School plan 2015 – 2017

Kearns Public School

WELLBEING

LEARNING

LEADERSHIP
School background 2015 - 2017

School vision statement
To create an inclusive learning environment where our futures-based learners are equipped to be resilient, independent, focused, cooperative and dynamic students. Our students will be supported within a collegial framework where motivated teachers work in collaboration with a supportive community to embrace current pedagogies and student wellbeing.

School context
Kearns P.S. is located on the residential fringe of Campbelltown and is part of the Macarthur Network of schools. It is a small school with a current student population of 187 students. Our students come from diverse socio-economic and cultural backgrounds.

Community involvement in the school is variable. A partnership is being developed to maximise opportunities for involvement.

Most members of staff are now permanent, following a period where there was a high staff turnover due to various forms of leave, retirements and merit selection transfers. The average teaching experience of staff is in excess of ten years.

The school has been actively exploring a range of programs that will support student engagement, innovative pedagogies and current curriculum initiatives/directions.

School planning process
The staff engaged in a wide range of processes to determine staff and community aspirations for our school community. These included targeted surveys and discussions.

Surveys included:
- Online parent survey
- Hardcopy parent survey
- Face-to-face parent surveys undertaken by students
- Discussions at P&C meetings
- Teacher survey
- Staff meetings
- Collaborative collection and dissemination of survey findings
- De-briefing following survey analysis

Each member of staff was invited to write a School Vision Statement that reflected the processes undertaken above:
- identification of target areas,
- identification of existing practices that should be maintained; and
- the school’s existing Core Values framework developed in consultation with the community.
To create an inclusive learning environment where our futures-based learners are equipped to be resilient, independent, focused, cooperative and dynamic students. Our students will be supported within a collegial framework where motivated teachers work in collaboration with a supportive community to embrace current pedagogies and student wellbeing.

**Wellbeing**

Promote the wellbeing of students, staff and community as a shared responsibility

**Purpose:**

Establish a community partnership that assumes shared responsibility and develops a positive culture for school success.

Students, staff and community will contribute to their own wellbeing and the wellbeing of others by developing a true sense of belonging and self-worth.

**Learning**

Engage students, staff and community in learning for success through high expectations

**Purpose:**

Students, staff and community will be encouraged and supported to embrace evidence-based pedagogies which develop futures-based skills that promote success as learners and educators.

**Leadership**

Build the leadership capacity of students, staff and community

**Purpose:**

Staff, students and community will extend their capabilities and develop clear plans for improvement. As individuals, and as a collective, we will embrace the responsibilities associated with leadership that is geared towards a culture of change and growth.
Strategic Direction 1: WellBeing

### Purpose

Establish a community partnership that assumes shared responsibility and develops a positive culture for school success.

Students, staff and community will contribute to their own wellbeing and the wellbeing of others by developing a true sense of belonging and self-worth.

### Improvement Measures

- 15% per year reduction in playground referral slips
- At least 70% of students demonstrate knowledge of resilience strategies identified through student observations, surveys and focus groups.
- 100% of staff feel valued and satisfied with the school and its culture as demonstrated through engagement in school wellbeing programs and initiatives, and staff satisfaction surveys.
- 10% per year increase in parent participation in school programs and events.
- 10% per year increase in targeted program opportunities for the community.

### People

- Students will understand that wellbeing impacts on their learning and the learning of others through explicit teaching and modelling of relevant concepts and programs.
- Through involvement and participation in workshops/forums and communications, parents and community will develop a common language around wellbeing to build strong community networks.
- Using community resources that are focused on wellbeing and welfare, staff and community will be able to translate this into quality teaching programs that enhance and improve student learning.
- Staff and community will use researched theories to support and promote systematic welfare and wellbeing programs.

### Processes

- Students will be actively engaged in the diverse range of focused wellbeing programs that underpin the KidsMatter initiative.
- Staff will work with outside agencies as a means of developing a data base of resources, programs and/or initiatives that support and promote the diverse aspects of wellbeing. This will be facilitated and actioned through collaborative mentoring in order to embed social and emotional learning into daily practice.
- Through proactive involvement in targeted welfare programs that address the wellbeing of the school community, staff will build a positive culture that promotes wellbeing.
- The KidsMatter, PBIS and LST committees will work in collaboration with staff and community to ensure a consistent and manageable school wide approach to the implementation of wellbeing programs.
- Staff and community will use researched theories to support and promote systematic welfare and wellbeing programs.

### Product and Practices

#### Product:

- Students demonstrate enhanced levels of resilience and respect.
- Staff feel valued as highly motivated teachers who are actively engaged in the life of the school.
- Parents/community feel valued and satisfied with the school and its culture.

#### Practice:

- Students engage in a range of student welfare programs that will support their growth as resilient and respectful individuals.
- Staff engages in a range of programs to support their own wellbeing as professional contributors to the school.
- Community wellbeing will be promoted through strong school partnerships.

