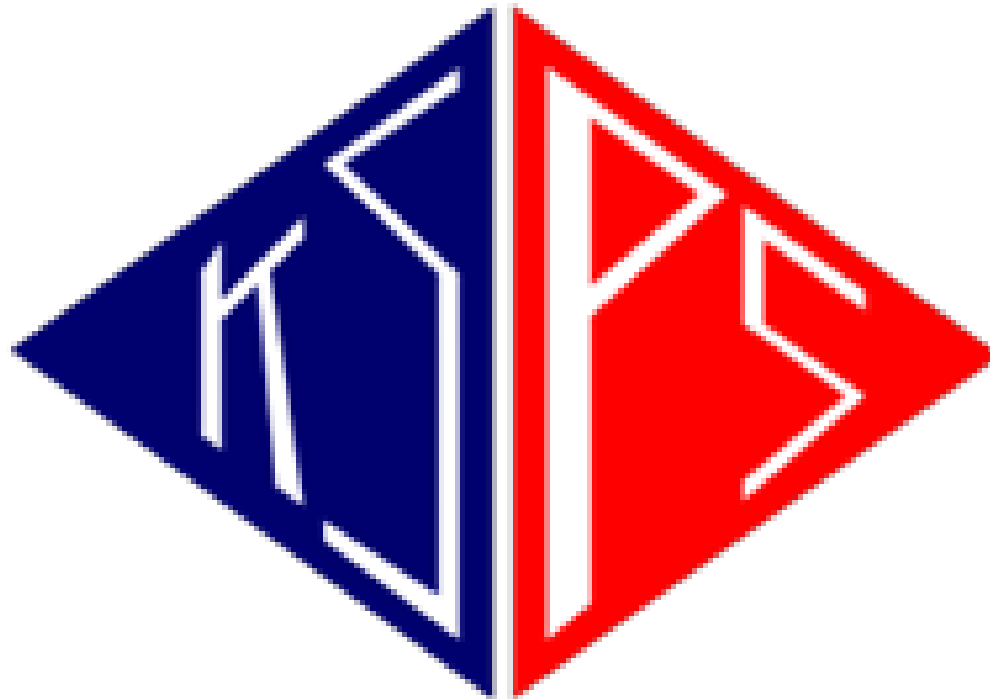


School plan 2018 – 2020

King Street Public School 4514





School vision statement

King Street Public School is committed to creating a positive learning culture with an emphasis on high expectations, excellence and the wellbeing of all students. Our classrooms resemble an engaging and challenging learning environment where all students are striving to give their best always. The school will continue to promote the core values of being Kind, Safe, Proud and Supportive.

School context

King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 362 pupils attending, with 15% being Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

King Street Public School strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers through ongoing Professional Learning which make strong links with the Professional Standards for teachers and leaders.

The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

Positive Behaviours for Learning school values of being 'Kind, Safe, Proud & Supportive' are becoming embedded in programs, practices and relationships.

School planning process

Underpinning our 2018-2020 Strategic Plan is continuous improvement, innovation and building the capacity of our teachers through professional learning, to successfully implement teaching practices that will prepare our students for learning and success in the 21st century.

The following planning processes were utilised by the school community to prepare our 2018 – 2020 plan:

Analysis of :

- SMART data; PLAN data; L3 data; PBL and SET data; and school based assessments.
- Consultation with whole school community re welfare and award systems
- School based surveys targeting parents and teachers.
- Student, Teacher and Parent responses from 'Tell Them from Me Survey.'
- Executive planning days
- Educational reform



This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- Define the key improvements which combine for the school to achieve excellence
- Represent a high level and future-focused educational priority which is evidence based and data informed
- Be a strategic statement that drives the development of the school's educational and leadership culture
- Make explicit links to the dimension of the School Excellence Framework and the Melbourne Declaration.



Purpose:

King Street Public School will inspire lifelong learners by embedding evidenced based practice and explicit quality teaching, which is built on the foundation of engagement, targeted learning, reflection and feedback.



Purpose:

The King Street Public School community believes that the positive wellbeing of all individuals is central to creating successful, thriving citizens.



Purpose:

King Street Public School promotes high expectations through committed connections and collaboration with its community by developing strong partnerships and maximising excellence.

Strategic Direction 1: Visible Learning

Purpose

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

King Street Public School will inspire lifelong learners by embedding evidenced based practice and explicit quality teaching, which is built on the foundation of engagement, targeted learning, reflection and feedback.

