School plan 2015 – 2017

Kensington Public School

Quality Teaching And Learning

Quality Relationships Through Engagement

Quality Learning Systems
## School vision statement

At Kensington Public School our core values are *Knowledge, Honour and Community*, which underpin our diverse programs.

Students should be focussed on being lifelong learners in order to reach their potential by mastering and moving beyond the traditional basics by embracing the ‘Super Skills’ of critical thinking, creativity, collaboration and communication to build for our community for today and tomorrow.

Outstanding individual achievement is at the centre of what the school teaching and parent community desires for each and every one of its students. The school consistently achieves academic results which reflect a partnership and involvement between the teachers, students and parents towards academic success.

In addition, focusing upon the broader values and attitudes of the whole child will support their successes.

## School context

436 students are enrolled at Kensington Public school where 64% are students with English as an Additional Language or Dialect (EALD).

Our student body is characterised by a diversity which we celebrate. Our community values our emphasis on the highest standards of achievement in all areas of school life.

The school enjoys an excellent reputation in the community, with a record of high academic and other across curriculum achievements. An extensive enrichment program focussing upon project based learning communities, operates across Years 3-6 in the fields of music, public speaking, debating and the performing arts.

Community Language Programs include Modern Greek and in Mandarin. The Confucius Classroom is a key strategy in developing understandings in language and culture.

Our student body is supported by an active parent community in many diverse ways including financial, parent initiated programs and time to support learning. The dedicated staff is committed to providing a positive inclusive and caring learning environment. This attitude is demonstrated on a daily basis where each and every staff member demonstrates behaviours that each and every individual student’s wellbeing is their highest priority.

## School planning process

Throughout 2014/15 the staff, students and community were involved in the development of this strategic plan, including four Department of Education and Communities (DEC) courses, using principal partners and the High Performance Unit as critical friends during its development.

**Staff.** Focus on Learning’ surveys were implemented to create benchmarks for the 8 drivers of student learning. (Fullan 2008)

Staff recorded and analysed data of student achievement utilising existing information within National Assessment Program Literacy And Numeracy (NAPLAN) and external testing creating benchmarks in 2014. (Assessment of Learning, NSW Syllabus)

Procedures were established utilising classroom assessment data recording these on the Primary Literacy and Numeracy (PLAN) continuum; student work samples uploaded to Momentum, a revised skill based reporting system to inform the next step for individual student learning.

(Assessment for Learning, NSW Syllabus)

Online Individual Learning Plans (ILPs) recording adjustments for a specific student as well as a whole school project for shared understandings of how to encourage students in creating their own learning intentions and understanding success criteria to meet those intentions were explored.

(Assessment as Learning, NSW Syllabus)

Staff participated in an evaluation over two sessions, of current school programs using the National School Improvement Tool (NSIT), particularly around the domains of data collection, curriculum differentiation, effective pedagogical practices and systemic curriculum delivery and expert teaching teams.

**Community.** School Council and P&C meetings, during the second semester held focus group sessions, to develop ideas around the three directions. To further develop the directions four focus group sessions were held with the community.

Parent and Student Surveys informed the directions and set benchmarks around themes of this strategic plan.

**Students.** Students participated in surveys about school life to inform the plan and create benchmarks of student attitudes towards programs and learning within the school.

Additionally students were involved in the process of informing the Positive Behaviours For Learning systems being established within the school and the development of the Student Wellbeing Policy.
Purpose:
To engage students in developing the super skills and the learning process where they monitor their own progress, ask critical and creative questions and practise skills articulating their learning goals.

Students continuously develop self-assessment strategies and quality teacher feedback to reflect on their learning, consolidate their understandings and actively determine new learning intentions.

Embed these practices and build upon the students’ involvement across each stage of learning to use the super skills as a lifelong learner.

Teachers continuously build deeper understandings, across the school, of evidenced based effective teaching strategies in English and Mathematics to continually improve assessment practices for the identification of individual learning needs so as to differentiate teaching.

