



Strategic Plan 2015- 2017



School Vision



As a **forward – thinking school**,

Kitchener Public School is “**Aiming High**” to prepare our students, teachers and community for a rapidly changing **21st Century**. We are embedding across our school critical thinking skills, essential learning fundamentals, strategic management processes and a dynamic use of our school’s Positive Behaviour for Learning (PBL) universals of **Safety, Respect and Responsibility**.

These components are the cornerstone of the education we offer within a learning community of High Expectations, progressive classroom practice, fostered community participation, active collaboration and positive relationships.

“Students will have success for today and be prepared for tomorrow”

School Background : 2015-2017

School Context

Kitchener Public School is located six kilometres south of Cessnock and draws students from Kitchener, Abernethy, Quorrobolong, Cessnock South and some surrounding areas. The school's motto is *'One For All'* which promotes individual progression and attainment for the greater good of the local community. Kitchener Public School is *'Aiming High'* with focuses on academic, wellbeing, creativity, sporting and environmental practices for positive learning achievements. The school focuses on high expectations relationships for all students and is proactive in supporting the needs of the 21st century learner. Integral to our school environment are our community partnerships and support networks including our P&C, Friends of Kitchener PS and local business groups. Kitchener Public School is a proud and active member of the Cessnock Community of Great Public Schools and Korreil Wonnai AECG which encompasses all public schools serving the Cessnock community.

Kitchener Public School is a small primary school with an enrolment of 85 students (55 families), divided into four multi-aged classes. Boys make up 51% of the school population and girls 49%. Twelve percent of our students are from Aboriginal Torres Strait (ATSI) backgrounds. Students that attend Kitchener PS come from diverse and supportive backgrounds. Due to this diversity and a change in funding allocation models; Kitchener Public School receives additional equity funding to support student learning, targeted initiatives and strengthening of professional practice. This has enabled the school to initiate, embed and strengthen school systems and practices that focused on student, community & teachers successes.

Kitchener Public School initiatives include:

- Restructuring of Principal teaching load and timetable to develop an extra classroom teaching position. This has allowed for increased focus on active communication & participation, strategic management systems & best-practices linked to school data snapshots, collaborative mentoring within a learning environment that enables high expectation relationships and positive wellbeing.
- Regularly analysis of school data, what systems are in place and what practices are occurring to support students' strengths, needs and future outcomes. Our school's wellbeing and behaviour management systems are being progressively adapted to centre on these elements with a strong focus on student-centred learning, active dialogue and strong links between home and school to support ongoing consultation and collaboration.
- Avidly embedding Early Years initiatives into school systems to enhance outcomes for students in Kindergarten, Year 1 and 2. The school is an Early Action for Success school which has enabled the appointment of additional staff (including an instructional leader) and resources to enhance students centred learning.
- Actively participating in action research, growth coaching, mentoring and PBL (Positive Behaviour for Learning) processes that have enabled cohesive, strategic planning within the context of intergenerational understandings, teacher quality and student voice. These changes within the school have been informed by research to noticeably support student learning and engagement.
- Increased resources to support individual and small group processes focused on improving student outcomes, particularly in literacy and numeracy. These processes allow the school to strengthen classroom practice through effective teacher professional learning (TPL), embed strategic mentoring strategies whilst promoting creative programming and assessment to maximise student development and learning. The school provides educational programs Language, Literacy and Learning (L3), Focus on Reading (FOR), Targeted Early Numeracy (TEN) and Envision Mathematics Frameworks.

The school's wellbeing and management frameworks are driven by Positive Behaviour in Learning (PBL) and Stronger Smarter processes. Kitchener Public School has a strong Peer Leadership program within the school that support student voice and positive student interactions. These initiatives have allowed for University partnerships to develop whilst fostering quality connections and links to future learning and the ideology that University is a realistic pathway. We will continue to create a learning community that builds trust, links learning for future for success whilst enabling creativity, positive relationships, an encouraging sense of identity and innovation.