Improvement Measures

A minimum of 80% of students demonstrating expected growth per semester in Writing. Plan data 2017/18

A minimum of 80% of students demonstrating expected growth per semester in Number Sense. Plan data 2017/18

All students set explicit learning goals (relevant to each child's needs) and identify the specific thinking strategies required to achieve them. Teachers provide feedback to support specific learning intentions.

People

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

Students:

All students will be engaged in quality learning experiences in literacy and numeracy with data driven pathways used to monitor self- improvement.

Students learn to make informed judgements about their progress against their relevant learning outcomes. They also learn to set explicit goals for improvement and to identify the required strategies to achieve them.

Leaders & Staff:

Targeted professional development in the use of data to provide differentiated learning programs in literacy and numeracy.

Leaders and staff to undertake Professional Learning in goal setting, learning intentions and feedback.

Parents/Carers:

Parents and leaders will work together to increase parent understanding of literacy and numeracy programs as well supporting students to set goals for their learning. The value of education and the

Processes

How do we do it and how will we know?

Professional Learning for teachers in Visible Learning that will provide a shared understanding of learning goals and intentions.

Using success criteria and explicit teaching as the main practice and providing explicit and timely feedback to students

Utilise best practice teaching methods to implement high quality lesson delivery in literacy and numeracy.

Build the capacity of teachers to implement engaging units with a technology and STEM focus.

Evaluation Plan

Progress will be measured against milestones twice per term. Milestones will be evaluated by teams and individuals and regular executive feedback will ensure clear communication of progress and future directions.

Common collaborative assessment will be used to gather data for analysis, reflection and reporting on student progress in stage and staff meetings.

Feedback from the Quality

Products and Practices

What is achieved and how do we measure?

Products:

Ongoing monitoring of student progress every 5 weeks to increase the number of students who are achieving 80% growth in writing and number sense.

Stage meetings demonstrate more time allocated for professional learning in writing and number sense.

Stage meetings provide reflection and discussion around learning goals, learning intentions and student feedback.

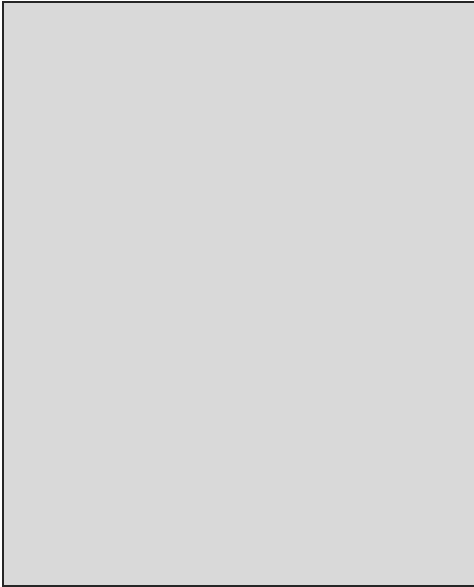
Practices:

All learning is data driven and differentiated according to student needs.

Learning intentions and student goals are embedded into teaching practices and programs.

Teachers provide ongoing and consistent feedback to students in regard to their learning.

Quality Teaching Rounds will be implemented and embedded into classroom practices.



importance of attending school will be built by providing opportunities for parents to be actively engaged in their child's learning.

Community Partners:

Singleton Learning Community (SLC) will share quality teaching practices across the community of schools and work collaboratively to achieve a high standard of academic excellence.

Leaders:

Leaders will develop skills to effectively manage change to meet the needs of teachers and the student learners.

Teaching Rounds and classroom observations from supervisors.

Feedback from each child's learning intentions and student goals.

Strategic Direction 2: Visible Wellbeing

Purpose

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

The King Street Public School community believes that the positive wellbeing of all individuals is central to creating successful, thriving citizens.

Improvement Measures

PBL – SET data displays 100% in all areas and journey of PBL 2018-2020 (Photo Story)

Positive Education - Increasing number of staff, students and the community actively involved in and leading wellbeing throughout the school – Journey of Visible Wellbeing (Photo Story)

Decrease of classroom & playground negative incidents by 20% as recorded in Wellbeing data (Sentral) – comparing 2017 Sentral data

People

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

Students:

Improve engagement in every class and a safe learning environment that encourages reflection and feedback.

Students learn to manage their social and emotional learning needs and find a positive outcome.