#### Evaluation Plan

- Bullying and related surveys/data indicate an improvement in student resilience as evidenced by decreased levels of bullying.
- Observational data reflects a clear understanding of the school’s welfare programs
- The community demonstrates increased levels of involvement in focus groups and forums.

---

Kearns P.S. 4593
Page 4

Planning template – V2.0 [11/11/14]
### Strategic Direction 2: Learning

#### Purpose
Students, staff, and community will be encouraged and supported to embrace evidence-based pedagogies which develop futures-based skills that promote success as learners and educators.

#### People
- Explicit teaching and focused programs will facilitate student understanding and application of inquiry-based skills.
- Through professional development, staff will understand how inquiry-based skills and self-directed learning projects meet the needs of all students across the NSW Australian curriculum.
- Mentors will utilise evidenced-based research to build their own capacity to support staff. This will develop staff understanding and their ability to implement and embed innovative pedagogies in all Key Learning Areas.
- Through workshops and coordinated observation of classroom teaching practices, parents will develop a shared understanding of current pedagogy and curriculum.

#### Processes
- Establish parent and community networks through curriculum workshops and forums.
- Research and evaluate current theories and practices that are aligned to pedagogies underpinning the NSW Australian curriculum.
- Mentor and provide support to staff to understand and implement innovative pedagogy, assessment and evaluation, and to embed this in teaching practices.
- Students are actively engaged in quality teaching and learning activities utilising futures-based skills in all Key Learning Areas.

#### Products and Practices

<table>
<thead>
<tr>
<th>Products</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate application of inquiry-based learning skills.</td>
<td>Students demonstrate inquiry-based skills and engage in self-directed learning projects.</td>
</tr>
<tr>
<td>All staff demonstrate proficiency in the application of current curriculum and pedagogies.</td>
<td>Current innovative pedagogies and technologies are consistently reflected in all class settings across the curriculum.</td>
</tr>
<tr>
<td>Community has an increased knowledge and understanding of current curriculum.</td>
<td>Community develop an understanding of curriculum, as evidenced through surveys of parents at parent/teacher interviews and/or during the distribution of Semester Student Reports.</td>
</tr>
</tbody>
</table>

#### Improvement Measures
- All staff provide self-directed learning projects.
- 10% per year increase of community members being involved in parent workshops.
- 60% of students demonstrate inquiry-based skills
- 100% of staff show increased understanding and application of current curriculum and pedagogy as evidenced by school based data, assessment and evaluation

#### Evaluation
- Surveys of parent understanding of curriculum
- Pre and post surveys of staff related to their understanding of the pedagogies that underpin the NSW Australian curriculum
- Formalised observations through lesson studies, teaching/learning programs and instructional rounds
- Rubrics and rich assessment tasks reflect increased student capabilities in inquiry-based and self-directed learning.
Strategic Direction 3: Leadership

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff, student and community will extend their capabilities and develop clear plans for improvement. As individuals, and as a collective, we will embrace the responsibilities associated with leadership that is geared towards a culture of change and growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have access to quality leadership programs through aspirational pathways.</td>
</tr>
<tr>
<td>Community leadership capabilities are strengthened through workshops and forums. This will be achieved by providing opportunities within a supportive environment.</td>
</tr>
<tr>
<td>Flexible strategies for all school staff to share leadership expertise across the school community.</td>
</tr>
<tr>
<td>Staff are supported in the preparation of professional learning goals aligned to the Teachers Accreditation Standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs and opportunities will be put in place to develop student leadership skills within the school and broader community.</td>
</tr>
<tr>
<td>Community will be given opportunities to lead forums according to their areas of expertise.</td>
</tr>
<tr>
<td>The school embeds explicit systems to build teacher capacity through focused professional development aligned to the School Excellence Framework and Teachers Accreditation Standards.</td>
</tr>
<tr>
<td>Through collaborative decision making, teachers will be provided with opportunities to develop their leadership capacity within a supportive environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Products</td>
</tr>
<tr>
<td>Students are proactively engaged in leadership opportunities in both formal and informal settings.</td>
</tr>
<tr>
<td>All staff experience success achieving their professional goals.</td>
</tr>
<tr>
<td>The capabilities of all teachers are developed for sustainable leadership.</td>
</tr>
<tr>
<td>Community members feel confident in their ability to participate in community forums and related programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in programs and events in order to develop their leadership skills.</td>
</tr>
<tr>
<td>All staff participate in collaborative planning and professional development which focuses on current pedagogy.</td>
</tr>
<tr>
<td>An increased percentage of community members actively participate in planned information and planning forums.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students maintain commitment to leadership roles</td>
</tr>
<tr>
<td>100% of staff take on leadership roles</td>
</tr>
<tr>
<td>30% increase of the number of community members participating in leadership opportunities</td>
</tr>
<tr>
<td>100% of staff successfully achieve their professional learning goals which have been aligned to the Teachers Accreditation Standards</td>
</tr>
</tbody>
</table>