Our school wide pillars of pedagogy and professional practice are: School Wide Positive Behaviour for Learning, explicit Quality Instruction, effective relationships between teacher, parents and students whilst ensuring student-centred accountable teaching. Teacher Professional Learning for 2015-16 will continue to focus on entrenching the Quality Teaching pedagogy, strengthening student-centred learning & differentiation into programming, assessing and teaching practices that utilise the Literacy and Numeracy Continuums whilst enhancing analysis of learning data.

Kitchener Public School will continue to implement and embed DEC reform areas to support whole school accountability, explicit teaching of concepts across all KLA's through creative and innovative systems and practices. Explicit Literacy practices (Focus on Reading, Specific Writing Focus and Early Actions for Success), targeted Numeracy initiatives and the introduction of high interest topic areas to enhance student engagement, targeted learning intentions, and the use information technology (as a learning tool) will continue to support all stakeholders at Kitchener Public School.

Strategic Direction 1:

Learning and Innovation

Context:

Embed and enhance learning & social capabilities that focuses on student centred ideals & staff developing a working understanding of the needs of the 21st century learner so that they can reach their potential within innovated learning environments.

Strategic Direction 2:

Fostering Quality Leadership & Teaching

Context:

Embedding quality leadership & organizational systems that ensure a culture of collaboration, evidence-based decision making and effective accountability.

Staff, students and community members leading and enhancing innovative processes that enable a positive sense of identity and high expectation relationships to develop responsible and productive citizens

Strategic Direction 3:

Well-Being

Context:

Develop targeted systems to ensure the academic, social, emotional and behavioural needs are met across all stakeholders.

Through the development of an engaging, relevant, student-centred learning opportunities to ensure students become successful learners, confident and creative individuals, active and informed citizens and future leaders

DATA determines our **SYSTEMS** to fine tune our **PRACTICES**

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To ensure that learning is personalised and differentiated for every student. To deliver learning experiences that give our students the knowledge, skills and expertise to achieve their personal goals and lead successful lives in the 21st Century.

To promote, build and sustain learning of all stakeholders, by creating systems for teachers, students and leaders to learn from each other as an enabler for continual development; which allows for alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.

To deliver an inclusive community approach that enhances staff and parent expertise to contribute to school educational priorities in order to nurture the development of our students as confident and successful global citizens. To increase community participation in school leadership, wellbeing and family partnership projects.

