

School Strategic Plan
for
Kangaroo Flat Primary School
0981
2015-2018

kfps....A leap ahead!



Endorsements

<p>Endorsement by Acting School Principal</p>	<p>Signed.....</p> <p>Name: Kim Saddler</p> <p>Date: 31 March 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: David Hunter</p> <p>Date: 31 march 2015</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.....</p> <p>Date.....</p>

School Profile

Purpose	<p>At Kangaroo Flat Primary School we strive to develop life- long learners and prepare all students to become active, engaged and responsible citizens capable of successfully interacting and learning in our local and the wider global community. Students are at the centre of our learning community and the decisions we make. Every member of our school community both individually and collectively has a responsibility to ensure we are the best that we can be! Each year we unveil our word of the year which symbolises an overarching theme connecting all elements of our work. We foster the personal and academic development of our students through a comprehensive and balanced curriculum with an explicit focus on depth and differentiation along with a focus on the power of positive and successful relationships. Students are supported to be individuals who share their learning and friendship with others. Teams and teamwork feature strongly in the way learning is brought to life throughout our school. By working together our school community thrives!</p>
Values	<p>Our school values of- <i>Respect, Teamwork, Responsibility and Being Your Best</i> capture the spirit of the way we go about our work on a daily basis and our commitment to continuous improvement.</p> <p>Being Your Best- Pursuing excellence in all areas. This is demonstrated by: Valuing excellence, Being confident, Displaying honesty, Persisting & working tough even when it's difficult</p> <p>Team Work- Working well with peers & teachers. This is demonstrated by: Getting along with peers, Working in harmony, A fair go for everyone , Participation & working together</p> <p>Responsibility- Being accountable for our actions & choices. This is demonstrated by: Thinking first, Making good choices, Demonstrating a “no blame” attitude, Seeing things through to the end</p> <p>Respect- Treating everyone & everything with consideration & good manners This is demonstrated by: Including everyone, Being tolerant of differences Treating others the way you like to be treated, Looking after myself, others & the environment</p>

<p>Environmental Context</p>	<p>Kangaroo Flat Primary School is located at the southern gateway to Bendigo in a growing residential area opposite Crusoe College, our local secondary college. Our up to date, purpose built school facilities are safe, vibrant and expansive. We are a medium size school with a current student population of 315. In 2013 our student demographic became more culturally diverse with the first of our Karen families joining our community followed shortly after by our first Afghani students and families. This cultural diversity has continued to grow and enrich our school community.</p> <p>Our school has 18.4 equivalent full time teaching staff which includes two Principal class school leaders. 6.4 equivalent fulltime Education Support Staff, plus a full time Primary Wellbeing Officer and a 0.4 school chaplain who all combine to make one effective and collaborative team. Together everyone achieves more at kfps!</p> <p>Each year we unveil a word of the year which symbolizes an overarching theme connecting all elements of our work.</p> <p>Key teams within our school interact and collaborate to ensure each student has the best opportunity to reach their potential.</p> <p>Our school structure is founded on “neighbourhood thinking” every teacher within a neighbourhood has a responsibility to every learner and each other. We have 6 school neighbourhoods, which include specialist art, music and PE facilities. Our Global Learning Centre is a hub for literature, technology, research and recess activities.</p> <p>School Improvement Teams in the areas of Literacy, Numeracy, Wellbeing & Pathways initiate and drive best practice thinking and translate this into action across the school. Ongoing professional learning is a key school priority and is actioned through peer coaching, peer observations, a comprehensive whole staff professional learning program and learning partnerships with other schools.</p> <p>We have a documented best practice teaching model to support teaching and learning across the school which has been enriched by our Effective Mathematics Partnership journey.</p> <p>Significant and robust partnerships add depth and further opportunities for our students to thrive!</p>
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The unique Team China Partnership we have embraced is about developing Asian literacy for our learners through Language, Cultural and an annual 8 week Chinese immersion program. Our Sister School Partnership with Fangzhou Primary School in Suzhou, China, has been embedded into school life and operations with a highlight of this work being the opportunity for students from our school to travel to Shanghai and Suzhou to spend time with their Chinese buddies and attend our Sister school!

Our award winning school choir is a feature of our school and our community. This group of students regularly participate in community competitions, festivals, and events. A culture of high expectations and persistence has resulted in many significant competition achievements. A choral partnership with a metropolitan school has resulted in an annual choral workshop and festival program.