Provide opportunities for students to showcase their strengths, successes and talents to the community.

Leaders & Staff:

Have a deep understanding of SEARCH framework and how positive education through Visible Wellbeing strategies can impact on student engagement and learning.

Work collaboratively across the Upper Hunter schools network to develop, implement and promote positive education through Visible Wellbeing (based on SEARCH framework) best practices.

Parents/Carers:

Promote and deliver positive

Processes

How do we do it and how will we know

PBL team to analyse data to inform key initiatives and practices throughout the school.

Professional Learning for teachers in Visible Wellbeing that focus on the SEARCH framework to enhance staff and student wellbeing and engagement.

Evaluation Plan:

PBL committee will continue to analyse data to embed core values of being Kind, Safe, Proud and Supportive.

Implement signage to promote the schools core values.

TTFM surveys reflect positively on the school community.

The SEF provides strong guidance for the school to be at least in the Sustaining and Growing theme for Wellbeing with some areas of Excelling.

Wellbeing surveys completed by

Products and Practices

Products:

All students and staff demonstrate progress towards achieving their own Visible Wellbeing goal identified in their PLP and PDP.

Parents will have a clear understanding in the promotion of positive education, why it matters and why it is essential for the students in our school.

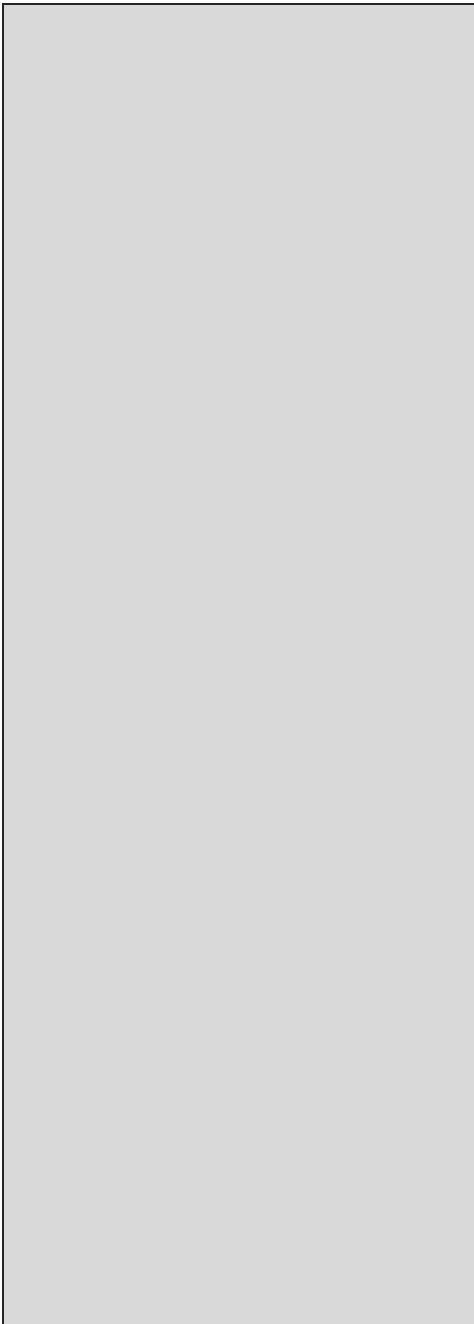
Student Leadership opportunities are more visible throughout the school and the community.

Practices:

Student wellbeing and behavioural data is monitored and evaluated to improve individual and collective wellbeing and behaviour.

Teaching of Positive Education and Visible Wellbeing to be promoted throughout the school including the school's Facebook page.

Students care for themselves, and contribute to the wellbeing of others and the wider community.



education practices of Visible Wellbeing to parents and carers so that the whole school community has a shared and common language.

Community Partners:

Work collaboratively and share best practices across the Upper Hunter community of Schools and engage the Singleton Learning Community, so that they can be empowered in positive education and strength based student learning.

Leaders:

Lead, monitor and deliver the implementation of positive education and strength based learning through Visible Wellbeing strategies for their colleagues and students

students and staff.

Teachers create a positive classroom environment to promote the wellbeing of students.

Teachers care for themselves, and contribute to the wellbeing of other staff members through positive acknowledgments and support.

Strategic Direction 3: Visible Community

Purpose

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

Our school promotes high expectations through committed connections and collaboration with its community by developing strong partnerships and maximising excellence.

