KANGALOON PUBLIC SCHOOL

Excellence in Education in a Caring Environment
### School vision statement

At Kangaloon Public School our commitment is to ensure that quality teaching and learning are the focus of our classrooms. We assist students to fully develop their talents and capacities and aspire to be the best that they can be.

### School context

At Kangaloon Public School we have a strong, committed Parents and Citizens Association that is keen to work to improve the school for their children. The school and community work together as partners in providing excellence in education and promoting good citizenship.

We believe that all children can learn and are committed to fostering success by providing students with the knowledge, understanding, skills and values to become active citizens. Our commitment is to ensure that quality teaching and learning are the focus of our classrooms. We assist students to develop the foundations for lifelong learning and prepare them for transition to high school. We aim to provide an education that engages students in a range of interesting and challenging educational programs.

We provide a safe, secure, disciplined and quality learning environment.

We ensure that the students have appropriate information and communication technologies skills to meet their educational needs.

### School planning process

The school evaluation process is transparent and inclusive of all stakeholders.

In 2014 the school conducted a number of surveys to ascertain the viewpoints of parents, students and staff. Parents, through the P and C, were encouraged to complete a detailed survey on many aspects of school life and their findings have been tabled as part of the evaluation process.

The 2015-2017 school planning process has included extensive discussion, with both staff and parent meetings mirroring each other in order to ascertain our vision and strategic directions.

This jointly constructed school plan acts as a working document to drive school improvement.
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 succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**Purpose:**

**All students are supported to reach their potential.**
Teachers have the capacity to meet the diverse needs of students. They provide pedagogy for the 21st century. Students are literate and numerate users of technology. They are encouraged to think deeply and logically, and can collaborate and work in teams and communicate their ideas.

**Purpose:**

**The community works in a diligent and systematic way to embed a system of values that builds highly developed social conscience and a culture of success.**
The well-being of students and staff is valued and enhanced. A diverse range of opportunities is provided to develop engagement and success in a wide variety of endeavours.

**Purpose:**

**The students benefit from the school’s planned and proactive engagement with the parent and broader community.**
All stakeholders have the opportunity to engage with the school and support students in academic, cultural, social and sporting pursuits. Students, parents and teachers value representing the school in the broader community and the school’s reputation is enhanced by their involvement.
### Strategic Direction 1: Quality Teaching and Learning

**Purpose**

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

To create and lead a culture where leaders and teachers and supported to be reflective, adaptive and responsive to the ever-changing needs of students and the latest developments and research in pedagogy to improve student outcomes.

### People

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

**Students:**
- Students are provided with quality 21st century learning opportunities.
- Students become actively involved in the setting of goals and aspire to achieve their best.

**Staff:**
- Staff members are supported to develop individualised Performance and Development Plans aligned to the Performance and Development Framework.
- Teachers assess and track all students against the literacy and numeracy continuums and use this knowledge to inform learning plans.
- Staff provide opportunities for students to be involved in the development of their personalised learning plans.

**Parents/Carers:**
- Parents will be engaged within the classroom to ensure they are able support their child’s learning.

### Processes

**How do we do it and how will we know?**

**Professional Learning**
- Leaders guide professional growth of all staff members. They provide opportunities to build the capacity of all staff members to deliver quality teaching and learning to all students.
- Staff members take on leadership roles in aligning with accreditation against the national professional standards and play an active role in the performance and development process.

**Best Practice**
- Staff members are supported through a whole school and combined small school coaching model which allows them to actively seek out and participate in their own professional development.
- Teachers provide opportunities for students to critically reflect on their own learning and provide students with quality feedback.

**Evaluation Plan**
- Staff members use NAPLAN, PLAN, Class Assessments and Teacher Observations to assess student progress.
- Individual Performance Development Plans inform staff professional development opportunities.

### Products and Practices

**What is achieved and how do we measure?**

**Products:**
- The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary knowledge and teaching practices, and rely on evidence-based teaching strategies.
- All staff have Individualised Performance and Development Plans (PDPs) that align with national standards, school vision and the school plan.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- All staff actively seek to improve their practice and support each other to provide quality learning experiences for all students. They use evidence based teaching practices and innovative delivery mechanisms.
- Individualised PDPs are used to support the continuous development of skilled, effective and professional teachers.
- School wide and inter school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

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**Improvement Measures**

- All staff demonstrating proficiency and progressive development against the national professional standards.
- All staff are using their individualised (Performance and Development Plans) PDPs and engaging in professional dialogue.
- 100% of students display a minimum of 1 year’s progress per year of teaching as measured against the Literacy and Numeracy Continuums.
## Strategic Direction 2: Inclusive and Positive School Culture

### Purpose

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

To develop a culture of inclusion, self-respect and respect for others where students and staff see themselves as valued members of the school community.