Our school prioritises a comprehensive approach to the pathway for students from year 6 to 7. Central to this is a personalised transition for all students through effective partnerships with our local secondary college and kinders. A streamlined approach for information exchange supports this work. Our kinder to prep transition is supported by elected Senior Students as Prep Ambassadors, a series of school based classroom experiences, parent information sessions and strategic kinder teacher liaison.

The school has a strong commitment to developing personalised pathways for students identified as having special learning or behaviour needs. Our Pathways School Leader manages a growing number of students with diverse and complex needs to ensure assessments, supports, associated skilled professionals and parents all have the opportunity to work together to maximise learning outcomes.

Language Support via a speech aide and speech therapy provision from our speech therapist addresses the very high levels of identified need we have in our school. Low language skills on intake at prep level continue to be an area of are need. This program is a highly valued feature and successful intervention pathway within our school.

Our school prioritises developing and foster opportunities to support and grow resilience and relationship skills in every learner enabling them to thrive socially and emotionally. Using the Kids Matter Framework along with explicit wellbeing protocols and procedures we work hard to ensure that every face has a place! Our School Wellbeing Leader and School Chaplain have explicit skills and expertise to support whole school

wellbeing.

Two unique programs to support the wellbeing for our senior students are now embedded into school life and culture. Girl space and Boys Business operate weekly and address in a proactive way citizenship, good decision making, safe choices, responsibility and respect.

The school's Wellbeing Team manages the very complex role of case management to ensure students with a range of needs have access to appropriate supports and services including Department of Education and Training (DET) professionals and outside agencies.

Our weekly Breakfast Club program is a long standing and well supported opportunity for students to have a healthy start to their school day and to meet and mix with senior citizens from our local community who volunteer their services.

A successful school garden project continues to be part of school life and classroom programs.

Kids Club is a proactive wellbeing initiative to add further choice to recess times. The program leader facilitates a highly engaging environment along with the opportunity to build positive relationships with other students and another significant adult.

We are proud of our community and our students. We openly and actively celebrate our achievements and the achievements of our students via our weekly school community assemblies, our newsletter, school app, website and local media. Friday school assemblies showcase weekly highlights under the leadership of an outstanding student Assembly Team. This school program continues to be a favourite with parents, students and staff! We continue to foster and seek out community partnerships with Foundation House, Loddon Campaspe Multicultural Services and Bendigo Community Health.

A student leadership camp has proved a successful way to support the development of students with potential to become senior leaders in our school. Annual participation in a Student Leadership Conference provides further personal development in this area for our students.

A comprehensive range of incursions, excursions and camps takes learning beyond the walls of the

	<p>classroom.</p> <p>A supportive and hardworking School Council Team values ongoing learning as part of their monthly meetings. A regular professional development component involving all members supports the team to grow their skills and understandings.</p> <p>A small and very active Parent Cub supports our school community in celebrating special days and events. Their fundraising efforts are acknowledged and appreciated.</p> <p>We know our community well and we embrace our community to ensure every member has every opportunity to thrive and every face has a place! Community counts at kfps as we enrol families, not just students!</p>
<p>Service Standards</p>	<p>General:</p> <p>Kangaroo Flat Primary School-</p> <ul style="list-style-type: none"> ➤ fosters close links with parents and the wider school community through its commitment to open and regular communications through newsletter, websites, neighbourhood blogs, information nights ➤ commits to the active and open sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. ➤ ensures access for all students to a broad, balanced and flexible curriculum including skills for life-long learning ➤ will personalize instruction to ensue learning pathways are supported and personalised ➤ provides a safe, secure and attractive learning environment to ensure all students can achieve their full potential. <p>Specific:</p> <p>At Kangaroo Flat Primary School</p> <ul style="list-style-type: none"> ➤ all teachers will provide timely and targeted feedback to students ➤ parents will be encouraged to be engaged in their child’s learning journey and expected to be

partners in developing behaviour response plans when such expectations are not met. This is done through Student Support Group meetings and/or Individual Case Management meetings.

- we will hold weekly, student led, school community assemblies to showcase the week that was and celebrate school community spirit!
- we will use positive, school wide social mantras to embed values and reinforce acceptable behavior expectations
- we will actively promote the open sharing of compliments and ensure that the raising of concerns is done in a timely and respectful manner, in an appropriate place and with the most appropriate person.
- we will continue to embrace a range of partnerships to strengthen and enhance opportunities for all students
- we will continue to offer a comprehensive range of incursions, excursions & camps, along with an overseas learning experience to take learning beyond the walls of the classroom!

