## School vision statement

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities – socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and gain joy and satisfaction from belonging to and being an accountable member of the school and wider community so that they can make their best contribution to the community in which they live.

## School context

Kemblawarra Public School is a Restorative school. It is a dynamic primary school that provides a quality education for mainstream and support primary students as well as preschool students.

We ensure equity, provide access to the best quality teaching practices and create a safe learning environment for all our students. We implement a well-rounded curriculum to support the development of the whole child.

Kemblawarra Public School offers every student a place to learn, lead and achieve his or her personal best.

Staff, parents and students work together so that all students are provided with opportunities to achieve their full potential in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others, and the achievement of personal excellence.

## School planning process

In 2014, the school sought the opinions of parents, students and teachers about the school as a whole. The information was collected through:

- Reviewing anecdotal records;
- Teacher, student, parent and staff surveys;
- Analysis of school assessment data;
- Interviewing members of the school community, including, members of staff, students, parents and family members and focus groups;
- Analysis of current policies, programs, assessment information, plans, and budgets;
- Classroom observations conducted by Principal, Executive and peers.

Discussion and input through staff and stage meetings.
Purpose:
To nurture an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.

To cultivate consistent, school-wide practices for assessment and reporting in order to monitor, plan and report on student learning across the curriculum.

STRATEGIC DIRECTION 1
LEARNING
Promote and support learning excellence and responsiveness in meeting the learning needs of all students.

Purpose:
To foster a culture of high expectations and community engagement that achieves sustained and measurable whole-school improvement.

To deliver management systems, structures and processes that facilitate ongoing school improvement and the professional effectiveness of all school members.

STRATEGIC DIRECTION 2
LEADING
Provide and foster whole school practices to achieve a self-sustaining and self-improving community.

Purpose:
To provide an engaging learning environment that allows for learning opportunities to promote student growth within their academic and social capabilities.

To build teacher capacity in the analysis, interpretation and use of student performance data to drive their planning for the ongoing learning of each student.

STRATEGIC DIRECTION 3
TEACHING
Sophisticated use of data and evidence based teaching strategies in order to facilitate a transparent learning culture.
Strategic Direction 1: Promote and support learning excellence and responsiveness in meeting the learning needs of all students.

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong>&lt;br&gt; To nurture an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.&lt;br&gt;To cultivate consistent, school-wide practices for assessment and reporting in order to monitor, plan and report on student learning across the curriculum.</td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong>&lt;br&gt;<strong>Students:</strong>&lt;br&gt;Students K-2 receive explicit instruction in reading and writing strategies in small groups as well as carefully selected independent, individual or group literacy learning tasks that support the explicit teaching.&lt;br&gt;Students 3-6 receive explicit instruction in reading in small groups as well as carefully selected independent, individual or group literacy learning tasks that support the explicit teaching.&lt;br&gt;Year 4 and 6 ATSI students identified through their NAPLAN tests as requiring additional support will receive intensive literacy and numeracy support through the Norta Norta program.&lt;br&gt;Preschool students develop an understanding of their world through experiencing learning that develops their interests and allows them to construct their own identities.&lt;br&gt;<strong>Staff:</strong>&lt;br&gt;Training is provided to all staff, including preschool, to build teacher capacity to deliver tiered interventions and learning support that involves quality evidence-based learning, regular monitoring and assessment of student learning.</td>
<td><strong>How do we do it and how will we know?</strong>&lt;br&gt;<strong>Teachers:</strong>&lt;br&gt;The Early Action for Success K-2 program and the Early Action for Success Preschool Pilot program Instructional Leader will build staff’s capacity to identify literacy needs; differentiate teaching; provide strategic interventions; coordinate support and monitor the impact on student learning. Employ an Interventionist Teacher to provide targeted support K-2.&lt;br&gt;Employ a support teacher for identified Year 4 and Year 6 ATSI students.&lt;br&gt;Teachers in the Support classes will use the Get Reading Right program to enhance their explicit and systematic teaching of Reading, Writing and Spelling. These resources will also be available for use in all classes K-6.&lt;br&gt;Preschool teachers and educators will follow the preschools Quality Improvement Plan so that children are able to engage in play based learning and demonstrate progress towards the Early Years Learning Framework outcomes.&lt;br&gt;Teachers 3-6 use the Accelerated Literacy pedagogy incorporating Super 6 Comprehension Strategies, supported by the Reading Boxes program, to plan for explicit instruction based on students’ needs; support and scaffold students through modelled, guided and independent teaching;</td>
<td><strong>What is achieved and how do we know?</strong>&lt;br&gt;Products:&lt;br&gt;Each year NAPLAN data will show a higher number of students in the proficient bands in all aspects of Literacy.&lt;br&gt;Each year PLAN data will show increased numbers of students achieving outcomes in stage appropriate clusters on the Literacy continuum K-6.&lt;br&gt;PLAN data will indicate that the rate at which the identified ATSI students have moved along the Literacy Continuum is equal to or greater than the gains made by other students in Years 4 and 6.&lt;br&gt;Each year preschool students receive a Transition to School statement identifying students achieving outcomes in stage appropriate areas of the Early Years Learning Framework.</td>
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ATSI students will be equally represented in the NAPLAN proficient bands and along the continuum.<br>ATSI Year 4 and Year 6 students on the Norta Norta program will make gains equal to or greater than the gains made by other students in Years 4 and 6.<br>Results of the Early Action for Success Preschool Pilot Program will be evidenced based practices of 

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be monitored and evaluated.

