

# School Strategic Plan for Kinglake Primary School

## 2188

## 2015 - 2018

### **Purpose**

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

### **Legislative context**

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1.) The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

### **Effective planning**

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Sue Egan</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Simon Sutton</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed </p> <p>Name: Tony Gooden</p> <p>Date: 28/4/15</p>
<p><b>Legislative context for endorsement</b></p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

## School Profile

<p><b>Purpose – including vision statement</b></p> <p>VRQA minimum standard for School Governance – Philosophy</p> <p>Education training and Reform Act 2006 – Sch2, 16 School's Philosophy</p>	<p>Kinglake is a small school situated in a picturesque setting 65 kilometres north of Melbourne on the Great Dividing Range. The school has a long established reputation for providing a warm caring environment in which student welfare is a high priority. Many families having long links with the area while there are also other families who have moved into the area to provide their children with a picturesque, rural environment with a strong community spirit .</p> <p><b>VISION</b></p> <p>Kinglake Primary School seeks to build a caring community of life-long learners that -</p> <ul style="list-style-type: none"> <li>▶ values</li> <li>▶ supports and</li> <li>▶ nurtures</li> </ul> <p>the development of each individual.</p> <p>Through comprehensive and engaging programs, Kinglake Primary School aims to develop, in all members of the school community, the skills and confidence to participate in and contribute to the world in which we live.</p> <p>Our school motto is '<b>Together We Achieve</b>'</p>
<p><b>Values</b></p>	<p>Our core values at Kinglake Primary School are: Resilience, Cooperation, Persistence, Achievement, Respect, Friendship, Responsibility and Achievement.</p> <p>At Kinglake Primary School, students, parents and staff work together to form a cohesive community. The curriculum is student-focused, meaningful and challenging and ensures positive outcomes for all students.</p> <p>The school program is -</p> <p><b>Inclusive</b> - All students participating and achieving success  <b>Integrated</b> – Learning-rich activities leading to depth of understanding and knowledge  <b>Cooperative</b> – Activities developing and building cooperative and friendly behaviour  <b>Professional Team Work</b> - Planning, implementing and evaluating together, sharing the decisions and teaching as a team</p>

## Environmental Context

Kinglake Primary School is approximately 65 kilometres north of Melbourne. It is one of three government primary schools servicing the Kinglake area. The school has two tennis courts, fitness track, oval, paved areas and a major playground for the children and the school community to enjoy. The BER funding converted the multi purpose building into a more flexible space that provides a very serviceable venue for indoor sport, school assemblies, musical productions, special events and concerts.

The school offers a varied and interesting curriculum for the students with many modern resources. The AusVELS documentation is used in the planning of the curriculum. While emphasis is placed on developing effective skills and a high level of achievement in literacy and numeracy, the comprehensive curriculum provides high quality programs covering the AusVELS Learning Areas: English, Mathematics, Science, Technology, Studies of Society and the Environment, Arts, Health and Physical Education.

In addition to the AusVELS Learning Areas, Kinglake Primary School supports these with the following enrichment programs:

- Dancing program, school musical and concert.
- Swimming program.
- Incursions.
- Bounce Back program
- Instrumental music program.
- Inter-school sports.
- Excursions, camp programs for Grades 3-6.
- Buddy Program
- House Sports
- Literacy/Numeracy Intervention
- Values Program – “Kinglake Ace”

Responsibility and leadership is encouraged through elections of House Captains and senior students have additional responsibilities including the running of “Gudjinna” (assembly), conducting tours of the school, greeting of visitors, speeches at special events.

In 2009 the school community was devastated by the Black Saturday fires which claimed the lives of many family members and friends of our school community. The fires caused widespread destruction and relocations, as a large percentage of our students were left homeless after the fires. While homes have been rebuilt, the emotional and psychological impact of the fires remains a strong influence on our school. The staff at school have worked extremely hard over the past six years, providing support for students and their families in their recovery and in providing programs and resources to facilitate the ongoing success of the students. This has involved the employment of psychologists, chaplains, speech therapists, occupational therapists and other teachers to provide specialist support programs.

