School plan 2015 – 2017

Karangi Public School  2260
School vision statement
The students, staff and community of Karangi Public School have a shared vision. We aim to:
- Provide all students with access to high quality schooling free from discrimination;
- Engage parents and caregivers to work in partnership with the school community to enable high expectations for educational outcomes;
- Educate confident and creative students who are successful learners, active and informed citizens;
- Develop excellent teachers with the capacity to transform the lives of all students and inspire and nurture their development as learners, individuals and citizens;
- Provide quality curriculum and teacher delivery monitored through professional judgement, self-assessment, peer assessment and purposeful testing;
- Ensure strong accountability and transparency through:
  - collecting and analysing quality data
  - enabling highly effective reporting and feedback to students, parents and caregivers; and
- ongoing community consultation to ensure an understanding of decisions made that affect performance and outcomes.

School context
Karangi Public School is a rural school located northwest of Coffs Harbour. As at February 2015 we have a student population of 138. It has a Family and Occupational Education Index (FOEI) of 68 indicating the school is more advantaged compared to the state mean of 100. It is a school and community founded upon generational families and country values, blending with a recent increase in city families opting for a rural country lifestyle.
Karangi Public School is a P5 school with a permanent teaching principal, six classroom teachers (including the teaching principal) of which 3 are temporary engagements. There is a relieving Assistant Principal, one day per week teacher librarian, one day per week RFF teacher (temporary) focussing on Music, a one and a half day a week Learning and Support Teacher, two temporary School Learning and Support Officers, one full time senior Administration manager, a two day a week Senior Administration Officer and a three day per fortnight General Assistant.
School Communication Meetings involve all members of staff to ensure a shared vision and understanding of decisions, respecting all members as having an equal opportunity for input and collegiality. Professional Learning is ongoing, fluid, and driven by the school plan, Department of Education and Community requirements and reforms.
Karangi Public School receives a variety of equity funding of $56,408 encompassing funding for Location/Isolation, Socio-economic background, Aboriginal background, Low Level Adjustments for Disability
The school is supported by a proactive Parents & Citizens Association working collaboratively to continue to move the school forward and support student and school growth, aligning their vision to the school plan. Decisions regarding the school are discussed and shared between the P&C and school. The president sits on the school budget committee.

School planning process
To collaboratively inform Karangi Public School’s plan the following processes were followed to allow a broader community input:
- School staff received Professional Learning on the 5P School Planning Model and its format/structure and purpose.
- Orara Valley Learning Communities of Schools Principals and identified executive received specialised support from the Principal School Leadership.
- School staff reviewed the school utilising the National School Improvement Tool.
- Staff identified a range of areas in order to formulate a parent survey. This survey was administered through the School Survey website, emailed to families with a validated email address, and made available in paper form to all families opting to reply in that form.
- Teaching staff compiled student surveys for all students K-6. Students completed these in class time alongside discussions about the purpose of the survey.
- An evening information and discussion session was held – open invitation to all families.
- A day information and discussion session was held – open invitation to all families.
- A day information and discussion session was held – open invitation to all ATSI families.
- All school staff were given the opportunity to complete a survey through School Survey Website.
- Teaching staff read, discussed and summarised the Melbourne Declaration of Educational Goals for Young Australians to assist in forming our school vision, strategic directions and purpose.
- Executive staff explored all data and formed 3 strategic directions. The staff then explored these directions and initiatives within.
- 5Ps were informed and all staff involved in discussing, amending and informing.
- The draft School Plan presented at various parent/community information opportunities to garner further input from our community.
Purpose:
To provide all students with access to high quality schooling free from discrimination and create confident and cooperative students who are active and informed citizens within our school able to play their part on a global scale.
To provide opportunities for parents and carers to work in partnership with the school community enabling high expectations and student well-being.
To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning; ensuring the delivery of quality lessons in-line with current policy documents and to readily identify resources and utilise these as required to best support staff, students and families.

Purpose:
To develop staff capacity to use 21st century teaching practices and reflect on curriculum implementation enabling all students to achieve ongoing growth as life-long learners.
To provide all students with a high quality education, differentiated to enable sustained and continuous growth in academic achievement
To utilise a diverse range of information technology to support student learning.

