



School Strategic Plan for Kialla West PS 1727 2015-2018



Endorsements

Endorsement by School Principal	Signed  Name Wes Teague Date 24-2-15
Endorsement by School Council	Signed  Name Julyan Howard Date 24-2-15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed...  Name... R Stephens (NEVR) Date.....30 March 2015

School Profile

<p>Purpose</p>	<p>Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.</p> <p>Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.</p> <p>Provide high quality programs that engage our children in their learning and instill the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.</p> <p>Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Kialla West.</p>
<p>Values</p>	<p>Our school community has developed the following values as key elements to supporting our children in becoming positive citizens.</p> <p>Excellence – We strive to be the best we can be, individually, as a school and as a community.</p> <p>Resilience – Building strong character, being able to bounce back from setbacks to achieve goals and ambitions.</p> <p>Pride – Being proud of ourselves, peers, our school and community.</p>
<p>Environmental Context</p>	<p>Kialla West Primary School is situated south of Shepparton in a semi-rural environment. Enrolments have increased from 182 in 2012 to 207 in 2014 with a small projected increase in the next three-year period. The SFO of 0.33 has remained consistent varying slightly over four-year time frame. The State Median is 0.52.</p> <p>The school currently has 10 classes comprising two Foundation classes, three Year 1/2 classes, three Year 3/4 and two Year 5/6 classes. The employment of additional staff has created a mix of Graduate and Experienced teachers. The school classrooms have large open areas, which allow two classes to operate in the open space. This model provides the classroom teachers with greater flexibility and opportunity to work in teams. This model has enhanced the</p>

	<p>teachers planning processes and ability to share skills and knowledge.</p> <p>A large percentage of students are from working families who value the role of education and have high expectations of the school and the teachers. Families from the growing housing estates in Kialla who choose not to enrol their children at their neighbourhood school often select Kialla West PS. This choice is for a variety of reasons including, the sense of community, the smaller size of the school and the link with the Kialla Kindergarten, which has also increased in size in recent years.</p> <p>The steady growth of the school has seen an increase in facilities, the most significant being the completion of the multipurpose building with a purpose built art room. This also provides an excellent facility for Outside School Hours Care, assemblies and performances. The increase in student numbers has provided the school with two additional MOD 5 buildings.</p> <p>The school promotes the values of Pride, Excellence and Resilience. These values are promoted throughout the school and supported in the use of the social and emotional skills program “Bounce Back.”</p> <p>Kialla West has a close and co-operative association with their neighbouring school, Kialla Central PS. Each year for the past three years the Kialla West and the Kialla Central teaching staff have participated in focused classroom observation. These observations analyse current teaching practice and provide direction for future professional learning needs for both schools.</p> <p>Extensive professional learning has taken place through external providers and experts such as Andrea Hillbrick, Michael Ymer and staff from Bellbridge P.S. These professional learning opportunities have been practical and focussed on developing literacy and numeracy teaching across the school. The establishment of literacy and numeracy leaders in the junior and senior sections of the school has resulted in these leaders leading the Foundation to 2 and Years 3 to 6 professional learning team’s curriculum meetings.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • Kialla West Primary School fosters close links with parents and the broader school community through its commitment to open and regular communications. • Kialla West Primary School provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs.