The impact of the fires on Kinglake Primary School has been and still is, evident, in the performance, wellbeing and emotional health of our students and our school community.

<p><b>Service Standards</b></p>	<p>Kinglake Primary School fosters close links with parents and the broader school community through its commitment to open and regular communications.</p> <p>The school is committed to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</p> <p>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</p> <p>The school aims to provide a safe and stimulating learning environment to ensure all students can achieve their full potential.</p> <p>All students will receive instruction that is adapted to their individual needs.</p> <p>Specific</p> <ul style="list-style-type: none"> <li>• The school will respond to all communication by parents and caregivers within 2 working days.</li> <li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>• Students will play an active part in the development and review of the school's behaviour policies.</li> <li>• All teachers will provide timely and targeted feedback to students on their work.</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	Improve individual student learning outcomes in literacy and numeracy.	<p>NAPLAN – increase % of students in top two bands in all literacy and numeracy domains.</p> <p>High growth in writing from 0 in 2013 to 25% in 2018 Low growth in writing from 50% in 2013 to 25% in 2018</p> <p>High growth in spelling from 50% in 2013 to 60% in 2018 Low growth in spelling from 25% in 2013 to 20% in 2018</p> <p>High growth in Reading from 37.5% in 2013 to 50% in 2018. Low growth in Reading from 37.5% in 2013 to 25% in 2018.</p> <p>High growth in Numeracy to be</p>	<p>Build capacity of all staff in curriculum content and instruction in order to teach explicitly to each student's point of learning.</p> <p>Build teacher capacity to implement evidence based teaching strategies based on assessment tools and data.</p> <p>Build capacity of teacher instructional practice to provide a shared school wide approach to curriculum delivery.</p> <p>Develop a shared understanding of adding value to the writing process, including spelling and grammar.</p> <p><b>FOUR FOCUS QUESTIONS OF OUR WORK WILL BE:</b> What do we want our students to learn?</p>

		<p>maintained at 2013 level of 75%. Low growth in Numeracy to be maintained at 0%.</p> <p>Increase scaled scores to be above state average in 2018</p> <p>SPELLING Grade 3:2014 – 367 (State – 420) Grade 5: 2014 – 477 (State – 501)</p> <p>WRITING Grade 3: 2014 – 419 (State – 419) Grade 5: 2014 – 473 (State – 482)</p> <p>READING Grade 3: 2014 – 387 (State – 433) Grade 5: 2014 – 459 (State – 511)</p> <p>NUMERACY Grade 3: 2014 – 391 (State – 415) Grade 5: 2014 – 489 (State – 498)</p> <p>All students to move 2 levels in Fountas and Pinnell data over year. AusVELS teacher judgements show an annual growth 1.0 – 1.2 across Literacy and Numeracy domains based on Feb – Nov On Demand testing.</p>	<p>How will we know they have learned it? How will we respond when some students don't demonstrate learning? How can we extend and enrich learning for all students?</p>
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond</p>	<p>Improve student engagement in their learning with a particular focus on high quality instructional practice.</p>	<p>Improvement in the teaching and learning variables of the Student Attitudes to School Survey.</p> <p>Stimulating Learning from 3.98 in 2014 to 4.5 in 2018 Student Motivation from 3.84 in 2014 to 4.5 in 2018 Classroom Behaviour from 2.81 in 2014 to 3.5 in 2018</p> <p>Parent Opinion Survey overall mean scores to increase as follows:</p> <p>General Satisfaction from 5.74 in 2013 to 6.00 in 2018</p>	<p>Build the capacity of teacher instructional practice with a focus on learning intentions and success criteria.</p> <p>Create a whole school culture of high expectations.</p> <p>Increase students' ability to set goals and effectively use feedback to lead towards independent learning.</p>