Purpose:
To ensure teachers are up to date with current and evolving pedagogical practices developing staff capacity to use quality assessment strategies and data informing professional growth and direction.
To provide strong accountability and transparency through the collection and analysis of quality data providing students, parents and caregivers with highly effective reporting and feedback. To readily identify students’ individual needs and program and plan accordingly, using an evidence base and pedagogy. To identify additional student needs and utilise resources to support both teachers and students.
To enable parents/carers to be effectively engaged in supporting their child’s educational development in collaboration with the school.
### Purpose

- To provide all students with access to high quality schooling free from discrimination;
- To provide opportunities for parents and carers to work in partnership with the school community to enable high expectations and student well-being;
- To create confident and cooperative students who are active and informed citizens within our school and who are able to play their part on a global scale.
- To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning;
- To ensure the delivery of quality lessons in line with current policy documents;
- To implement policies and procedures which will ensure the well-being of all staff and students;
- To readily identify resources and utilise these as required to best support staff, students and families.

### Improvement Measures

- Karangi Public School to be established as a Kids Matter School by end 2015.
- 100% of teachers to effectively use restorative practice by Term 1 2016.
- Removal of time out areas in our playground setting.
- Improved fundamental skills in K-2: 90% proficient by 2017.
- 95% students involved in Crunch and Sip by Term 4 2015.
- Reduced incidents of bullying.
- 95% of students surveyed reflecting a decrease of incidences of unacceptable behaviours.
- Increased attendance rates.

### People

**All students:**
- engage proactively in Kids Matter initiatives.
- display empathy and understanding in line with our restorative practice model.
- access support personnel for academic and well-being development.
- develop an understanding of life-long healthy lifestyle choices.
- participate in peer support programs.
- engage in opportunities for student voice.

**Staff:**
- engage in mentoring with a focus on teacher capacity to develop and maintain student well-being.
- participate in implementation and professional review of school initiatives.

**Parents:**
- collaborate with the school for the implementation and realisation of Kids Matter initiatives.
- support the school and their child/children in developing resilient, caring and respectful people in line with restorative practice.
- Ensure their children develop a positive pattern of attendance as a priority.

### Community Partners:

- NSW Health and NSW Cancer Council support the development of healthy lifestyle choices.

### Leaders:

- actively participate at all levels of policy development and delivery.
- support staff, students and families in reviewing and implementing policy and programs.
- work closely with all members of the school community to foster a Kids Matter school.

### Processes

**Project 1: Establishing Karangi Public School as a Kids Matter school developing a whole school approach to all children’s mental health and wellbeing through:**
- Professional learning of the whole school community.
- Formation of school and community Action Teams.
- Identification and initiation of a well-being program.
- Building a community support network to enable sustainability.
- Encouraging a culture of positive school attendance.
- Positive acknowledgement of attendance.
- Review and implementation of student welfare and discipline policy with input from the school community in line with Kids Matter and Restorative Practice.
- Implementation of K-6 peer support program.

**Project 2: Effectively implementing Live Life Well at School (LLWaS) through:**
- K-6 fundamental movement skills program.
- K-6 Crunch and Sip healthy eating.
- Reinforce Healthy Canteen policy.
- Nut Minimisation Policy and awareness.
- Eat It To Beat It and Healthy Lunchboxes initiative.
- K-6 Kitchen Garden Program.

### Evaluation Plan

- Kids Matter surveys and review will lead to revised practices to best achieve the outcomes for students.
- Tell them from Me’ staff and student surveys.
- Pre and post data collected from teacher designed ‘relationship and behaviour surveys.
- Review of behavioural data.

### Products and Practices

**Product:** Families and school community work collaboratively to develop positive mental health.

**Practice:** The implementation of Kids Matter and the development of Restorative Practice.
- On-going cybersafety PD lessons.

**Product:** Build individual capacity to use restorative practices in line with our position as a Kids Matter School.
- Students form a positive network of support in the playground.

**Practice:** Fortnightly Peer Support Program.
- Students able to implement strategies to identify and reduce bullying and build resilience.

**Product:** Students and teachers actively engage in proactive welfare management through restorative practice.

**Practice:** Whole school community support and engage with this model.
- Students identify strategies and express understanding of their behaviour choices and impact.