**Community partners:**
Develop the means by which the Smith Family's Learning For Life workers, the Bahi workers co-ordinating the Coomaditchie Homework Centre and the Bundaleer Homework and Community Centre workers have a knowledge of the learning in which children are engaged.

**Leaders:**
Class free Principal to ensure that all processes and practices are on track.

provide clear and purposeful feedback and constant opportunities for student reflection.

Professional development opportunities related to planning and programming to support differentiation including Individual Education Plans and ATSI Personal Learning Plans in consultation with parents, students and staff

**Evaluation plan:**
PLAN data will be entered each term K-6 providing base line data and ongoing measures to compare growth.

The learning of Preschool students will be formally recorded through observations.

Increase the school's Reading Recovery staffing allocation to support the training of a teacher in order for Year 1 students to access the program.

The design and implementation of the Kemlawarra Public School Preschool Quality Improvement Plan guides the implementation of the Early Action for Success Pilot Program.
### Strategic Direction 2: Provide and foster whole school practices to achieve a self-sustaining and self-improving community.

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<td><strong>What is achieved and how do we know?</strong></td>
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<td>To foster a culture of high expectations and community engagement that achieves sustained and measurable whole-school improvement. To deliver management systems, structures and processes that facilitate ongoing school improvement and the professional effectiveness of all school members.</td>
<td><strong>Students:</strong></td>
<td>Use a range of strategies to effectively communicate with families to regularly seek and share information about students’ achievements and learning needs, school policies, practices and community initiatives.</td>
<td><strong>Products:</strong></td>
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<td>Students will engage in family-led learning focused on high aspirations, shared reading, a positive environment for homework, parent-child conversation, a cognitively stimulating home environment and support for social and emotional well-being.</td>
<td>Deliver training for staff focussed on building their capacity to work with, and engage, parents from diverse cultural and socio-economic backgrounds;</td>
<td>Student learning, social development and behaviour will be enhanced by the establishment of partnerships between parents and teachers.</td>
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<td><strong>Staff:</strong></td>
<td>Provide opportunities and time for staff to reflect on the rationale for parental engagement and their own role in promoting partnerships with parents.</td>
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<td>Professional learning activities for staff on ways to communicate with and involve families and community members</td>
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<td>Student attendance will improve and the number of children completing their homework will increase.</td>
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<td><strong>Parents:</strong></td>
<td>Provide information and access for students and families on community health, cultural, recreational, social support and other programs and services;</td>
<td>Parents will identify that they have a shared responsibility with teachers in the education of their children.</td>
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<td>Raise parent awareness about the benefits of becoming engaged in their children’s education and provide them with the knowledge, skills and opportunities to do so.</td>
<td>Involve families and community members in examining different ways in which they can encourage, motivate and reinforce children’s learning.</td>
<td>Teachers will demonstrate an increased understanding of the potential contribution to learning offered by parental behaviours and support in the home.</td>
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<td>Raise awareness of ATSI parents or care-givers about the benefits of personalised learning for their children and enhance their confidence to engage with teachers and the AEO in the development of these plans.</td>
<td>Provide information for ATSI community about personalised learning and how they can positively contribute to the development of PLPs for their children.</td>
<td>ATSI parents and appropriate care givers will work in partnership with students, teachers and the AEO in the development, monitoring and revision of personalized learning plans for each ATSI student.</td>
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<td><strong>Community partners:</strong></td>
<td>Invite local community organisations, civic and service groups to become involved in the school;</td>
<td>The knowledge and understandings of school community members, relating to Aboriginal issues and cultural considerations, will be enhanced through participating in interactive meetings with guest Aboriginal presenters.</td>
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<td>Build capacity in community organisations to engage with school and support families and community members.</td>
<td>Organise discussions, meetings and workshops around areas of school goals which allow parents to share their experiences.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Practices:</strong></td>
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deal with the individual emotional, academic and social needs of our ATSI students.

Tap into the knowledge and expertise of local Elders, the Aboriginal Ranger for the local Aboriginal Land Council and local and regional AECG Executive to enhance whole school community knowledge of Aboriginal issues and cultural considerations.

Leaders:

Class free Principal to ensure that all processes and practices are on track.