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement <i>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</i> <i>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.</i></p>	<p>To develop and embed rigor, depth and differentiation to improve student learning outcomes.</p>	<p>To improve student achievement</p> <p>25% of students above the expected level in number, writing and speaking & listening.</p> <p>NAPLAN Learning Gains: Increasing the percentage of students with medium and high level growth to 75% or above in the areas Reading, Writing and Numeracy.</p> <p>Semester target of 0.3 growth (0.6 growth over year)</p>	<ol style="list-style-type: none"> 1. Develop and document school wide Aus VELS continuums with a particular focus on mathematics, writing instruction & speaking and listening. 2. Review and strengthen the schools' pedagogical teaching models to develop further common understandings and exemplary practices in literacy and numeracy. 3. Professional learning to build staff capacity in the use of differentiated planning, teaching, learning and assessment strategies.

<p>Engagement <i>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</i></p>	<p>To add value to the learning disposition, skills and achievement capacity of every student through an engaging curriculum, positive relationships and personalised learning.</p>	<p>To improve all the variables of Teaching and Learning in the Attitudes to School survey to be at or above 4.1.</p> <p>To decrease the days absent for each student to 12 days per year.</p>	<ol style="list-style-type: none"> 1. Develop a school wide, robust and engaging Integrated Curriculum cycle with explicit through lines incorporating rich community and ICT connections. 2. Cultivate an environment that encourages student voice, leadership, collaboration and a connection with others. 3. Develop a “learning mantra” and explicit behaviours to fully engage students in conversations about their learning and themselves as learners. 4. To introduce POLT surveys as a semester based data collection
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<p>Wellbeing <i>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.</i></p>	<p>To continue to foster and grow a safe and vibrant school community which reflects both explicit proactive social and emotional learning and strategic early intervention.</p>	<p>To improve the variables of Classroom Behaviour to be within 0.3 of the State mean and Student Safety to be within 0.1 of the State Mean.</p> <p>To consistently raise our Parent Satisfaction data as measured by the Student Safety and Classroom behaviour variables to or above the 50th percentile.</p>	<ol style="list-style-type: none"> 1. Build staff capacity in their understanding of student behaviour as an indicator of need and their ability to write and implement specific Behaviour Program Plans. 2. Develop and embed a wellbeing learning continuum to strengthen staff skills in building student social and emotional capital. 3. Build a visual framework to reflect how wellbeing is actioned in our school community. 4. Proactively collect baseline data from Prep- 6 in each term to support teachers and students at their point of need.
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<p>Productivity <i>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</i> <i>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.</i></p>	<p>To maximise and align the use of all resources to ensure that students achieve their full potential.</p>	<p>The school maintenance budget is expended in line with school determined priorities.</p> <p>To maintain and increase community partnerships with our school between 2014 – 2018.</p>	<ol style="list-style-type: none"> 1. To build the capacity of staff through strategic and ongoing professional learning to improve the outcomes for all students. 2. To develop a strategic resource plan to support improved outcomes for all learners. 3. To maximise partnerships and add further resources (financial, people, time) to improve outcomes. 4. P&D processes and evidence to be in alignment with our strategic intent.
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School Strategic Plan

2015- 2018: Indicative Planner			
Goal		Key Improvement Strategies Actions	Key Improvement Strategies Achievement Milestone
<p>Kfps Achievement Goal</p> <p>Develop and embed rigor, depth and differentiation in teaching and learning to support explicit value adding for all learners with a particular focus on maintaining and extending high achievers.</p>	Year 1	<p>Mathematics Scope and Sequence Continuum developed</p> <p>Refine kfps teaching pedagogy and build staff capacity through focussed professional learning at staff meetings</p> <p>Develop rigor in writing instruction and consistency across the school</p> <p>Develop authentic and quality opportunities for students to learn from and with each other with a focus on learning and me as a learner.</p>	<p>Mathematics Scope and Sequence Continuum being used by all staff for planning. Evidence included in P&D process.</p> <p>Improved student outcomes, consistency of best practice teaching between classrooms greater extension of high achievers and writing component included in P&D process.</p> <p>Speaking and listening data shows more differentiation. Classroom conversation protocols known and used.</p>
	Year 2	<p>To engage in Mathematics professional learning for all staff to ensure a whole school understanding of our Mathematics Scope and Continuum.</p> <p>KFPS teaching pedagogy is embedded into every classroom. Build staff capacity of any new/graduate staff through professional learning.</p> <p>Learning Walks and Peer Observations specifically looking at the Writing and Numeracy workshops</p> <p>Students are engaged in the writing of their learning goals and can discuss their work in reference to these goals during conferencing.</p>	<p>Mathematics Scope and Sequence Continuum being used by all staff for planning <i>and</i> knowing the next steps to extend high achievers.</p> <p>Greater consistency of effective teaching practice between classrooms and neighbourhoods is evident. Greater extension for high achievers is evident in 5 week lesson planners.</p> <p>Student outcomes improved as evidenced in Moderated Writing samples</p>

