School plan 2015 – 2017

Kambora Public School 4515
**School background 2015 - 2017**

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<th>School vision statement</th>
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<td>At Kambora Public School, we develop the whole child through a quality differentiated, student learning environment. We promote equity and excellence in a creative, collaborative and connected learning environment. Kambora Public School inspires a passion for lifelong learning that will equip all students with the necessary skills and experiences to become active, informed and engaged global citizens.</td>
<td>Kambora Public School is a uniquely designed campus, in Davidson, set amongst bushland on the homelands of the Guringai people. Kambora students thrive in an inclusive, nurturing environment where every voice is heard and valued. With a strong focus on literacy, numeracy and the integration of technology, all students are encouraged to be confident, productive learners. From sport, to debating and performing arts, Kambora encourages student participation in a wide range of extra-curricular programs. A small school with a collaborative team of innovative, creative and caring staff, Kambora teachers pride themselves in knowing and valuing all students, as well as, having high educational expectations. Kambora Public School encourages and welcomes parent and community participation as an integral part of student learning and school growth. Kambora Public School enjoys close links with other primary and secondary schools through its membership of the Warringah Community of Schools.</td>
<td>The 2015-17 Kambora Public School Strategic Plan was developed in collaboration with students, staff and the school community. With a focus based on school improvement through the provision of quality student learning within a dynamic learning environment, the school set about collecting information and data that would inform and guide us, laying the foundation for a clear focus and direction for 2015 -17 and beyond. As part of the planning process, the executive team attended workshops focussing on the introduction and implementation of the 2015-17 Strategic Plan. Staff undertook a series of meetings and professional readings, around DEC reforms designed to inform and increase their understandings of effective quality student learning and quality educational reform. These included unpacking ‘The Melbourne Declaration on Educational Goals for Young Australians’ and ‘Great Teaching, Inspired Learning’. In-school programs and practices were analysed, including in-school assessment and the tracking of NAPLAN trend data. Engaging with the community to determine future educational directions and priorities for the school in 2015-17 and aligning these with those of staff and students, was of key importance. With a view to embedded, sustainable and connected learning for everyone, the school designed and facilitated whole school surveys. Students, staff and parents were surveyed for their opinions on a range of topics that included current best practice, schools strengths and future school directions. The school also conducted a parent workshop that engaged parents in discussions around school improvement and future directions. With a diverse range of data at hand, survey and discussion findings were analysed. Three clear strategic directions were evident, that will guide Kambora Public School through the initial 2015-17 plan and beyond.</td>
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Purpose:
To continue to build on literacy and numeracy skills through the use of an integrated, differentiated curriculum that supports and extends all students, ensuring that we cater for the diverse range of learning styles and environments across our school in order to equip students with the ability to think strategically, problem solve and to be creative and divergent thinkers who are actively engaged in their learning.

Students will be innovative users of technology through the use of 21st century fluencies that promote Intellectual curiosity in a rapidly changing, interconnected world.

Purpose:
Staff will work collaboratively to create an inspiring, innovative, learning environment for all students. Staff will engage in continuous professional practice that will be reflected in staff and student achievement.

We will expand the leadership density of staff through professional learning, as well as increase the opportunities for professional sharing amongst staff by building both their individual and collective capacity.

Staff work collaboratively with colleagues at school and across other schools and countries to develop teaching programs that engage students and set high expectations through Quality Teaching practices.

Purpose:
Staff, students and the community collaborate to ensure a well-informed community through increased communication and collaboration amongst all stakeholders in the promotion of a culture of success, underpinned by inclusive, innovative structures to enhance the resilience and wellbeing of students.
## Strategic Direction 1: Student Engagement

Students are active, informed and engaged, confident and competent citizens of the 21st century.

### Purpose

To build on literacy and numeracy skills through the use of an integrated, differentiated curriculum that supports and extends all students, ensuring that we cater for the diverse range of learning styles and environments across our school in order to equip students with the ability to think strategically, problem solve and to be creative and divergent thinkers who are actively engaged in their learning.

Students will be innovative users of technology through the use of 21st century competencies that promote intellectual curiosity in a rapidly changing, interconnected world.