Improvement Measures

Increased number of positive responses captured in wellbeing surveys i.e. components of the TTFM survey and social media sites.

Increased opportunities, participation and engagement of parent/caregivers to participate in school based curriculum and extra-curricular activities. (2017 TTFM)

Creating stronger partnerships with the AECG and the Aboriginal community through strategic planning and the delivery of Aboriginal Culture throughout the school.

People

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

Students:

Students skills and knowledge will be developed by creating stronger links between home and school.

Staff:

Demonstrate an ongoing commitment to training and development.

Understand the importance of KSPS initiatives and the impact on student outcomes. E.g. PaTCH and Aboriginal Education

Have a clear understanding of and commitment to communicating key messages and positive aspects of KSPS to parents using contemporary means.

Parents and Carers:

Understand the importance of parent/carer collaboration and better understand the learning needs of students and the professional expectations of staff.

Strong advocates for achieving excellence at King Street Public School.

Processes

How do we do it and how will we know?

Establish and embed the PaTCH program within the school. Regular number of parents attend workshops and are visible in classrooms.

Invite parents and the wider community into our school community to:

- Engage in literacy and numeracy workshops;
- Provide feedback on specialised programs;
- Participate in specialised parent workshops

Annual planning and implementation of activities with all stakeholders re Aboriginal Education at KSPS.

Evaluation Plan:

Student, Teacher and Parent TTFM surveys

Visible increase in numbers at Literacy and Numeracy workshops held in the school.

Visible increase in community numbers at special assemblies,

Products and Practices

What is achieved and how do we measure?

Products:

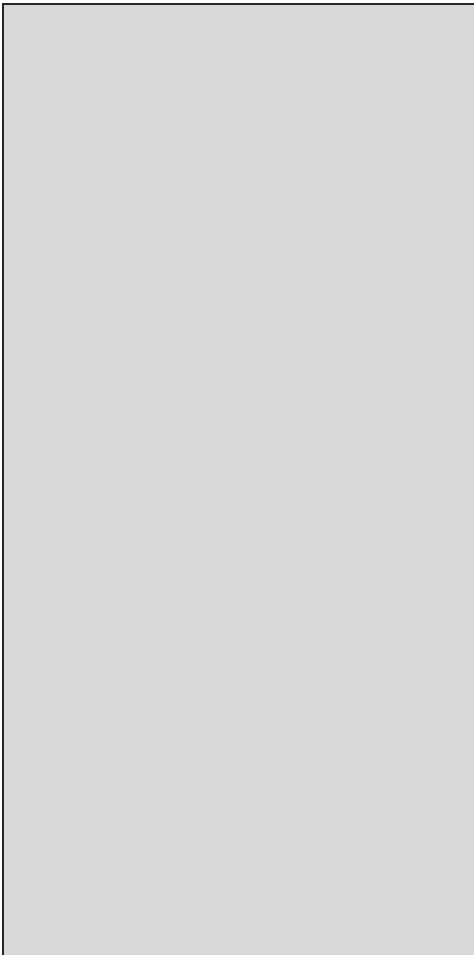
School satisfaction surveys indicate that the school operates effectively and is central in creating connections between the school, parents and local community. The services it provides are seen as valuable.

The Leadership team has established strong connections between the school, the student and at risk/disengaged families. Information captured through the Learning Support Team, data collected from 'Tell Them From Me' parent surveys, and statistics related to parent engagement in school activities based around student learning all reflect this.

The school community is a partner in achieving the school's strategic direction and practices. Parents become more active in activities throughout the school.

Practices:

Parent education sessions in the areas of PBL, EAfS, PaTCH, Choose Maths and other initiatives show flexibility and creativity in design and mode of communication as evidenced by increase in attendance/ viewing hits.



Community:
Display a culture of trust and greater level of appreciation and knowledge around how their children learn in a diverse community.

Participate in effective communication with the school to be well informed.

Leaders:
Model best practice in terms of communicating effectively with parents and the community.

Lead staff and parents in effective monitoring of achievement towards goals and adjust processes as required.

The leadership team measures school community (parent, teacher and student) satisfaction and shares its analysis and actions in response to the findings with its community.

carnivals, community events, P&C etc.

Aboriginal elders, AECG, Lands Council and services participate and attend annual planning afternoon.

Student/Parent/Teacher Learning Conferences become embedded into the school calendar.

Annual planning meetings with all stakeholders become more regular throughout the Aboriginal Education Team