### People

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

**Students:**

Students will be provided with opportunities to engage with the school values and celebrate examples of positive behaviour.

Students are recognised for their positive contribution to the school through the use of rewards and feedback.

**Staff:**

Teachers are supported to carry out the school's welfare and discipline policies proactively and confidently.

Staff respect and respond to the diverse needs and unique characteristics of each student.

**Parents/Carers:**

Parents and carers are informed of positive and negative instances of behaviour and are involved in planning to improve the behaviour choices of students.

**Community Partners:**

Community members visit the school and interact in positive ways with the students.

Members of the community are informed of the school's productive learning environment through the school's newsletter and website.

### Processes

How do we do it and how will we know?

**Student Leadership**

Students participate in whole school and class activities that support the values of respect, cooperation, fairness and kindness.

Students have leadership responsibilities within the school and conscientiously fulfil them. They confidently participate in a wide variety of extra-curricular activities.

Students are supported to set, monitor and assess their behavioural goals.

Parents attend meetings to assist their children in planning to make positive behaviour choices.

**Professional Development**

Professional development opportunities are provided to support staff in the implementation of the school's welfare and discipline policies.

Staff members are consistent in the delivery of policies and programs.

**Evaluation Plan**

School satisfaction surveys are undertaken.

Teacher observations are discussed during Learning Support Team Meetings.

### Products and Practices

What is achieved and how do we measure?

**Products:**

Positive and respectful relationships amongst students underpin a productive learning environment.

A whole school approach to well-being, that has clearly defined behavioural expectations, is in place.

Students are self-aware, build positive relationships and actively contribute to the school and their community.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the schools vision, values and priorities.

**Practices:**

All staff explicitly teach and model the school's values of cooperation, kindness, respect and fairness.

Students demonstrate a willingness to take risks with their learning, are persistent and independent. They are leaders within the school and support each other as learners.

Students are actively engaged in their learning and have strong identities as learners.

### Improvement Measures

- School welfare data indicates less than 3 instances per term of students being placed on time out.
- Student surveys report no instances of bullying or exclusion.
- 100% of students display a minimum of 1 year's progress per year of teaching as measured against the Literacy and Numeracy Continuums.
Strategic Direction 3: Connected School Community

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

To actively involve parents in the learning of their children.
To harness the expertise and support of the local community in the development and delivery of learning opportunities for students.
To enhance the reputation of the school in the local community.

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

**Students:**
Relate positively to members of the broader community and welcome them to the school.

**Staff:**
Actively engage with parents both formally and informally to develop PLPs and report effectively and regularly on student achievements.

Provide opportunity for members of the broader community to participate in school activities and attend events.

**Parents/Carers:**
Attend meetings with teachers to discuss the progress of their children.

Volunteer in the classroom and attend special events.

**Community Partners:**
Are welcomed and valued as members of the school community.

Have an active role in providing learning opportunities for students.

**Leaders:**
Communicate effectively with parents and the community to keep them informed of the school’s successes and important events, and seek the involvement of community partners.

**Processes**
How do we do it and how will we know?

**Communication:**
Invite parents to attend meetings and interviews, ensuring that the school provides flexibility for meeting times and venues, to allow greater access and participation.

Facilitate the involvement of students in community events such as the Robertson Show and Anzac Day ceremonies.

Engage and communicate with the local community through the school’s newsletter.

**Community Involvement:**
Invite members of the local community to attend special events such as Kangaloon’s Got Talent, Presentation Night, Open Days, Assemblies and Ceremonies.

Encourage members of the parent and broader community and community organisations such as the Mittagong RSL and the Kangaloon Hall Committee to volunteer with the school’s programs.

**Evaluation Plan**
Numbers of community members attending events, volunteering in classrooms and attending P & C meetings will be tracked.

Parents are surveyed.

School enrolment numbers will be monitored.

**Products and Practices**
What is achieved and how do we measure?

**Products:**
Parents are engaged and understand the learning progress of their children and how to effectively support them.

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community.

Partnerships and relationships within the local community enrich student outcomes and enhance the school’s reputation.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
Parents regularly attend formal parent teacher interviews and are involved in the preparation of personalised learning programs.

Teachers regularly communicate with parents regarding all aspects of their child’s progress.

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**Improvement Measures**

- 100% of families are engaged with the development of their children’s Personalised Learning Plans.
- 100% of families attend parent teacher interviews.
- School enrolment numbers will be maintained above 30 students.