Strategic Direction

	Goals	Targets	Key Improvement Strategies																																											
Achievement	<p>Literacy To improve student learning outcomes in, reading, writing, speaking and listening, grammar and punctuation and spelling for all students Foundation to Grade 6.</p> <p>Numeracy To improve student achievement in mathematics for all students Foundation to Grade 6.</p>	<p>To increase the percentage of students in the top two bands in NAPLAN as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Year</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>60%</td> <td>>65%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>60%</td> <td>>65%</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>40%</td> <td>>45%</td> </tr> <tr> <td>Reading</td> <td>5</td> <td>23%</td> <td>>30%</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>9%</td> <td>>25%</td> </tr> <tr> <td>Numeracy</td> <td>5</td> <td>40%</td> <td>>45%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving high growth on NAPLAN relative growth reports.</p> <table border="1"> <thead> <tr> <th>Domain</th> <th colspan="2">Percentage of students showing high growth Gr3-5.</th> </tr> <tr> <td></td> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42.9%</td> <td>>45%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>>30%</td> </tr> </tbody> </table> <p>AusVels data will indicate that every student will achieve at least 12 months growth in literacy and numeracy.</p>	Domain	Year	2014	2018	Reading	3	60%	>65%	Writing	3	60%	>65%	Numeracy	3	40%	>45%	Reading	5	23%	>30%	Writing	5	9%	>25%	Numeracy	5	40%	>45%	Domain	Percentage of students showing high growth Gr3-5.			2014	2018	Reading	42.9%	>45%	Writing	14%	>25%	Numeracy	20%	>30%	<p>Build teacher capacity to deliver a consistent teaching and learning approach across the whole school. Use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy and Numeracy curriculum.</p>
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School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Build teacher capacity to deliver a consistent teaching and learning approach across the whole school. Use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy and Numeracy curriculum.</p>	Year 1	<ul style="list-style-type: none"> ▪ Whole school professional learning to create a documented, clear and consistent pedagogical vision for Kialla West PS. ▪ Planning documents will be created and shared within year level teams on the school planning templates and include differentiation. ▪ Modelling and professional learning of Reading Café for the year 3-6 team ▪ Investigate and research a range of writing programs. ▪ Numeracy professional learning focussed on differentiation and extension. ▪ Teachers have a clear understanding of AusVels, use a range of data sources and collaborate to assist with teacher judgements of student achievement. 	<ul style="list-style-type: none"> ▪ Whole school participation to contribute to the development of the pedagogical vision. ▪ Sequential, differentiated, engaging lessons developed through teams using data as evidence for planning. ▪ Reading Café implemented into the year 5&6 classrooms. ▪ Reading learning goals developed from the Reading Café strategies. ▪ Identify a suitable writing program for our school. ▪ Professional learning with numeracy focus for individual/team/school to review current practice and build teacher capacity and knowledge. ▪ Trial accelerated learning in the year 5&6 classrooms. ▪ Formal observation of numeracy lessons through Focussed Classroom Observations. ▪ Teacher judgements include moderation and show a spread of student achievement.

	Year 2	<ul style="list-style-type: none"> ▪ Create a documented, clear and consistent pedagogical vision for Kialla West PS. ▪ Planning documents will be created and shared within year level teams on the school planning templates and include differentiation. ▪ Modelling and professional learning of Reading Café for the foundation to 2 team ▪ Modelling and professional learning of a writing program for whole school ▪ Review the success of the numeracy accelerated learning program, investigate the value of extending the program into the year 3,4 level. 	<ul style="list-style-type: none"> ▪ An agreed pedagogical vision created and professional learning supports the direction. ▪ Sequential, differentiated, engaging lessons developed through teams. Planning documents saved in shared folder. ▪ Reading Café implemented into the foundation to 2 classrooms. Reading learning goals linked to Café. ▪ Writing approach modelled in selected classrooms. ▪ Decision made on accelerated learning model.
<p>Engagement</p> <ul style="list-style-type: none"> • Promote regular attendance to the community indicating that absence does effect student achievement. • Develop the use of an inquiry-learning model, which will engage challenge and motivate students learning. 	Year 3	<ul style="list-style-type: none"> ▪ Implementation of pedagogical vision ▪ Review success of writing program continue implementation into other classrooms ▪ Evaluate the numeracy program 	<ul style="list-style-type: none"> ▪ Classrooms show a common teaching approach in line with the pedagogical vision. ▪ Writing program extended throughout the school ▪ Set direction of numeracy program in AIP
	Year 4	<ul style="list-style-type: none"> ▪ Evaluation of strategic plan progress 	<ul style="list-style-type: none"> ▪ Review progress and prepare for new targets
	Year 1	<ul style="list-style-type: none"> ▪ Promote regular attendance to the community indicating that absence does effect student achievement. ▪ Review current learning and teaching model. 	<ul style="list-style-type: none"> ▪ Reduction in the student absence rate to below 12 days. A greater awareness of the learning impact on children for families who regularly take extended holidays during the school term. ▪ Teachers sharing knowledge and skills in inquiry model of teaching

