

KANGAROO FLAT PRIMARY SCHOOL

This document reflects the key work to be undertaken across our learning community to support and develop our students and staff to reach their potential. Document presented to School Council on

2015 Annual Implementation Plan

kfps Values:

Respect

Responsibility

Teamwork

Being Our Best

2015 Our Key Purpose- *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. 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.*

Knowing our Learners: If we don't know our learners then we don't know what to teach!

FOUR pillars of explicit action - DEPTH, DIFFERENTIATION, DYNAMIC teamwork and the skills to embrace learner DIVERSITY

Student Achievement	Student Engagement	Student Wellbeing
To develop and embed rigor, depth and differentiation to improve student learning outcomes.	To add value to the learning disposition, skills and achievement capacity of every student through an engaging curriculum, positive relationships and personalised learning.	To continue to foster and grow a vibrant school community which reflects both explicit proactive social and emotional learning and strategic early intervention.
KEY WORK	KEY WORK	KEY WORK
<ol style="list-style-type: none"> 1. Differentiation and depth in learning tasks in mathematics and writing 2. Explicit Planning- depth 3. Value Adding & maintaining the top end 4. Maximising speaking and listening opportunities 	<ol style="list-style-type: none"> 1. Differentiation and depth in the schools Integrated Curriculum Teaching and Learning Whole School Planner 2. Maximising opportunities for students to learn from and with each other 3.. Attendance 	<ol style="list-style-type: none"> 1. School Values to underpin everything we do 2. Strategic professional learning to strengthen consistency in student management skills to understand student behaviour and respond effectively 3. Community- local & global
Key Actions/Strategies	Key Actions/Strategies	Key Actions/Strategies
<ul style="list-style-type: none"> ✓ Refine and embed KFPS Instructional Model ✓ Knowing Our Learners Conversations with a focus on the top end ✓ Embed explicit Numeracy Scope and Continuum ✓ School Based Numeracy Coaching & 	<ul style="list-style-type: none"> ✓ Attendance Data tracking and follow-up ✓ Staff professional learning to support engagement of EAL students and families ✓ Develop & Implement Integrated Planner and report against explicit AusVELS outcomes each Semester ✓ Focus on engaging learners through 	<ul style="list-style-type: none"> ✓ Embedding the school's values into actions and expectations for all places and spaces in the school. ✓ Values based whole school curriculum to drive explicit wellbeing teaching and learning classroom sessions ✓ Class Meeting Logs in place to reflect and track

<p>professional learning</p> <ul style="list-style-type: none"> ✓ Whole school implementation of writing scope and continuum ✓ Strategic Peer Observation ✓ Classroom focus on students learning from and with each other to promote explicit conversations about learning and themselves as learners ✓ Develop and embed “learning mantras” <i>Imagine, Believe, Achieve</i> 	<p>conversations about learning and being a learner</p>	<p>content, trends, responses & solutions.</p> <ul style="list-style-type: none"> ✓ Strategic and ongoing staff professional learning ✓ Effective SSSO referral process using SOCS and connection to outside agencies ✓ Developing a Wellbeing Curriculum. ✓ Embedding a Wellbeing Hour. ✓ Coaching Support/Wellbeing School Leader & CAHMS partnership program leader. ✓ Development of a school wellbeing visual to support consistency and common understandings across the school.
<p>Changes in practice and behaviours- our success criteria!</p>	<p>Changes in practice and behaviours- our success criteria!</p>	<p>Changes in practice and behaviours- our success criteria!</p>
<ul style="list-style-type: none"> ✓ Participation in <i>Knowing our Learners</i> Conversations with a focus on depth and differentiation with evidence of student achievement at the top end. ✓ Explicit planning using agreed numeracy and writing scope and sequence to ensure content rigor and the next level of work for all students. ✓ All staff having a common understanding and using the elements of a best practice classroom. ✓ All staff using data to inform planning and track progress. ✓ All staff using explicit strategies to engage students in rich tasks and conversations about their learning. 	<ul style="list-style-type: none"> ✓ Unexplained absences reduced through working with families. ✓ Overall Absences reduced. ✓ Improved <i>Student Attitudes to School Survey</i> results in the areas of Classroom Behaviour and Student Safety. ✓ Established partnerships to support EAL students and families to fully engage in learning and school life. ✓ Explicit Integrated Curriculum Scope and Sequence developed, implemented and reported against. ✓ Staff sharing explicit strategies & examples of student conversations about themselves as learners and their learning. ✓ Variety of and robust reflection tools used by staff in daily practice. 	<ul style="list-style-type: none"> ✓ Circle Time Logs shared at P&D conversations ✓ NIP strategy consistently used to reduce number of class exits. ✓ All classes using school values planner based curriculum planner for explicit weekly wellbeing lessons. ✓ Wellbeing Curriculum used consistently ✓ Wellbeing Hour embedded in every classroom ✓ All staff have access to and input into the development of the school’s Wellbeing Visual. ✓ All staff using the Wellbeing Visual as tool to guide their actions.

<ul style="list-style-type: none"> ✓ P&D staff conversations and evidence will directly link to this work. ✓ Students know and action mantras! 		
HOW , WHO & WHEN	HOW , WHO & WHEN	HOW , WHO & WHEN
<ul style="list-style-type: none"> ➤ Weekly In School Coaching- Ben ➤ SIT Curriculum Team ➤ Leadership Team Collaboration –Kim, Ben and Wendy fortnightly ➤ Weekly Neighbourhood Improvement Team meetings (NITS) ➤ Professional Learning –fortnightly within the staff meeting cycle. ➤ EAL teacher 0.4 eft – Michele Chng 	<ul style="list-style-type: none"> ➤ SIT Engagement Team- fortnightly meetings ➤ EAL teacher- Michele Chng 	<ul style="list-style-type: none"> ➤ SIT Wellbeing Team- fortnightly meetings ➤ School Wellbeing Leader- Leading Teacher- Wendy- ongoing ➤ Neighbourhood teams – weekly feedback ➤ School Chaplain- 0.4 ➤ Transition Officer 0.6 shared with Crusoe College ➤ Prevention and Early Intervention – all staff. ➤ Wellbeing Team to case manage student needs. ➤ CAHMS Partner- Jacqui ➤ On Psych Partner- Sharon
Productivity & Alignment of Resources	Productivity & Alignment of Resources	Productivity & Alignment of Resources
<ol style="list-style-type: none"> 1. Low SES Funding 2. Assistant principal to lead Curriculum 3. Explicit and uninterrupted Numeracy coaching time every week. 4. Teacher release to participate in Knowing Your Learners conversations 5. Strategic resourcing of new reading materials across P-2 in particular 6. Staff professional Development Cycle 7. Explicit links with P&D process for all staff 8. ICT – student and staff access to a range of devices with a focus on explicit use. 	<ol style="list-style-type: none"> 1. Assistant Principal to Lead Curriculum 2. Staff Professional Development Cycle 3. Incursions and excursions aligned to integrated unit outcomes 4. ICT devices used to enhance learning outcomes within the integrated cycle 	<ol style="list-style-type: none"> 1. Leading Teacher Wellbeing. 2. Explicit time set aside in every classroom for wellbeing lessons and circle time. 3. Kids Matter Professional Development 4. Staff Professional Development Cycle 5. School Chaplain Funding 6. Transition Officer Funding
Individual and collective responsibility at all levels of the school – <i>together we can do things better!</i>		

