

# Kinchela Public School Plan 2015 – 2017

*Learning in Harmony*

Strive for  
excellence, high  
achievement and  
personal best

Networking –  
working together

Building an  
expert,  
caring and  
cohesive team



*'Every student can learn. Just not on the same day, or in the same way'.*

*George Evans*

# School background 2015 - 2017



School vision statement	School context	School planning process
<p>Kinchela Public School is a community focused on recognising and responding to the diverse needs of students. We endeavour to provide students with the foundation they need to survive in an ever changing world, through the provision of quality learning experiences and a highly motivated staff.</p>	<p>Kinchela Public School is located 20km from South West Rocks and 25km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.</p> <p>With a FOEI of 143 the school is well resourced and staffed. Our staff currently consists of two full time teaching positions, a permanent part time teacher 3 days per week and two temporary teachers, working 2 days per week.</p> <p>We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO positions are currently 3 days per week and we have a Technology teacher 1 day per week.</p> <p>Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of our school.</p>	<p>All members of staff were consulted in the development of our plan. The school community was surveyed and their ideas and opinions were incorporated into our strategic directions.</p> <p>Both formal and informal discussions were held throughout the planning stages to determine the school's direction.</p> <p>As a result of the school and community consultation process, it was decided the student's well-being should be central to the plan. Parents and staff expressed some concern as to the students' social skills and their level of resilience. It was decided to allocate time to assist in the development of teacher capacity to implement new programs such as 'Kids Matter' and 'Positive Behaviour for Learning'.</p> <p>Parents have also requested more learning opportunities for their children in the performing arts and sports. The school has incorporated into this plan several personal development strategies involving sport and have addressed the key learning area of CAPA.</p> <p>Parents were happy with their children's results in Literacy and Numeracy and supported the schools cooking and gardening programs.</p> <p>Staff decided that students should have more opportunities to develop their leadership skills and peer tutoring.</p> <p>To enable these strategic directions to be accomplished it was decided to focus resources on staff development to ensure their success.</p>



Strive for excellence, high achievement and personal best

**Purpose:**

To develop personal values and attributes so students have a sense of self-worth, awareness and personal identity that will enable them to manage their emotional, mental, spiritual and physical well-being. Students need to learn and apply interpersonal skills in order to successfully function in our society.

Networking – working together

**Purpose:**

Teachers will be given support and opportunities to collaborate and engage in professional conversations and learning experiences in order to develop and enhance their practice.

Building an expert, caring and cohesive team

**Purpose:**

To increase teacher capacity and competency in delivering learning outcomes for our students. This will enable them to equip students with the knowledge and skills and nurture their development as learners, individuals and productive citizens. School leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring to find the best ways to facilitate learning.

# Strategic Direction 1: Strive for excellence, high achievement and personal best.

Purpose	People	Processes	Products and Practices
<p><b>To develop personal values and attributes so students have a sense of self- worth, awareness and personal identity that will enable them to manage their emotional, mental, spiritual and physical well-being.</b></p> <p><b>Students need to learn and apply interpersonal skills in order to successfully function in our society.</b></p>	<p><b>How do we develop the capabilities of our people to bring about transformation?</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Embrace opportunities to strengthen their abilities and knowledge of self.</li> <li>- Be independent learners with high expectations.</li> <li>- Are able to accept feedback and act on this in a positive and effective way.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>- Develop staff capacity to provide effective feedback to students and staff.</li> <li>- Develop skills in 'Kids Matter' and 'Positive Behaviour for Learning'.</li> <li>- Rubrics assessment developed and implemented for student learning experiences.</li> </ul>	<p><b>How do we do it and how will we know?</b></p> <p><b>Staff:</b></p> <p>Implementation of the 'Kids Matter' Program. Staff to receive appropriate training and development in this program.</p> <p>Implementation of 'Positive Behaviour for Learning' program.</p> <p>Leadership opportunities through:</p> <ul style="list-style-type: none"> <li>- MEC's</li> <li>- Gifted and Talented (debating)</li> <li>- Girls Empowerment.</li> </ul>	<p><b>What is achieved and how do we know?</b></p> <p><b>Product:</b></p> <p>PDHPE Scope and Sequence is revised with a focus on well- being.</p> <p><b>Product:</b></p> <p>Students will have a strong sense of self - worth, personal awareness and identity, evident in positive behaviour.</p> <p><b>Practice:</b></p> <p>Students are given opportunities to develop their aspirations for learning.</p>
<p><b>Improvement Measures</b></p>			
<ul style="list-style-type: none"> <li>❖ A 15% reduction in Behaviour incidents in the Student Welfare Book.</li> <li>❖ A 10% Reduction in playground incidents.</li> <li>❖ Students complete learning goals aligned with the syllabus and continuums.</li> </ul>	<p><b>Parents/Community Members:</b></p> <ul style="list-style-type: none"> <li>- Are encouraged to participate in a positive way with the school, interacting with students.</li> <li>- Are encouraged to participate in the P&amp;C and School Council meetings to ensure community ideas are continued to be part of the school's vision.</li> </ul>	<p><b>Students:</b></p> <p>Opportunities for students to participate in team activities to encourage self – control, co-operation and to strengthen their relationships with staff and other students.</p> <p><b>Community:</b></p> <p>Learning opportunities involving the broader community such as:</p> <ul style="list-style-type: none"> <li>- Dune Care</li> <li>- Knitting</li> <li>- Mentors (community members helping students to achieve personal goals)</li> <li>- Hat Head Fishing Club</li> <li>- Land Care opportunities to assist in the maintenance of the Kinchela Creek river bank</li> </ul>	<p><b>Product:</b></p> <p>Students have the skills required to manage their emotional, mental, spiritual and physical well-being.</p> <p><b>Practice:</b></p> <p>Partner with community agencies to deliver benefits for our students. Students embrace opportunities to contribute to their community.</p>