<p>into further education and work.</p>		<p>Learning focus from 5.59 in 2013 to 6.00 in 2018</p> <p>Classroom Behaviour from 4.21 n 2013 to 5.20 in 2018</p> <p>Attendance P – 6 from 90.4% to 95% in 2018</p>	
<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>Ensure all members of the school community feel that they are in a safe and supportive learning environment.</p>	<p>Student Attitudes to School Survey –</p> <p>Student Morale to increase from 5.68 in 2014 to 5.80 in 2018</p> <p>Connectedness to Peers to increase from 4.08 in 2014 to 4.50 in 2018</p> <p>Student Safety to increase from 4.33 in 2014 to 4.80 in 2018</p>	<p>Build a school community where everyone feels empowered to reduce the incidences of conflict and respond to issues as they arise.</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p> <p>Professional Learning activities should be relevant to the needs of the school.</p>	<p>Improve the performance and development culture within the school community.</p> <p>Improve the effective and efficient use of school resources.</p> <p>Improvement in the school climate</p>	<p>Improved student learning outcomes as reflected in Achievement Targets</p> <p>Professional learning budget maintained to support high quality instructional practice</p> <p>Improve the overall score in the staff opinion survey – school climate module – from 510 to 530.</p> <p>Improve the coherence component in the professional learning module of the staff opinion survey, percentage endorsement from 70% to 80%.</p>	<p>Create a whole school culture of accountability and feedback</p> <p>Identify the needs and priorities of the school in order to inform professional learning that is required.</p>



## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p><b>Achievement</b></p> <p><u>GOAL</u> :Improve individual student learning outcomes in literacy and numeracy</p> <p>Build capacity of all staff in curriculum content and instruction in order to teach explicitly to each student's point of learning.</p> <p>Build teacher capacity to implement evidence based teaching strategies based on assessment tools and data.</p> <p>Build capacity of teacher instructional practice to provide a shared school wide approach to curriculum delivery.</p> <p>Develop a shared understanding of adding value to the writing process, including spelling and grammar.</p>	<p>Year 1</p> <p>Establish a whole school approach to teaching and learning which includes staff professional learning in protocols of teaching, requiring all work programs and teaching sessions to have clear learning intentions and success criteria and feedback opportunities.</p> <p>Set up small schools network teams in junior, middle and upper areas of school</p> <p>Develop whole school planning documents to include units of work for each term for the junior, middle and senior school over a two year cycle.</p> <p>Develop whole school writing continuum.</p> <p>Moderation of writing across school</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p> <p>All staff identified growth in instructional practice. All staff understand and effectively use data and assessment to inform teaching and learning. Staff have clear learning intentions and success criteria in work programs</p> <p>Staff attendance at team network meetings each term.</p> <p>Units of work over a two year cycle developed by staff and updated yearly.</p> <p>Staff use writing continuum to identify what students have achieved, their current needs and the future learning that is required.</p> <p>Staff attendance at moderation meetings and student writing samples moderated.</p>
	<p>Year 2</p> <p>Continue to develop whole school approach to teaching and learning which includes staff</p>	<p>All staff identified growth in instructional practice.</p>

	<p>professional learning in protocols of teaching, requiring all work programs and teaching sessions to have clear learning intentions and success criteria and feedback opportunities.</p> <p>Review and develop whole school scope and sequence for literacy and numeracy.</p> <p>Develop a whole school spelling approach Professional Learning on Spelling</p> <p>Develop a spelling continuum</p>	<p>All staff understand and effectively use data and assessment to inform teaching and learning. Staff have clear learning intentions and success criteria in work programs</p> <p>Whole school scope and sequence document for each year level used by staff in planning.</p> <p>Staff use the whole school spelling approach in work programs and planners.</p> <p>Students placed on spelling continuum and learning opportunities planned at the point of need for individual students.</p>
Year 3	<p>Further development of teacher instructional practice and effective use of data across the school</p> <p>Professional Learning Teams English, Mathematics.</p> <p>Continue to develop whole school approach to curriculum delivery</p>	<p>All staff continue to identify growth in instructional practice through Performance &amp; Development cycle.</p> <p>Professional Learning Teams meet regularly to set and assess team goals, based on AIP.</p> <p>All staff effectively deliver Australian Curriculum, evidenced in work programs, planners and teaching practice.</p>
Year 4	<p>Further develop instructional practice and use of data and assessment across school.</p> <p>Review effectiveness of goal achievement and direction of school.</p> <p>Staff to review the whole school approach to curriculum delivery</p>	<p>All staff continue to identify growth in instructional practice through P &amp; D cycle.</p> <p>Staff further develop their understanding and effective use of data and assessment to inform their teaching and learning.</p> <p>Professional Learning Teams meet regularly to set and assess team goal, based on AIP.</p> <p>Strategic Plan targets met</p>