	Year 3	<p>To embed the Mathematics Scope and Sequence and to have key induction processes for any new staff around our Maths continuum</p> <p>KFPS teaching pedagogy is embedded into every classroom. Build staff capacity of any new/graduate staff through professional learning.</p> <p>Writing Moderation each term within and across neighbourhoods is supported by professional learning.</p> <p>Students are engaged in the writing of their learning goals and can discuss their work in reference to these goals during conferencing.</p>	<p>Clear documentation in Mathematics planning and curriculum. All staff using the KFPS Mathematics continuum to plan for the next level of learning for all students in their class. Differentiation using the Scope and Sequence Continuum.</p> <p>Improved data in student outcomes for writing, numeracy and speaking and listening.</p> <p>Differentiation, personal learning goals and Learning Improvements Plans all reflect the defined curriculum needs of students.</p>
	Year 4	<p>To review and refine the Mathematics Scope and Sequence in line with the end of strategic plan. Reflect on Mathematics data.</p> <p>Writing Moderation continues to be supported with strategic professional learning.</p>	<p>Mathematics Scope and Sequence continuum reviewed – data reflected upon in light of end of Strategic intent period.</p> <p>Improved data in student outcomes for writing, numeracy and speaking and listening.</p>
<p>kfps Engagement Goal</p> <p>To add value to the learning disposition, skills and achievement capacity of every student through an engaging curriculum, powerful & positive relationships and personalised learning supports.</p>	Year 1 Actions	<p>Integrated Curriculum Cycle Developed with explicit through lines, ICT and community connections.</p> <p>Learning and learner conversations developed as priority actions in all classrooms to empower students.</p>	<p>All staff using the planner to develop engaging units of study allowing for differentiation, investigation and acceleration.</p> <p>Conversation and learning protocols developed and visible in every classroom. Speaking and listening progression points indicate more differentiation particularly at the top end.</p>

	Year 2	<p>Learning conversations and the Learning Mantra is an integral part of every classroom.</p> <p>Integrated Curriculum Cycle has strong community connections with local excursions reflecting this work.</p>	<p>Students view themselves as learners.</p> <p>The Learning Mantra “Imagine, Believe, Achieve” is known by all students. Student</p>
	Year 3	<p>Student Voice is evident in the learning opportunities created in the Integrated Curriculum Cycle.</p> <p>United Classrooms Student Forum is regularly utilised to canvass their thoughts and ideas for curriculum opportunities.</p> <p>Established partnerships to support EAL students and families to full engage in learning and school life.</p>	<p>Student surveys suggest greater engagement and connection with the school.</p> <p>The Integrated Curriculum Cycle is used by all staff and is reflective of school community needs as well as AusVels expectations.</p> <p>Regular attendance of EAL students at Homework Club and families participating in EAL parent forums.</p>
	Year 4	<p>School Improvement Team to further develop quality opportunities across the school for students to learn from one another.</p> <p>Multi-Age days feature each term with a specific curriculum focus to engage students in learning with peers across the school.</p>	<p>Improved Student Attitudes to School Survey results in the area of Classroom Behaviour and Student Safety.</p> <p>Explicit Integrated Curriculum Scope and Sequence embedded and reported against.</p> <p>Staff sharing explicit strategies and examples of student conversations about themselves as learners and their learning.</p> <p>A variety of robust reflection tools used by staff in daily practice.</p>