## Strategic Direction 2: Networking – working together

Purpose	People	Processes	Products and Practices
<p>Teachers will be given support and opportunities to collaborate and engage in professional conversations and learning experiences in order to develop and enhance their practice.</p>	<p><b>How do we develop the capabilities of our people to bring about transformation?</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Students participate in combined excursions/events.</li> <li>- Collaboration between staff, students, parents and community to join school sporting teams to develop student’s relationships and ease transition to high school.</li> <li>- Combine schools participation on sporting events e.g. Gala days.</li> </ul>	<p><b>How do we do it and how will we know?</b></p> <ul style="list-style-type: none"> <li>- Participation in Rural and Remote grant with Valley 10, Stuarts Point, Scotts Head and Kinchela Public School to combine to help facilitate the establishment of a local language cluster.</li> <li>- Kinchela, Smithtown and Gladstone Public Schools have formed a relationship with Smithtown Pre School to promote the Lower Macleay educational establishments.</li> </ul>	<p><b>What is achieved and how do we know?</b></p> <p><b>Practice:</b> Encourage groups of schools to work together to improve student access to high quality education programs.</p> <p><b>Product:</b> Improved time efficiency and management of professional development tasks through effective implementation of the TARS process.</p>
<p><b>Improvement Measures</b></p>			
<ul style="list-style-type: none"> <li>❖ Principal to participate in 2 panels to gain experience.</li> <li>❖ Connect with 3 local schools and participate in 2 gala days per year.</li> <li>❖ Principal to successfully mentor 1 staff member to achieve Proficient in the Teacher Accreditation standards.</li> </ul>	<p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>- Principals and school leaders build networked school relationships that support development and mentoring opportunities.</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>- Combined Fete with network of schools. Involvement of staff, students, parents and community.</li> </ul>	<ul style="list-style-type: none"> <li>- Share professional strengths to support Principals in the development of staff.</li> <li>- Accreditation process – sharing skills to provide professional mentoring for principals.</li> <li>- Merit selection/panels – being part of the selection process through PPA.</li> <li>- Syllabus implementation.</li> <li>- Small School’s sporting agreement – combining with other schools to create a more efficient way of promoting our students at carnivals.</li> <li>- MECS – development of staff participating in MECS activities which also provides opportunities for students.</li> </ul>	<p><b>Practice:</b> Support school-based networks that provide professional support for teachers and school leaders.</p> <p><b>Practice:</b> Build a culture of high expectations and high performance.</p>

## Strategic Direction 3: Building an expert, caring and cohesive team.

Purpose	People	Processes	Products and Practices
<p><b>To increase teacher capacity and competency in delivering learning outcomes for our students to equip them with the knowledge and skills to nurture their development as learners, individuals and productive citizens.</b></p> <p><b>School leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring to find the best ways to facilitate learning.</b></p>	<p><b>How do we develop the capabilities of our people to bring about transformation?</b></p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>- Principals and school leaders build networked school relationships that support development and mentoring opportunities.</li> <li>- Strengthen understanding and effective application of LMBR and SALM through quality learning experiences.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>- Provide staff with opportunities for professional development.</li> <li>- School professional development focusing on areas of need. E.g. new syllabus, Literacy, Numeracy with a follow up of Science, History and Geography.</li> <li>- Develop a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have alignment to the school plan and vision.</li> </ul>	<p><b>How do we do it and how do we get there?</b></p> <p>Implementation of staff accreditation processes at and beyond proficient level.</p> <p>Professional Development to assist in improved learning outcomes for students including L3, Kids Matter, Positive Behaviour for Learning.</p> <p>Lesson study/staff mentoring to improve teacher capacity.</p> <ul style="list-style-type: none"> <li>- TARS process – implementation of new process for staff.</li> <li>- Staff Professional Development in new syllabus.</li> <li>- Effective use of assessment and data to improve student learning outcomes.</li> <li>- Development in the creation of Learning Plans for students and their implementation.</li> <li>- Development of AEO skills to play an active part in the development of Learning Plans for Aboriginal students.</li> </ul> <p><b>Principal</b></p> <ul style="list-style-type: none"> <li>- Development in Accreditation process</li> <li>- Professional development on providing effective feedback.</li> <li>- Assessment and data collection (PLAN data).</li> </ul>	<p><b>What is achieved and how do we know?</b></p> <p><b>Practice:</b> Focus on building teacher’s understanding of highly effective teaching strategies.</p> <p><b>Practice:</b> Building the capacity of teachers in the understanding and implementation of new syllabus e.g. Literacy, Numeracy, Science and History and Geography.</p> <p><b>Practice:</b> To build stronger relationships as an educational community by leading and inspiring a culture of collaboration and empowered leadership.</p> <p><b>Product:</b> Improved time efficiency and management of administrative and financial tasks through the effective implementation and use of LMBR/SALM/Excel.</p> <p><b>Practices:</b> An aspiring culture of collaboration, learning and personal best is strengthened and motivated by the exchange of knowledge within the school and across learning alliances.</p>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ 100% of existing staff achieve accreditation in the proficient levels.</li> <li>❖ Mentoring program is to be effectively utilised in 100% of classrooms at Kinchela Public School.</li> <li>❖ Increased participation of teachers in collegial observations, mentoring and reflection and sharing of best pedagogical practices.</li> </ul>			