### Improvement Measures

- Increase the percentage of student achievement in the top two bands of (NAPLAN) Literacy and Numeracy.
- All students to achieve cluster level benchmarks on PLAN
- An increase in the number of students demonstrating stage outcomes in school-based assessments in Literacy and Numeracy.

### People

**Students:**

Equip students as 21st century learners through quality differentiated learning programs and a shared understanding of problem solving strategies.

**Staff:**

Develop the capacities of staff through collaborative, professional learning, to differentiate quality teaching and learning programs.

**Parents:**

Increase parent understanding of approaches to differentiated assessment, rubrics and learning and 21st century fluencies through increased methods of communication.

**Leaders:**

Provide staff with opportunities for targeted professional learning to improve student growth in literacy and numeracy across KLAs.

Staff, students and parents develop a common understanding and plan for use of BYOD 3-6 to facilitate 21st century learning.

### Processes

- Whole school approach to Literacy and Numeracy programming, assessment, tracking and models of Curriculum Differentiation incorporating QT elements.
- Build student capacity by the promotion of 21st Century fluencies through collaborative planning and use of conceptual programming across KLAs. This includes a focus on Problem Based Learning and Authentic Assessment in line with the REAP model.
- Support and increase the use of current and emerging technologies across the school to develop critical and innovative thinkers, and ethical and effective communicators on all levels.

**Evaluation plan:**

- External evaluation:
  - Regular staff analysis of student growth and achievement against DEC standards and cluster levels in external assessment.
- Internal:-
  - Regular staff analysis of student achievement and growth in school-based common assessments against rubrics
  - Student, staff and community survey to examine effectiveness of student achievement problem based learning and 21st century competencies.
  - School analysis of effectiveness of RAM Allocation to improve student learning
  - Staff understanding of National Disabilities Data

### Products and Practices

**Products:**

- Increase the percentage of student achievement in the top two bands of (NAPLAN) Literacy and Numeracy.
- All students to achieve cluster level benchmarks on PLAN
- Staff have knowledge and understanding of Collection of National Disabilities Data.
- An increase in the number of students demonstrating stage outcomes in school-based assessments in Literacy and Numeracy.
- Students display increased critical thinking capacities through understanding and achievement of problem based learning and authentic assessment.

**Practices:**

- Teachers develop explicit, differentiated literacy and numeracy strategies to meet individual student needs.
- Staff develop a shared understanding of cluster level benchmark indicators. These are reflected in high quality teaching and learning programs.
- Students actively demonstrate 21st century learning capabilities through development of critical thinking strategies and problem based learning activities.
Strategic Direction 2: Staff Professional Practice
Staff are collaborative, innovative teachers who inspire and lead learning.

Purpose
Staff will work collaboratively to create an inspiring, innovative, learning environment for all students. Staff will engage in continuous professional practice that will be reflected in staff and student achievement.

We will expand the leadership density of staff through professional learning, as well as increase the opportunities for professional sharing amongst staff by building both their individual and collective capacity by working collaboratively with staff at school and across other schools to develop teaching programs that engage students and set high expectations through Quality Teaching practices.

Improvement Measures
- All staff have professional development plan aligned to DEC Performance and Development Framework and meet National Teaching Standards.
- Quality staff programs and teaching practice will reflect collaboration and Quality Teaching strategies.
- Programming and assessment reflect changes to pedagogy and implementation of Australian Curriculum.

People
Students:
To provide a framework by which students are more actively engaged in their learning and have a greater understanding of the purpose of learning.

Staff:
Targeted professional learning to build individual and collective capacity of staff to support Quality Teaching and deliver innovative and inspiring learning opportunities for students.

Develop staff capacities to embed effective, sustainable collaborative and innovative practice that supports 21st century fluencies in programming and classrooms.

Ensure staff have a shared understanding of learning styles to support new pedagogies.

Staff continuously reflect, review and adjust learning & teaching practices and programs.

Parents:
Engage parents and community members in discussions to build knowledge and understanding of QT strategies and curriculum differentiation relating to problem based learning.

Leaders:
Provide leadership opportunities for all staff in line with their professional learning goals.