Strategic Direction 1 : Learning and Innovation

Purpose	People	Processes	Product & Practices
<ul style="list-style-type: none"> To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design, assessment and reporting best practice. To ensure that learning is personalised and differentiated for every student. To deliver learning experiences that give our students the knowledge, skills and expertise to achieve their personal goals and lead successful lives in the 21st Century. Performance Measure/s <ol style="list-style-type: none"> Literacy and Numeracy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level each term of the annual school year. Improvement measures in the general capabilities and all key learning areas include all students achieving at 'expected growth or above' in school assessment benchmarks for their grade level each term of the annual school year. 	<ul style="list-style-type: none"> Students: Engage students in being a quality learner, facilitator and co- designer of all key learning areas in the class and home environments. Staff: Develop staff capabilities to facilitate quality curriculum processes by designing training and school-wide systems and structures to support and extend low-performing students, as well as laterally and vertically extend and / or enhance students. Staff: Broaden staff professional learning of the educational curriculum in order to extend student learning in 21C mindsets and capabilities – as per the goals of the Melbourne Declaration and School Excellence Framework. Parents: Establish a collaborative learning community by providing professional learning opportunities for parents and teachers to collaborate together to improve the intellectual quality of educational programs in the school, guided by the EAfS Instructional Leader. Parents: Actively encourage parental participation in school educational programs to build community educational capacities. This will include providing community learning sessions on 21 Century learning and new NSW BOS syllabus documents. 	<p>Enhancing teacher practice, curriculum programs and assessment profiles for effective student learning through:</p> <p>Enhancing 21C Curriculum Delivery - Professional learning to support 21st Century Curriculum Delivery in all key learning areas for school excellence</p> <p>Improving Assessment and Reporting - Designing and implementing holistic Assessment and Reporting profiling tools to improve knowledge and understanding of every child's social, emotional, academic skills, talents and potential. Ensure quality data systems are in place to accurately track student progress and to evaluate teaching and learning efficacy. Develop quality teacher feedback processes.</p> <p>Implementing Quality Teaching Practice Coaching and Mentoring - Establishing Quality Teaching Rounds to improve teacher practice, peer teaching, shared reflection, coaching and mentoring</p> <p>Three Tiered Model of Intervention</p> <p>Utilised to determine students requiring extra support with their learning and appropriate interventions are formulated to address the specific needs. PLAN data is collated every five weeks, allowing for specific plans to be developed and implemented, utilising all K-2 staff.</p>	<p>PRODUCTS</p> <ul style="list-style-type: none"> Literacy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring majority of students meet literacy cluster measures for their grade level each term of school Numeracy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring the majority students meet Numeracy cluster measures for their grade level each term of school Curriculum programming and delivery that is clearly linked to syllabus requirements for Maths, Science, Technology, English and History, Creative Arts and Sports 100% staff engagement in Quality Teaching Rounds across the school <p>PRACTICES</p> <ul style="list-style-type: none"> School-wide use of the Quality Teaching Model in class curriculum programs School-wide practice of the Literacy and Numeracy continuum as a formative assessment strategy to support class programs and student accommodations to achieve cluster levels Use of PLAN software to support formative and summative assessments Collaborative community learning networks that enhance student and adult learning Student support through differentiated themed-based units of learning, the use of Tiered Interventions, PLASST tool and specialist Early Years initiatives- frameworks and strategies where appropriate.

Strategic Direction 2 : Fostering Quality Leadership & Teaching

Purpose	People	Processes	Product & Practices
<ul style="list-style-type: none"> To promote, build and sustain learning of all stakeholders, by creating systems for teachers, students and leaders to learn from each other as an enabler for continual development; which allows for alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.. <div data-bbox="69 703 481 1460"> <p>Performance Measure/s</p> <ol style="list-style-type: none"> Alignment of policies and practices that are research driven, which describe, develop and evaluate teacher; school leader; and school capacity; through the provision of release time to effectively lead, manage, and administer the school 100% by 2017. To increase teacher professional learning, professional judgements, and understandings of key DEC reforms and frameworks which are aligned to school strategic directions; personal learning goals; system requirements; and career aspirations of staff, from 60% in 2014 to 100% by 2017. </div>	<p>Students: Develop, incorporate and embed new learning strategies to gain deeper understanding, towards improved engagement, learning, and leadership opportunities / outcomes.</p> <p>Staff: Engage teachers to find new solutions, by challenging their assumptions about their practice through deep, purposeful and aligned professional learning, in order to improve their knowledge, skills and understandings in the delivery of quality student outcomes.</p> <p>Leaders: Promote an alignment of policies and practices that are research driven, which describe, develop and evaluate teacher, school leader and school capacity.</p> <p>Leaders: Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices; and DEC accountabilities.</p> <p>Parents/Carers: Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes.</p> <p>Community Partners: Establish proactive learning alliances within Cessnock Community of Great Public Schools and beyond.</p>	<p>Leading and Managing School Performance</p> <p>To provide principal and school leaders time to effectively lead, manage and administer key DEC reforms, and school innovations/projects through the lens of educational leadership; professional learning; educational programs; performance and development; learning outcomes; student welfare; financial resource management; and school/community partnerships.</p> <p>Effective Pedagogical Practices</p> <p>To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> Staff surveys to review leading and management of school performance and impact undertaken and analysed. Formal and informal classroom observations and structured feedback sessions timetabled and evident. Regular collegial professional sharing sessions timetabled and evident. The school will develop targeted programs and strategies to improve these areas as required. School Excellence Framework. Performance and Development Framework. 	<p>Products:</p> <ul style="list-style-type: none"> Improved leadership, management and administration policies, practices and efficiencies by at least 40%, through the provision of additional release time. All teachers (100%) are aligned to the goals within the school plan; focus on collaborative planning and programming; and actively support personal and collective efficacy. <p>Practices:</p> <ul style="list-style-type: none"> Quality educational and organisational innovations are championed within the school to improve leadership, management and administration effectiveness. Proactive leadership learning across the school supports quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; School Excellence Framework; Performance and Development Framework; and NSW syllabus for Australian curriculum. Regular professional learning activities occurring which are aligned to strategic directions; school learning goals; system requirements; and professional career aspirations of staff.