<ul style="list-style-type: none"> • Introduce an enhanced Student Leadership program, which involves students developing skills, behaviours and attitudes. 		<ul style="list-style-type: none"> ▪ Develop a new student leadership model involving all year 6 students in a meaningful role within the school. 	<ul style="list-style-type: none"> ▪ All year 6 students highly engaged and connected to interest areas within the school.
	Year 2	<ul style="list-style-type: none"> ▪ Inform families of the importance of regular attendance and how this has an impact on their child's learning ▪ Teaching teams plan an inquiry-learning model for an integrated component within the curriculum ▪ Review student leadership model. 	<ul style="list-style-type: none"> ▪ Reduction in the student absence rate to below 12 days. A greater awareness of the learning impact on children for families who regularly take extended holidays during the school term. ▪ All classrooms using an inquiry-learning model in some elements of their classroom. ▪ Students leadership model successfully implemented.
	Year 3	<ul style="list-style-type: none"> ▪ Monitor attendance. ▪ Teaching teams develop a scope and sequence using the AusVels document for an inquiry-learning model. 	<ul style="list-style-type: none"> ▪ Absence rate is 12 days or below per student. ▪ Inquiry-learning model is used throughout the school.
	Year 4	<ul style="list-style-type: none"> ▪ Evaluation of strategic plan progress ▪ Evaluation of inquiry learning model. 	<ul style="list-style-type: none"> ▪ Review progress and prepare for new attendance targets ▪ Review of results and successful elements of inquiry model.
<p>Wellbeing</p> <ul style="list-style-type: none"> • Deliver a school wide social and emotional program. • A high level of parent participation in school activities to build and enhance positive relationships. 	Year 1	<ul style="list-style-type: none"> ▪ Staff professional learning in Bounce Back. ▪ Identify Bounce Back successes and areas to further develop ▪ Families and teachers developing positive relationships. 	<ul style="list-style-type: none"> ▪ Teachers planning in teams and providing instruction to students in a coordinated approach towards our social and emotional program. ▪ Kialla West students being resilient engaged and connected learners. ▪ Parents participating in school events and activities. ▪ Teachers and families developing positive relationships through a range of

			communication and activities.
	Year 2	<ul style="list-style-type: none"> ▪ Whole school Social and Emotional program, scope and sequence developed ▪ Continue to build positive relationships between home and the school 	<ul style="list-style-type: none"> ▪ Teachers using a common language to build the children's Social and Emotional development. ▪ Families involved in school activities.
	Year 3	<ul style="list-style-type: none"> ▪ Developing an assessment process for the social and emotional program. ▪ Review relationships between staff and families and identify areas for further development. 	<ul style="list-style-type: none"> ▪ Staff are able measure the successes of the social and emotional program and identify areas for future learning.
	Year 4	<ul style="list-style-type: none"> ▪ Review of social and emotional programs. 	
<p>Productivity</p> <ul style="list-style-type: none"> • Build teacher capacity to improve student learning outcomes through professional learning utilizing internal and external expertise with a focus on shared learning, mentoring, modelling, coaching, peer observation and feedback. • Develop the school leadership structure to reflect enrolment trends. • Utilize neighbourhood schools to share and develop teacher practice. 	Year 1	<ul style="list-style-type: none"> ▪ Investigate and plan a possible leadership model to enhance resources allocated to the leadership component of the school. ▪ Investigate and develop a suitable school model to enhance ICT learning opportunities. ▪ Identify direction for professional learning. 	<ul style="list-style-type: none"> ▪ Identify leaders and aspirant leaders to provide coaching, mentoring, modelling and feedback to teacher ▪ Inform families of future ICT plans, learning opportunities and costs associated. ▪ Share expertise, resources and attract external providers with neighbourhood schools.
	Year 2	<ul style="list-style-type: none"> ▪ Provide time for identified leaders for planning, mentoring, coaching and leadership development. ▪ ICT policies and procedures adapted to include possibilities of a 1:1 program ▪ Identify direction for professional learning. 	<ul style="list-style-type: none"> ▪ Whole school focus on teaching and learning demonstrated in the understanding of quality learning and teaching. ▪ Possible introduction of 1:1 ICT program in years 3-6 being implemented. ▪ Share expertise, resources and attract external providers with neighbourhood schools.

	Year 3	<ul style="list-style-type: none"> ▪ Review of leadership structure, available resources and implementation of building teacher capacity. ▪ Review ICT program 	<ul style="list-style-type: none"> ▪ Professional collaboration enhances student learning. ▪ Continued successful ICT initiatives.
	Year 4	<ul style="list-style-type: none"> ▪ Review of leadership structure, available resources and implementation of building teacher capacity. ▪ Evaluation of strategic plan ICT progress 	<ul style="list-style-type: none"> ▪ Review teacher practise and set direction for further development. ▪ Review ICT progress and prepare for new targets