Purpose:
To continually enhance organisational practices which achieve highly quality student outcomes across all learning areas. This will be achieved by producing quality integrated scope and sequences engaging students, whilst developing the super skills and embedding the use of ICT in student learning. Engagement with the community in a two way discussion about policies is vital to this approach.

Features should include:
- implementation of the school’s scope and sequence through fully resourced integrated units of work.
- an explicit approach to developing the language proficiency of students who have English as an additional language or dialect.
- engagement with the DEC reform agenda incorporating systemic changes in the Learning Management and Business Reform (LMBR), Business Intelligence Tool (BI), Every School Every Student (ESES) Great Teaching Inspired Learning (GTIL) and Local Schools Local Decisions (LSLD) so data informs decision making.

Purpose:
To continually strive to improve student engagement and leadership in a positive school environment.

To improve students’ social and emotional resilience and wellbeing.

To establish more effective partnerships within the community through the development of citizenship.

Incorporate the use of technology to enhance communication and facilitate student learning.

Develop whole school practices which enable all students to be highly engaged users of the super skills who are emotionally aware and technologically competent.
# Strategic Direction 1: Quality Teaching and Learning

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
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<tr>
<td>Engage students in the learning process where they monitor their own progress, asks questions and practise skills whilst working towards learning goals.</td>
<td><strong>Students</strong> need to be able to articulate their learning goals and demonstrate engagement with success criteria by:</td>
<td><strong>Policy Development:</strong></td>
<td><strong>Product:</strong></td>
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<td>Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and actively determine new learning intentions.</td>
<td>- developing self-assessment practices and accepting peer feedback; and</td>
<td>- Develop a scope and sequence for Mathematics which embeds the 'Continuum of Key Ideas'.</td>
<td>- 85% of all 3-6 students (including EAL/D) achieve a growth effect size at least double (1.6) the expected standard of (0.8).</td>
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<td>Embed feedback practices and build upon the students’ involvement across each stage of learning to develop the Super Skills</td>
<td>independently act on quality feedback provided by adults.</td>
<td>- Improve the Gifted and Talented (G&amp;T) identification process where identified differentiation strategies are embedded in Individual Learning programs for targeted students.</td>
<td>- In each of the literacy aspects 85% of kindergarten students will achieve cluster 4, (reading level 9), 90% of year 1 students will achieve cluster 6 (reading level 19), 92% of year 2 students will achieve cluster 8 (reading level 30), 95% of year 3 students will achieve cluster 9, 95% of year 4 students will achieve cluster 10.</td>
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<tr>
<td><strong>Improvement Measures</strong></td>
<td><strong>Staff</strong> need to be able to reflect and think critically about their teaching practices demonstrating a deep knowledge of syllabus intentions, programming and assessment practices.</td>
<td>- Develop a scope and sequence for English which explicitly embeds multimodal texts, writing for audience and purpose, grammar and language features through creativity.</td>
<td><strong>Literacy</strong></td>
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<td><strong>Literacy</strong></td>
<td><strong>Parents/Carers and Community</strong> need to be aware of innovations and teaching practices to enable them to have the knowledge and language to support their child’s learning at home.</td>
<td><strong>Self/Peer Assessment (of, for, as):</strong> Students</td>
<td>- 85% of all 3-6 students (including EAL/D) achieve a growth effect size of (2.0) above the expected standard of (0.8).</td>
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<td></td>
<td>- Bump It Up Walls (incl. rubrics, self-assessment checklists, modelled work samples).</td>
<td><strong>Maths</strong></td>
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<td>- In each of the literacy aspects 85% of kindergarten students will achieve cluster 4, (reading level 9), 90% of year 1 students will achieve cluster 6 (reading level 19), 92% of year 2 students will achieve cluster 8 (reading level 30). 95% of year 3 students will achieve cluster 9, 95% of year 4 students will achieve cluster 10.</td>
<td></td>
<td>- Writing blogs (Yrs 1-6) including peer assessment.</td>
<td>- 90% of all 3-6 students (including EAL/D) achieve a growth effect size of (2.0) above the expected standard of (0.8).</td>
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<td><strong>Maths</strong></td>
<td><strong>Leaders</strong> need more opportunities to lead in order to:</td>
<td>- Reciprocal Teaching embedded in Reading and Mathematics.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td>- 90% of all 3-6 students (including EAL/D) achieve a growth effect size of (2.0) above the expected standard of (0.8).</td>
<td>- deconstruct the National Professional Teaching Standards for shared understandings and support for staff;</td>
<td>- Learning Intentions (WALT/WILF)</td>
<td><strong>Practice:</strong></td>
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<td>- design G&amp;T policies and processes;</td>
<td><strong>Teacher</strong></td>
<td>The school:</td>
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<td>- develop staff capacity including ‘teachers as leaders’ mindsets;</td>
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<td>- achieves excellent value-added results, and</td>
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<td>- extrapolate data for various assessment purposes;</td>
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<td>- most of the students achieve at high levels of performance on external performance measures.</td>
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<td>- individualise programs; and</td>
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<td><strong>Practice:</strong></td>
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<td>- develop a culture where self/peer assessment strategies are evident in all programs.</td>
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<td>Systems are explicit and embedded for:</td>
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<td><strong>Evaluation Plan</strong></td>
<td><strong>Teaching/Learning Strategies</strong></td>
<td>- collaboration;</td>
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<td>The school council monitors the progression of the strategic plan each term. Staff leading curriculum teams will provide examples of achievements this plan in the shared drive twice per term. Harvest data from PLAN and compare to benchmarks each semester.</td>
<td>- Focussed professional learning for staff to train in G&amp;T. A G&amp;T committee to lead implementation of practices and processes for targeted students</td>
<td>- classroom observation;</td>
<td>- feedback to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes.</td>
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Strategic Direction 2: Quality Learning Systems