Part-time administrative assistant 1 day per week.

Organise information sessions relating to ATSI issues and cultural considerations for all parents, students and staff.

Evaluation plan:

* Attendance data is collected weekly.
* Teacher programs are regularly reviewed by the Executive.
* Classroom practices are shared at stage meetings.
* Teachers engage in regular professional learning and conversations centred on Family and Community Engagement at whole staff meetings.

Parent information sessions and training activities will be organised and conducted regularly.

Parental engagement in student learning will be a regular topic of staff meetings, professional development and in the induction of new staff.

ATSI parents work in partnership with students, teachers and the AEO to establish goals and targets that raise expectations for Indigenous students and address those factors that might impede individual learning.

The participation of people from the local ATSI community allows the curriculum to be explored at a local level, making studies more relevant to students. Consultation with local ATSI communities allows educators to learn more appropriate pedagogy for teaching about ATSI issues and to take into account the necessary sensitivities and feelings of local ATSI communities when developing strategies appropriate for teaching ATSI students.
Strategic Direction 3: **Sophisticated use of data and evidence based teaching strategies in order to facilitate a transparent learning culture.**

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<td><strong>To provide an engaging learning environment that allows for learning opportunities to promote student growth within their academic and social capabilities.</strong></td>
<td><strong>Students:</strong></td>
<td><strong>Supervisors will mentor teachers in their assessment and evaluation processes.</strong></td>
<td><strong>Products:</strong></td>
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<td><strong>To build teacher capacity in the analysis, interpretation and use of student performance data to drive their planning for the ongoing learning of each student.</strong></td>
<td><strong>Students will be provided with rubrics and assessment criteria outlining clear expectations and goals.</strong></td>
<td><strong>Teachers share NAPLAN data with students, establish individual and collective goals and identify some tentative targets they want to work towards by the end of the year.</strong></td>
<td><strong>Enhanced student efficacy, motivation and learning will lead to improved student outcomes.</strong></td>
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<td><strong>Improvement Measures</strong></td>
<td><strong>Staff:</strong></td>
<td><strong>Dedicating whole staff meetings and Training and Development days to upskill whole staff on use of data and evidence based teaching strategies.</strong></td>
<td><strong>Enhanced teacher capacity to analyse, interpret and use student performance data will enable teachers to plan quality and individual learning experiences for each student.</strong></td>
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<td><strong>Number of parents attending school based information sessions.</strong></td>
<td><strong>Staff development on the spiral of inquiry, student goal setting and learning intentions</strong></td>
<td><strong>Dedicating stage meetings, using a clear agenda, to develop skills and knowledge of how to use the NAPLAN and PLAN data.</strong></td>
<td><strong>Families will develop a clearer understanding of strategies that they can use to support the learning of their children.</strong></td>
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<td><strong>Teachers design classroom assessments that are frequent, high-quality and have clear, consistent scoring criteria.</strong></td>
<td><strong>Develop staff understanding of how to use NAPLAN and PLAN data to inform their teaching</strong></td>
<td><strong>The school and families work together to develop strategies to use in the home to build on student strengths.</strong></td>
<td><strong>Effective family-school partnerships will be achieved to improve parent capacity to support learning at home.</strong></td>
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<td><strong>Triangulated school and national data using formative and summative measures indicate improvement in focus areas for all students.</strong></td>
<td><strong>Parents:</strong></td>
<td><strong>Parent information sessions on a variety of topics.</strong></td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Students start developing learner agency and begin to identify and address issues in their learning environments.</strong></td>
<td><strong>Provide parents with ongoing information and knowledge that will engage parents with their children’s learning.</strong></td>
<td><strong>Part-time administrative assistant to actively build connections on a regular basis.</strong></td>
<td><strong>Practices:</strong></td>
</tr>
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<td><strong>Teachers utilise NAPLAN data to track, program for and assess the progress of all students.</strong></td>
<td><strong>Community partners:</strong></td>
<td><strong>Evaluation plan:</strong></td>
<td><strong>Building family-school partnerships to enhance parent engagement in student learning and progress</strong></td>
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<td><strong>Leaders:</strong></td>
<td><strong>Develop the means by which the Smith Family’s Learning For Life workers, the Bahi workers co-ordinating the Coomaditchie Homework Centre and the Bundaleer Homework and Community Centre workers have a knowledge of the learning in which children are engaged.</strong></td>
<td><strong>Goals, progress and achievements are regularly monitored and refined as required.</strong></td>
<td><strong>Utilizing staff expertise to develop a sophisticated understanding of student performance data to determine teaching directions.</strong></td>
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<td><strong>Class free Principal to ensure that all processes and practices are on track.</strong></td>
<td><strong>Leaders:</strong></td>
<td><strong>Parent, staff and student satisfaction surveys to be completed yearly.</strong></td>
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