<p>kfps Wellbeing Goal</p> <p>To continue to foster and grow a vibrant school community which reflects both explicit proactive social and emotional learning and strategic early intervention.</p>	<p>Year 1</p> <p>Actions</p>	<p>Visual plan of school wellbeing processes and expectations developed</p> <p>Wellbeing continuum used to ensure explicit learning in every classroom</p> <p>Circle Time and Values Referenced consequences consistent across the school.</p> <p>Staff professional Learning around the needs of students with Autism.</p>	<p>Documentation plan used by all staff for consistency, transparency and equity.</p> <p>Weekly wellbeing lessons linked to values.</p> <p>Circle Time Tracking Log operating in every classroom.</p> <p>Values referenced classroom expectations and consequences.</p>
	<p>Year 2</p>	<p>Develop a documented Social & Emotional learning (SEL) curriculum that has throughlines for each year level.</p> <p>Build staff capacity around Functional behaviour Assessments.</p> <p>Wellbeing staff to participate in Team Around The Learner.</p> <p>Wellbeing staff to model Circle Time and Classroom meetings within each classroom.</p>	<p>Classroom Tracking Log embedded in classroom practice.</p> <p>Functional behaviour plans are written for key students.</p> <p>Staff feel through survey data supported by leadership and better equipped to effectively manage challenging behaviours.</p>
	<p>Year 3</p>	<p>Continued professional development with Dan Petro, Team Around the Learner and the Autism Connect.</p> <p>Refining and embedding of SEL curriculum.</p> <p>Circle Time and classroom meetings embedded into classrooms with effective practice.</p>	<p>SEL curriculum is an integral part of the learning in each classroom.</p> <p>Data indicates that less incidents are recorded on RISC.</p> <p>Improved Student Attitudes to School Survey results in the area of Classroom Behaviour, Student Safety and connection with peers.</p>

	Year 4	<p>Professional development with Dan Petro, Team Around the Learner and the Autism Connect.</p> <p>Embedding of SEL curriculum.</p> <p>Circle Time and classroom meetings embedded into classroom practice with effective practice.</p>	<p>Improved Student Attitudes to School Survey results in the area of Classroom Behaviour, Student Safety and connection with peers.</p> <p>Explicit SEL Curriculum Scope and Sequence embedded and reported against.</p> <p>Staff sharing explicit strategies and examples of Circle Time and Classroom meetings</p>
<p>kfps Productivity Goal</p> <p>To maximise and align the use of all resources available to the school to ensure that all students at kfps can achieve their full potential as articulated in our strategic intent.</p>	Year 1	<p>Appointment of a Leading Teacher Wellbeing</p> <p>Documented curriculum continuums in mathematics, integrated curriculum and wellbeing to minimise content gaps and improve whole school consistency.</p> <p>Explicit staff professional development in mathematics, wellbeing and learner protocols to improve outcomes.</p> <p>Technical Coaching for Admin team around Finances and the use of the SRP planner for 3 year forecast.</p> <p>Provide key staff with release time to develop curriculum planners and throughlines.</p>	<p>Proactive measures around the Wellbeing variables within our school data leads to improved perceptions and data.</p> <p>Staff professional development aligned with school needs and strategic intent.</p> <p>Strategic decisions made in a timely manner around the Budgets and staffing profile over the next 3 years.</p>
	Year 2	<p>Development of a strategic resource plan that takes into consideration ICT, curriculum priorities and facility needs.</p> <p>Performance & Development processes fine tuned at the school level to reflect any changes to the system level.</p>	<p>ICT needs addressed through the budget and a plan developed around the provision of ICT.</p> <p>Staff writing SMART goals for their P&D plans.</p>

		Actively seek community partnerships. School Council members to support.	Stronger community partnerships that support the school and that support family engagement and connection to school and services.
	Year 3	<p>School Improvement teams continue to drive the agenda for each of the areas of Student Achievement, Wellbeing and Engagement. Ensure SIT meets at least twice per term.</p> <p>Actively pursue and engage relevant local community organisations to partner with the school to achieve better outcomes for all.</p> <p>Actively pursue funding grants.</p>	<p>Regular SIT meeting that focus on the goals and targets of the AIP and SSP.</p> <p>Successful grant applications to finance areas of need around the school.</p> <p>Increase in enrolments.</p>
	Year 4	<p>School Improvement teams continue to drive the agenda for each of the areas of Student Achievement, Wellbeing and Engagement. Ensure SIT meets at least twice per term.</p> <p>Relevant local organisations regularly connecting with our school in a meaningful way.</p>	<p>Budgets are aligned to strategic intent. Budgets in surplus.</p> <p>Increase in enrolments.</p> <p>Parent engagement within the school improving.</p>