

School plan 2018-2020

Kensington Public School 2283



School background 2018–2020

School vision statement

At Kensington Public School we are committed to empowering every student with the knowledge and skills required to achieve their full potential across all aspects of academic, social, emotional and physical learning. At the foundation of all school practices and procedures are our core values: Knowledge, Honour and Community.

We recognise students as individuals and actively encourage all learners to be resilient, critical and creative thinkers who effectively collaborate, communicate and build positive relationships with others. We provide rich and supportive learning environments, designed to provide our students with opportunities to develop the technological skills required to participate successfully in our global community.

Our students are taught by outstanding teachers with high expectations who model a commitment to life-long learning and foster a culture of continuous improvement.

Strong partnerships between teachers, students and parents are essential in achieving an inclusive, culturally-rich and nurturing learning environment that prepares students to be active, responsible citizens and future-focused learners.

School context

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating at Kensington Public School. 435 students are enrolled in our school and 68% are students from Language Backgrounds Other than English (LBOTE). The school enjoys an excellent reputation in the community, with a record of high academic success in both mainstream and cross curriculum achievements. We are a Positive Behaviour for Learning (PBL) school where students take ownership of their actions and are proud members of the school community. An extensive enrichment program operates in the fields of music, public speaking, debating and the performing arts. Effective integration of ICT into teaching and learning programs, with the use of laptops, tablet technology, 3D Printing, Digital Literacy and Lego Robotics opportunities allows our students to engage in collaboration and innovative design processes. Community Language Programs include Modern Greek and Chinese and play a pivotal role in developing understandings of Greek and Chinese language and culture. Our student body is supported by an active and generous parent community in many diverse ways, including donations of time, resources, parent initiated programs, support of staff and the organisation of learning programs. The dedicated staff is committed to providing a positive, inclusive and caring learning environment for every student.

School planning process

A series of consultation opportunities for the 2018–2020 school plan were available during the period from Term 3 2017 to Term 1 2018 with opportunities for the whole school community to participate.

The principal and executive led internal school discussions in consultation with a wide range of school and community stakeholders as well as with the director of public schools.

Student, parent and staff surveys informed the directions and set benchmarks around themes of this strategic plan. The students participated in surveys about school life to inform the plan and create benchmarks of student attitudes towards programs and learning within the school.

Feedback from consultation has resulted in the following areas to be highlighted through the plan:

- * A review of programming and assessment to increase student engagement and teacher consistency;
- * A whole-school focus on social-emotional development to improve student resilience and self-efficacy;
- * Emphasis on developing future-focused learning;
- * Building successful partnerships with immediate and broader communities.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Progressive Teaching and
Learning

Purpose:

To use student performance data to:

- * effectively communicate student progress
- * develop differentiated, relevant and challenging teaching and learning programs



**STRATEGIC
DIRECTION 2**
Lifelong Learners

Purpose:

To develop the social and emotional capabilities of students by implementing evidence-based, whole-school programs to:

- * promote resilience and high self-efficacy
- * inspire critical and creative problem-solvers



**STRATEGIC
DIRECTION 3**
Positive Partnerships

Purpose:

To foster and enhance positive partnerships within and beyond the school community to:

- *inform and support continuity of learning for students, staff and parents
- * improve transparency and communication for all stakeholders

Strategic Direction 1: Progressive Teaching and Learning

Purpose

To use student performance data to:

* effectively communicate student progress

* develop differentiated, relevant and challenging teaching and learning programs

Improvement Measures

Increase in student growth in NAPLAN spelling and grammar data.

All teachers at KPS produce differentiated programs for teaching and assessment.

All students develop individual learning goals in response to targeted feedback and engage in reflection of their personal progress.

People

Students

Increase student opportunities to reflect upon their learning and engage in differentiated activities that suit their individual needs.

Staff

Participate in professional learning to increase their knowledge of effective differentiation and feedback.

Work collaboratively with colleagues to develop engaging and consistent teaching, learning and assessment programs.

Work with students to provide timely and relevant feedback which guides students to develop and reflect upon their own learning goals.

Leaders

Support all staff with the consistent implementation of programs for learning and assessment.

Provide opportunities for teams to engage in collaborative sharing and planning sessions related to differentiation and feedback, including collaboration between and with EAL/D, LaST and Aboriginal Education teams.

Plan for whole-school professional learning to develop staff capacity to differentiate effectively.

Processes

Consistent formative assessment and feedback strategies are embedded in English and mathematics programs K–6 to allow for appropriate differentiation and individualised learning goals.

K–6 English and mathematics programs for learning and assessment contain planned differentiation strategies which target students identified through EAL/D, LaST (extension and support) and Aboriginal Education programs.