Strategic Direction 3 : Wellbeing

Purpose	People	Processes	Product & Practices
<ul style="list-style-type: none"> To deliver an inclusive community approach that enhances staff and parent expertise to contribute to school educational priorities in order to nurture the development of our students as confident and successful global citizens. To increase community participation in school leadership, wellbeing and family partnership projects. <div data-bbox="69 831 479 1556"> <p>Performance Measure/s</p> <ol style="list-style-type: none"> There is a clear understanding of the purpose of the Wellbeing framework as an important resource to enhance positive relationships and restorative social strategies, as demonstrated by engagement of all students and teachers, as well as through broad community awareness. School projects and wellbeing processes feature engagement of all staff and students, as well as extensive community participation, as evidenced by Kitchener PS data snapshots and collaborative feedback </div>	<ul style="list-style-type: none"> Students and Staff: Developing collaborative coaching and facilitation skills through active PBL processes and community focused initiatives that support and improve student and adult wellbeing, creative thinking skills, emotional resilience, social intelligence and engaged learning behaviours at the school. Parents: Further establish a collaborative learning community with students, parents and teachers to support educational and wellbeing programs at the school. Community: Establish learning networks within and beyond Kitchener Public School to support innovative communities of practice with other Stronger Smarter and PBL communities 	<p>Learning is organised to foster the development of character and community identity through shared practices that strengthen:</p> <p>Promoting 21st Century Creative Thinking Skills - The application of Instructional personalised practices Inventory strategies and creative thinking skills in all classroom programs that ensure positive learning opportunities.</p> <p>Improving Student Wellbeing programs - integration of the new Wellbeing framework with PBL processes and Interrelate partnerships to promote positive behaviour and engaged learning across the school</p> <p>Enhancing parent facilitation and design of educational initiatives and community learning - Parent-led educational projects and community learning sessions to support student wellbeing and educational outcomes at the school</p>	<p>PRODUCTS</p> <ul style="list-style-type: none"> There is a clear understanding of the purpose of the Wellbeing framework as an important resource to enhance positive relationships and restorative social strategies, as demonstrated by engagement of all students and teachers, as well as through broad community awareness. School projects and wellbeing programs feature engagement of all staff and students, as well as extensive community participation, as evidenced by Kitchener Public School Tell Them From Me data, community & staff feedback and student snapshots Increased number of parents engaged and participating in collaborative school projects and community learning sessions Establishment of a student and staff wellbeing database to support learning, self-awareness & belief and quality collaboration 100% of teachers using classroom practice that are clearly linked to PBL seven Essentials and strength-based processes that support High expectation relationships <p>PRACTICES</p> <ul style="list-style-type: none"> Successful family-school partnership collaboration through school projects and forum groups Integration of the Australian curriculum with social and emotional competencies in class curriculum delivery Quality assessment practice which integrate student wellbeing data to design effective curriculum and assessment programs for meaningful student evaluations.