**Purpose**

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

To improve whole school organisational effectiveness during a significant period of reform in curriculum and business within the Department of Education and Communities (DEC), providing opportunities for staff engagement and learning whilst maintaining the positive school learning community environment.

**Improvement Measures**

- a 5% increase across learning areas, in students achieving higher levels, measured through the school’s reporting system data.
- each Year’s 3-6 EAL/D student demonstrates a minimum growth of 2 or more bands in NAPLAN as a demonstration of their acquisition of language to effectively communicate their understandings, ideas and experiences.

**People**

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

Students need to be able to:
- master core inquiry processes and critical thinking skills as determined within each grade’s expectations; and
- effectively communicate their understandings, ideas and experiences to make deep learning connections between each learning area.

Staff need to be able to:
- demonstrate they can expertly identify the essential knowledge, understanding, skills and values that students are expected to develop in each learning area; and
- analyse data from the student assessment and reporting systems to determine achievement across the scales in each learning area and demonstrate growth strategies for individual students based on that data.

Parents/Carers need to be able to appreciate the value of developing the ‘Super Skills’ where critical and creative thinking is embedded within the schools current approach to syllabus development.

Community Partners need to be selected to promote professional learning communities within the staff to foster practises in sharing and critically evaluating teaching and learning programs.

Leaders need to be able to have opportunities to focus as instructional leaders when participating in various learning communities to support teachers’ continuous improvement towards the eight drivers of student learning.

**Processes**

How do we do it and how will we know?

**Curriculum Design**
- Develop 50 integrated units that explicitly and systematically include
  - The ‘Super Skills’;
  - rich assessment tasks;
  - explicit differentiated lessons;
  - across curriculum perspectives;
  - rubrics detailing success criteria;
  - developmental ICT skills; and
  - EAL/D language acquisition skills.
- Promote an explicit scope and sequence of thinking skills / tools.
- Moderate, to promote consistent teacher judgement, the units of work in a systematic way each semester.
- Explicitly manage the storage and resourcing of integrated units through the library.