Evaluation Plan

Student goal achievement is closely monitored by staff and programs are evaluated by school leaders to ensure relevance and consistency of learning.

Practices and Products

Practices

A K–6 shared process for acquiring, storing, analysing and communicating English assessment data, with a focus on spelling and grammar.

A consistent approach to programming and assessment for mathematics K–6 with pre-testing strategies as an embedded practice.

Products

Assessment tasks are differentiated to cater to and capture a broader range of student skills.

Formalised student reflection procedures implemented K–6 to support students' evaluation of learning goals and progression.

Strategic Direction 2: Lifelong Learners

Purpose

To develop the social and emotional capabilities of students by implementing evidence-based, whole-school programs to:

* promote resilience and high self-efficacy

* inspire critical and creative problem-solvers

Improvement Measures

What is achieved and how do we know?

Tell Them From Me survey responses will demonstrate an increase from the 40% of students in 2017–2018 who perceive their learning to be rigorous and engaging.

The majority of students in K–6 achieve at or above grade level in PDH outcomes related to the whole-school resilience program.

All grades to implement at least one project-based learning program per year, leading to improved opportunities for students to engage in critical, creative and problem-solving tasks.

People

Students

Develop their understanding and take responsibility to appropriately and productively respond to set backs and challenges in an ever-changing world.

Engage in project-based learning and problem-solving activities to achieve individual success.

Staff

Engage with and collectively embrace and model evidence-based strategies to prepare and support students as they encounter new challenges with a growth mindset.

Participate in professional learning and collaborative opportunities to increase their knowledge of critical and creative thinking processes, including project-based learning and STEM initiatives.

Leaders

Support all staff to reflect on their own mindset as a crucial element of the consistent implementation of a whole-school resilience program.

Lead all staff in the implementation of the new PDHPE K–10 syllabus with an emphasis on social-emotional learning.

Lead stage teams to collaboratively plan and design teaching, learning and assessment programs with a project-based learning approach.

Parents/Carers

Processes

Resilient Learners

Staff model and implement evidence-based strategies to develop positive thinking, perseverance and resilience within their students.

Innovative Learners

Students are empowered to drive their own learning through project-based programs that meet their interests and challenge levels.

Innovative Teachers

Collaborative processes and professional learning empower staff to develop innovative programs.

Evaluation Plan

Regular evaluation by students and staff as to the effectiveness of the resilience program's ability to develop robust learners and the project-based learning program's ability to develop critical and creative problem solvers.

Practices and Products

Practices

Staff and students use a shared language and approach to problem solving and self regulation, with an emphasis on individual progress.

Students actively engage in the development of their own learning intentions and success criteria and reflect upon their progress.

Staff become facilitators who challenge, guide and support students to solve academic and real-world problems.

Products

A revitalisation of PDH programming to accommodate the implementation of a whole-school resilience program, which in turn is embedded across all learning areas.

A project-based learning environment is developed, where each student is engaged in learning experiences that foster critical and creative thinking skills across the curriculum.

Strategic Direction 2: Lifelong Learners

People

Understand the importance of social–emotional development and the need to develop resilience and high self–efficacy in students.

Become advocates for student–centred learning.

Strategic Direction 3: Positive Partnerships

Purpose

To foster and enhance positive partnerships within and beyond the school community to:

*inform and support continuity of learning for students, staff and parents

* improve transparency and communication for all stakeholders

Improvement Measures

Community feedback opportunities indicate an improvement in community satisfaction related to engagement and communication with the school.

Home, school and community partnerships are initiated and existing relationships strengthened through the development of learning communities.

People

Staff

Extend their professional networks to enhance practice and professional learning.

Develop effective partnerships with parents and the community to improve student learning outcomes.

Leaders

Understand the needs of the community through consultation.

Establish connections with key organisations to enhance home–school partnerships and teaching and learning programs.

Parents/Carers

Communicate the vision of the community with/to the school by engaging in school–led forums and data collection processes.

Feel valued and increase their involvement as part of the school community by

Community Partners

Provide expertise and practical support to enhance parent engagement, teacher professional learning and school facilities.

Processes

Connected School Community

Build community understanding of school practices and curriculum.

Learning Communities

Develop local learning communities to improve relevance and opportunities for learning for staff, students and parents.

Evaluation Plan

Survey the school community about engagement and communication strategies to identify benefits and improvement required.

Practices and Products

Practices

Clear communication procedures for the school community.

Information forums and workshops for parents to improve understanding of school processes and procedures.

Products

Creation of school, staff, student and parent learning communities.

Ongoing community partnerships that provide professional development for staff and enhance learning opportunities for students.