<p><b>Engagement</b></p> <p><u>GOAL: Improve student engagement in their learning with a particular focus on high quality instructional practice.</u></p> <p>Build the capacity of teacher instructional practice with a focus on learning intentions and success criteria.</p> <p>Create a whole school culture of high expectations.</p> <p>Increase students' ability to set goals and effectively use feedback to lead towards independent learning.</p>	Year 1	<p>Professional learning on protocols of teaching to include learning intentions and success criteria for each learning session.</p> <p>Develop staff understanding of impact goal setting has in improving student outcomes.</p> <p>Develop staff understanding of the role of feedback in improving student outcomes.</p>	<p>All staff identify learning intentions and success criteria in every lesson and in work programs and planning documents.</p> <p>Students able to articulate, reflect on and act upon their learning goals.</p> <p>Teachers provide ongoing feedback to students and provide opportunities for students to provide feedback.</p> <p>Celebrations of student successes.</p>
	Year 2	<p>Professional learning on explicit teaching and differentiation.</p> <p>Develop staff capability to set goals in literacy and numeracy as part of teaching and learning cycle.</p> <p>Develop protocols and structures around feedback to students.</p>	<p>Staff develop their understanding of explicit teaching through attendance at professional learning sessions and evidenced through their work programs and planning documents.</p> <p>All staff demonstrate differentiated teaching and learning in their teaching and planning documents.</p> <p>ILPs demonstrate clear learning goals and success criteria.</p> <p>Students able to articulate, reflect on and act upon their learning goals.</p> <p>Teachers provide ongoing feedback to students.</p> <p>Celebrations of student successes.</p>
	Year 3	<p>Professional learning to continue on explicit teaching and differentiation.</p>	<p>Staff further develop their understanding of explicit teaching through their work programs and planning documents.</p>

		<p>Further involvement of students in giving and receiving of feedback</p>	<p>All staff demonstrate differentiated teaching and learning in their teaching and planning documents.</p> <p>ILPs demonstrate clear learning goals and success criteria.</p> <p>Students able to articulate, reflect on and act upon their learning goals.</p> <p>Teachers provide ongoing feedback to students.</p> <p>Celebrations of student successes.</p>
	<p>Year 4</p>	<p>Professional learning to continue on explicit teaching and differentiation.</p> <p>Further involvement of students in giving and receiving of feedback</p> <p>Increase negotiation of curriculum with students</p>	<p>Staff further develop their understanding of explicit teaching through their work programs and planning documents.</p> <p>All staff demonstrate differentiated teaching and learning in their teaching and planning documents.</p> <p>ILPs demonstrate clear learning goals and success criteria.</p> <p>Students able to articulate, reflect on and act upon their learning goals.</p> <p>Teachers provide ongoing feedback to students.</p> <p>Strategic Plan targets met.</p> <p>Celebrations of student successes.</p>