**Product:** To develop fundamental movement skills in all students building capacity for further sporting opportunities with 100% participation (excluding medical).

**Practice:** 4 day a week fitness and sport program K-6.

**Product:** Students making healthy eating choices.

**Practice:** K-6 Crunch & Sip program and K-6 Kitchen Garden Program implemented.
## Strategic Direction 2: Student Engagement

### Purpose
- To develop staff capacity to use 21st century teaching practices and reflect on curriculum implementation enabling all students to achieve ongoing growth as life-long learners.
- To provide all students with a high quality education, differentiated to enable sustained and continuous growth in academic achievement.
- To create confident and engaged students whose personalised learning styles are catered for.
- To utilise a diverse range of information technology to support student learning.

### Improvement Measures
- Professional Learning to be linked to teacher programming and delivery in line with new syllabus documents.
- 100% teachers to display balanced numeracy lessons in their programs; increase from 33% current in 2014.
- Continuum and new syllabus documents utilised by 2016.
- Teacher mentors established to build teacher capacity by 2016 with increased teacher participation at school and Community of Schools level.
- Student and Parent surveys show increased satisfaction, awareness of teaching learning practices and student engagement.
- 100% of classrooms to have Wi-Fi access.
- 100% of teachers confidently using a range of learning technologies.

### People
#### All Students:
- Engaged in order to develop as both leaders and learners.
- Provide input through surveys and discussion.
- Engage in curriculum evaluation.
- Play an integral role in the implementation and review of key initiatives and best practice.

#### Staff:
- Actively engage in professional learning.
- Participate in opportunities for collaboration in the development and ongoing evaluation of curriculum development and its delivery.
- Participate in peer mentoring, collegial sharing and support for ongoing Professional development, within the school, the Orara Valley Community of Schools and wider district.

#### Community Partners:
- Collaboration between Orara Valley CoS in providing professional opportunity for staff and students.
- Effective use of DEC Advisors and other educational bodies.

#### Leaders:
- Enable differentiated PL opportunities.
- Ensure effective use of staff expertise.
- Collaboratively supervise staff through effective mentoring programs which are both formal and informal.
- Provide opportunities for teachers to witness effective classroom practice.

### Processes

#### Project 1: Develop teacher capacity to engage students as individuals and 21st Century learners.
- The establishment of a collaborative teacher development model to further build teacher capacity in engaging students in the learning process.
- Professional Learning to review and monitor teacher programming and delivery in line with new syllabus.
- Staff engage in sharing teaching/learning experiences, programs and practice within their school setting and the OVCoS.
- Mentors and caregivers participate in information workshops.
- All students identifying “where they are at and where they’re heading”, utilising continuums.
- K-6 Peer Support Reading program.
- Yr 2-6 students participate in Djehuti.
- K-2 teachers implement TENS.
- Balanced Numeracy Sessions.
- All classes provide differentiation.
- Provision of quality outcome based extra-curricular activities across KLAs.
- Effective use of a range of technology to engage and support students in all classrooms.

#### Evaluation Plan
- Tell them from Me” staff and student surveys.
- Pre and Post student and parent surveys.
- Program supervision and lesson observations targeting specific eg: engagement, differentiation, use of IT.
- Sharing of lesson models, student work and examples.
- Data analysis.

### Products and Practices

#### Products
- Effective implementation, programming and delivery of new syllabus.

#### Practice
- Professional Learning of new syllabus content directly linked to school and staff professional learning plans.
- Collaborative and honest professional feedback enabling continued personal and professional growth in alignment with the QT Framework.

#### Practice
- Teachers receive PL in giving and receiving effective feedback.
- Mentors established as a component of PL and supervision programs.

#### Products
- Students access the breadth of the curriculum.
- Students know the learning intention and success criteria to self-monitor and improve their academic performance.

#### Products
- Distribution of resources and programs to support quality teaching practices for all students.

#### Practice
- Ongoing evaluation and identification of professional learning needs in consultation with the supervisors and the Learning Support Team.