Processes
Staff professional performance and development will focus on:-

- Whole school focus on integration of Quality Teaching Strategies into teaching and learning programs that support models of curriculum differentiation and quality authentic assessment.
- Stage based, collaborative Conceptual Programming and the development of a Conceptual Scope and Sequence K-6 for integrated units with embedded literacy and numeracy
- 21st Century Fluencies with focus on REAPS (problem based learning) that includes individualised choices based on learning styles and student reflection

Evaluation plan:
Internal:
- Implement ‘Quality Teaching Rounds’ to support teacher professional practice and performance.
- Regular review and reflection of staff teaching and learning programs
- Student, staff and community survey on Intellectual Quality of teaching and learning programs.
- Review of individual staff professional development plans with increased professional dialogue between staff regarding effective teaching strategies.

External:
- Staff attainment of accreditation of National Professional Standards

Products and Practices
Products:
- All staff have a professional development plan aligned to DEC Performance and Development Framework and meet National Teaching Standards. (SEF)
- Quality staff programs and teaching practice will reflect collaboration and Quality Teaching strategies.
- Programming and assessment reflect changes to pedagogy and implementation of Australian Curriculum.

Practices:
- Staff establish and set clear learning goals in line with pedagogical change that supports professional growth and increased student achievement.
- All staff actively engage in continuous professional learning in line with Australian Curriculum implementation and a demonstrated depth of understanding of Quality Teaching and curriculum differentiation to meet the needs of individualised student learning styles and problem based learning
- High quality teaching and learning practices demonstrated and supported across the school that reflect collaboration and consistency of teacher judgement
# Strategic Direction 3: **Connected** Community

A connected, well informed and engaged community who promote the school as a centre of excellence.

## Purpose

Staff, students and the community collaborate to ensure a well-informed community through increased communication and collaboration amongst all stakeholders in the promotion of a culture of success, underpinned by inclusive, innovative structures to enhance the resilience and wellbeing of students.

### Improvement Measures

- Increased student ownership of behaviour leading to improvements in student self-concept and motivation to learn and increased resilience in students through implementation of strategies to promote self-confidence.
- Increased student, parent and staff understanding of embedded student wellbeing programs and policies.
- Increased student engagement through greater involvement in student wellbeing programs that reflect increased student voice and understanding of school systems.
- Increased student engagement through embedded student wellbeing programs and policies, as well as increased student, parent and staff understanding of school systems and management strategies.

## People

### Students

Students care for self and contribute to wellbeing of others and the wider community through increased leadership opportunities.

Students set individual goals for behaviour and learning and can articulate these to others.

Students understand and model PBL behaviours throughout the school.

### Staff:

Teachers involve students and parents in planning to support student wellbeing programs and model, support and guide students to be effective leaders.

### Parents:

Parents are active and informed members of the school community

Increased parent levels of understanding of student wellbeing programs and strategies in place throughout the school to support student learning.

### Community partners:

The school establishes pro-active partnerships with parents and the community, working collaboratively to promote a culture of success.

The school actively promotes student and staff opportunities for leadership and growth within the Warringah Community of Schools partnership.

## Processes

- **Review of PBL whole school management systems by staff, students and the wider community**
- **Development of student leadership capabilities to mentor, mediate and promote student wellbeing throughout the school.**
- **Increased student engagement through active participation in learning through goal setting and feedback.**
- **Active engagement of staff and students within the WCS (Warringah Community of Schools)**

### Evaluation plan:

- **Analysis of student wellbeing data in relation to effectiveness, playground interactions, student leadership programs and opportunities.**
- **The school gathers and addresses feedback on effectiveness of goal setting.**
- **Student and staff evaluations involving WCS opportunities**

## Products and Practices

### Products:

- Increased student ownership of behaviour leading to improvements in student self-concept and motivation to learn and increased resilience in students through implementation of strategies to promote self-confidence.
- Increased student, parent and staff understanding of embedded student wellbeing programs and policies.
- Increased student engagement through greater involvement in student wellbeing programs that reflect increased student voice and understanding of school systems.
- Increased recognition of students displaying school values of Respect, Responsibility and Personnel Best
- Parents and the wider community actively engage and contribute to improvement of student learning outcomes.
- Purposeful partnerships for staff and students across the Warringah Community of Schools.

### Practices:

- A comprehensive and inclusive framework to support student wellbeing and provide greater opportunities for student voice.
- Increased opportunities for students and staff to participate in active learning opportunities, providing leadership, extension and enrichment opportunities within Warringah Community of Schools.