<p><b>Wellbeing</b></p> <p><u>GOAL: Ensure all members of the school community feel that they are in a safe and supportive learning environment.</u></p> <p>Build a school community where everyone feels empowered to reduce the incidences of conflict and respond to issues as they arise.</p>	Year 1	<p>The school community will be able to identify and respond appropriately when behaviour issues arise to reduce the impact on all involved</p> <p>Establish consistent framework of rules and procedures within classrooms.</p>	<p>Staff develop their understanding of Restorative Practices through professional learning.</p> <p>Staff and students document framework of rules and procedures within school including consequences through revised “Student Code of Conduct”. (Be Safe, Be Responsible, Be a Learner, Be Respectful)</p>
	Year 2	<p>Restorative Practice Professional Learning for staff</p> <p>Continue to implement consistent framework of rules and procedures within classrooms.</p> <p>Update “Start up” program with relevance for each grade levels and cohort of students</p>	<p>Staff demonstrate a growing understanding of Restorative Practices program</p> <p>Consistent approach in dealing with rules and procedures and dealing with consequences. Student Code of Conduct reviewed.</p> <p>Students participation in variety of programs.</p>
	Year 3	<p>Continue to participate in Restorative Practices program in school.</p> <p>Continue to implement consistent framework of rules and procedures within classrooms.</p>	<p>Staff continue to demonstrate a growing understanding of Restorative Practices program.</p> <p>Consistent approach in dealing with rules and procedures and dealing with consequences. Student Code of Conduct reviewed.</p>
	Year 4	<p>Continue to participate in Restorative Practices program in school.</p> <p>Continue to implement consistent framework of rules and procedures within classrooms</p>	<p>Staff review Restorative Practices program.</p> <p>Staff and students review rules and procedures within school and consequences. Student Code of Conduct reviewed.</p> <p>Strategic plan targets met</p>

<p><b>Productivity</b></p> <p><u>GOAL: Improve the performance and development culture within the school community.</u></p> <p><u>GOAL: Improve the effective and efficient use of school resources</u></p> <p>Create a whole school culture of accountability and feedback</p> <p>Identify the needs and priorities of the school in order to inform professional learning that is required.</p>	Year 1	<p>School resources used to provide staff professional learning on protocols of teaching.</p> <p>.</p> <p>Use professional learning teams to identify professional learning needs and use school data to identify focus areas for improvement.</p> <p>Provide resources and budget funds to provide professional learning in Protocols of Teaching and time for team meetings, and opportunities for peer observations.</p>	<p>All staff identify growth in instructional practice which is reflected in improved planning which includes clear learning intentions and feedback.</p> <p>Staff use data to plan for learning needs of students – reflected in planning.</p> <p>Peer observation built in to school culture and reflected in improved instruction.</p>
	Year 2	<p>Provide budget funds to support Restorative Practices PD for all staff.</p> <p>Continue to provide school resources used to provide staff professional learning on high quality instructional practice, with a focus on explicit teaching. Time allocation provided for professional learning sessions and team meetings.</p> <p>.</p>	<p>All staff identify growth in understanding and application of Restorative Practice throughout school.</p> <p>Staff able to demonstrate explicit teaching at point of need for each student with learning intentions and success criteria.</p>
	Year 3	<p>Continue to provide school resources used to provide staff professional learning on high quality instructional practice.</p> <p>Continue to provide budget funds to support Restorative Practices PD for all staff.</p>	<p>All staff identify growth in instructional practice.</p> <p>All staff identify growth in understanding and application of Restorative Practice throughout school.</p>

		Continue to provide resources and budget funds to provide professional learning in explicit teaching and time for team meetings.	Staff able to demonstrate explicit teaching at point of need for each student with learning intentions and success criteria.
	Year 4	<p>Continue to provide school resources used to provide staff professional learning on high quality instructional practice.</p> <p>Continue to provide budget funds to support Restorative Practices PD for all staff.</p> <p>Continue to provide resources and budget funds to provide professional learning in explicit teaching and time for team meetings.</p>	<p>All staff identify growth in instructional practice .</p> <p>All staff identify growth in understanding and application of Restorative Practice throughout school.</p> <p>Staff able to demonstrate explicit teaching at point of need for each student with learning intentions and success criteria.</p> <p>Strategic Plan targets met.</p>