citizens Association.

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

**Practices:**
- Maintain student engagement by including opportunities for active student participation in lessons.
- Through implementing innovative programs students will develop problem solving capabilities.
### Strategic Direction 3: Quality Teaching

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

To develop active leadership that encourages shared responsibility for student learning and to establish procedures that promotes quality teaching practices and a culture of continuous change.

#### Improvement Measures

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<th>What is achieved and how do we measure?</th>
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<td>❖ Monitoring and analysis of academic and wellbeing data K-6.</td>
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<tr>
<td>❖ Entering and analysis of data on PLAN.</td>
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<td>❖ K-6 teachers engage in Professional Development and providing staff feedback.</td>
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<td>❖ The school has embedded explicit systems for collaborative school improvement</td>
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<td>Professional development - PBL, L3, L3 Stage 1, EAIS, TEN, Differentiation, Quality Learning Environments, Sports Coaching, ICT</td>
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<td>Engage with the literacy and numeracy continuums</td>
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<td>Networking</td>
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<td>Collaborative planning</td>
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<td>Leadership networking</td>
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<td>Opportunities to lead whole school initiatives</td>
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<td>Practices:</td>
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<td>❖ Teachers regularly use performance data to sustain and improve student performance.</td>
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<tr>
<td>❖ Teacher Performance</td>
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<td>❖ Quality Teaching through informed Professional Development</td>
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<td>❖ Teachers are using an inquiry cycle when differentiating for students in their class.</td>
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<td>❖ All teachers are engaged in the Kandos Public School mentor process.</td>
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<td>❖ Teachers permanent and temporary are accredited and or tracking their maintenance phase.</td>
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<td>❖ Increase to 12.5% of Year 7 students scoring in band 8 for reading in NAPLAN 2017.</td>
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