#### Products
- All students show their true potential though assessment tasks.

#### Practice
- Differentiated assessment models and student feedback.

#### Products
- QT programs which are evidence based, syllabus and student driven.

#### Practice
- Implement quality QT programs and allow student voice to share their perspective.

#### Products
- Teachers effectively differentiating for students.

#### Practice
- Provide opportunities for collaborative planning, observation, feedback and development at school and CoS level.
### Strategic Direction 3: Evidence Based Teaching and Feedback

**Purpose**
- To ensure teachers are knowledgeable of current and evolving pedagogical practices.
- To develop staff capacity in using quality assessment strategies and data.
- To provide all students with effective feedback informing continued growth.
- To enable parents/carers to effectively engage in supporting their child’s educational development.
- To ensure quality curriculum and teacher delivery monitored through professional judgement, self-assessment, peer assessment and purposeful assessment.
- To provide strong accountability and transparency through collecting and analysing quality data and highly effective reporting and feedback.
- To readily identify students’ individual needs and plan accordingly.

**Improvement Measures**
- Standardised testing and data collection in line with new syllabus outcomes completed K-6 as per Assessment Schedule.
- Use of standardised testing to guide programming and differentiation.
- Programs to reflect use of assessment and evaluation to inform direction.
- New reporting format to display new syllabus outcomes and direct links PLAN and the literacy and numeracy continua.
- Assessment analysed on a whole school basis each term.
- NAPLAN data to reflect consistent value added growth in Literacy and Numeracy.
- Increased Percentage of students achieving stage expected markers on the Literacy and Numeracy continua.

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**People**
**All Students:**
- Have access to support personnel for academic development.
- Receive effective feedback.
- Actively engage in self and peer assessment.

**Staff:**
- Engage in professional learning on assessment and the teaching and learning cycle.
- Provide and deliver quality assessment tasks and standardised testing.
- Review and assess student achievement and learning to inform programming and direction on a school, class and individual level.
- Engage in the regular analysis of student assessment levels through meaningful data collection.
- Review school reports and feedback to align with new curriculum content.

**Parents:**
- Will be informed, and participate in active discussions, about their child’s progress.
- Engage in information sessions regarding assessment and reporting.
- Supported and engaged in meaningful discussions to support their child’s academic and social growth.

**Leaders:**
- Actively participate in the reviewing, analysing, mentoring and ensuring of accountability.
- Support staff, students and families in ensuring individual and collective growth.

**Processes**
**Project 1: Evidenced based and differentiated curriculum and assessment**
- Delivery and in-depth analysis of a range of Standardised Assessment.
- Teacher professional learning sessions identifying trends within our school.
- Identifying assessment and work samples shared during PL.
- Assessment of teaching learning programs against student outcomes.
- Introduction of student self and peer assessment models.
- Differentiation of assessment inclusive of all students – review of practice.
- Opportunities for collaborative planning of differentiated assessment tasks as a whole school and CoS.

**Project 2: Developing and acknowledging teacher capacity as lifelong learners.**
- Engage in professional discussion of the impacts of educational scholars, their legacy and what it means to public education and our students future lives.
- Teacher professional learning on the Teacher Standards, school performance and excellence frameworks.

**Evaluation Plan**
- Internal and external data will be used to track school success and progress.
- The community will be surveyed annually evaluating understanding of school processes and syllabuses.
- TPL evaluated with analysis of generated data guiding further process planning.
- Professional development plans show evidence of capacity-building.
- Professional development plans will show 100% of teaching staff are working towards accreditation or re-accreditation.

**Products and Practices**
**Product:** Program reflecting analysis of assessment data to inform groupings, differentiation and direction.
**Practice:** Timely delivery and collaborative analysis of assessment and identification of individual need.
**Product:** New written report for parents aligned to ongoing implementation of NSW Syllabus.
**Practice:** All teachers to use the language associated with the new curriculum in their reporting to parents.
**Product:** Informed and individualised student centred formal reporting to parents.
**Practice:** Formal reporting to be presented to parents in Terms 2 and 4 informing individual student achievement and direction.
**Product:** Evidence of the use of data analysis present in individual teaching programs to inform and direct best practice and use of available resources.
**Practice:** Staff link analysis of assessment to Quality Teaching and Learning. Learning groups and individualised delivery linked directly to assessment data and its analysis.