**English as an Additional Language/Dialect Learners EAL/D**
- Learning about and implementation of Teaching English Language Learners (TELL) so all teachers effectively understand the language demands of students.
- EAL/D teacher to coach stage teams when writing and moderating integrated units.
- EAL/D teacher to coach individual teachers through a shared release timetable of how to use ESL scales to differentiate for EAL/D learners.
- Track EAL/D students through NAPLAN and school based data to show a growth of at least 2 bands.

**Evaluation Plan**

Conduct annual ‘Focus on Learning’ surveys for parents, teachers and students to compare and contrast the development of the eight drivers of learning to inform engagement strategies of the units of work.

**Products and Practices**

What is achieved and how do we measure?

**Product:**
- an 5% increase across learning areas, in students achieving higher levels, measured through the school’s reporting system data.

**Practice:**
- High quality curriculum programs and excellence in teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate.

**Practice:**
- Teachers collaborate to focus upon learning, within and across stages, to ensure consistency of curriculum delivery, embedding strategies for differentiation and consistency of teacher judgement.
### Strategic Direction 3: Quality Relationships through Engagement

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

- **Product:**
  - External evaluators for the ‘Positive Behaviours for Learning’ program reflect continuous improvement from the 2014 baseline data across:
    - Classroom Settings
    - Non Classroom Settings
    - School Wide Systems
    - Individual Systems

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

- **Students** need to develop positive behaviours for learning with an emphasis on building resiliency strategies using well developed interpersonal skills.
- **Staff** need to understand and implement the Student Wellbeing and Information Communication Technology (ICT) policies to engage students in developing quality relationships and innovative learning practices.
- **Parents/Carers** need to:
  - develop understandings and strategies to produce resiliency within their children and practice a collective responsibility for all students.
  - support a healthy canteen and the Crunch and Sip program.

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

- **Wellbeing**
  - Implement the PAVE program in partnership with Macquarie University.
  - Establish focus groups of parents and students to evaluate, develop, implement and monitor a 2015-2017 Student Wellbeing Policy, encompassing a Positive Behaviours for Learning approach which details the values, awards, discipline and learning support processes.
  - Utilise an integrated online recording system to monitor student achievement and behaviour as a means of within school and between teachers and parents communication strategy.
  - Revise student leadership structures.
  - Embed healthy eating choices through a revitalised canteen and the Crunch and Sip program.

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

- **Technology**
  - Develop an ICT policy including a scope and sequence and detailing expected products to be produced.
  - Leadership by an ICT team to acquire and distribute equitably ICT resources for the achievement of ICT goals.
  - Moderation of units of work by the ICT team to ensure technology activities are engaging, achievable and authentic.

- **Evaluation Plan**
  - Undertake biannual focus group surveys of teachers, parents and students based on the Positive Behaviours Model and compare to baseline data.
  - Compare and Contrast PAVE data 2014 against 2017 data to gather information about attitudes, skills and understandings about resiliency.
  - The school council and P&C will evaluate the canteen yearly survey and Crunch and Sip data.

### Improvement Measures

- **Student surveys** show an average of 90% satisfaction across 5 culture areas of
  - Feeling Safe;
  - Teachers Managing Behaviour;
  - Lesson Interest;
  - Student/Parent/Teacher Communication; and
  - School Image.
- **External evaluators** for the ‘Positive Behaviours for Learning’ program reflect continuous improvement from the 2014 baseline data across:
  - Classroom Settings
  - Non Classroom Settings
  - School Wide Systems
  - Individual Systems
- **Students and teachers** reflect as being confident users of technology with an average score of 8 through the ‘Focus on Learning’ Survey.

- **Leaders** need to develop habits which cultivate, monitor and encourage procedures and practices enabling teachers as the leaders in the communicating with parents and students the Wellbeing Policy.