



Department of Education and Early Childhood Development

Northern Metropolitan Region

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Ms Barbara Hinsley
Principal
Kingsbury PS
Maryborough Avenue
KINGSBURY 3083

Dear Barbara

We acknowledge receipt of your School Strategic Plan for the next four years and thank you for your work in completing the school review process in 2012.

We wish your school community well in working towards achieving the goals and targets outlined in your Strategic Plan and the ensuing Annual Implementation Plans.

Please find attached a completed signed copy for your records.


Yours sincerely,

Susan Gilheany
Liaison Principal
North-Western Victoria Region

16/1 /2013



School Strategic Plan for Kingsbury Primary School Northern Region 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name... Barbara Hinsley... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name... Christopher Brown... Date.....
Endorsement by Regional Director or nominee	Signed  (Regional Director or nominee's signature) Name..... Susan Gilheany..... Date..... 16/1/13.....

Kingsbury Primary School 01-4845. PROFILE

<p>Moral Purpose</p>	<p>The Moral Purpose at Kingsbury is that it is our responsibility to structure learning and provide opportunities that make individual success a reality.</p> <p>We believe that everyone has the right to feel safe and to learn. We are all responsible for ensuring this happens.</p>
<p>Values</p>	<p>Friendship: developing a relationship of trust and caring with someone else.</p> <p>Respect: treating everyone and everything with consideration and courtesy.</p> <p>Learning: gaining knowledge, skills and understandings through experiences.</p> <p>Teamwork and Collaboration: working together to solve a problem or achieve a goal.</p> <p>Safety: ensuring that no one is physically or emotionally hurt in everything we do.</p>
<p>Environmental Context</p>	<p>Kingsbury has a complex educational environment and the school strives to provide the best possible learning environment for all. There are many students who have English as an Additional Language. We value the rich cultural diversity. Many within the school's population receive the Education Maintenance Allowance (EMA). These factors provide the school with an overall "low" socio-economic profile. The school's population is highly transient, the student stability, rate is currently 46%. We have many families linked to the local tertiary institutions.</p> <p>The school population also comprises a number of Koori students and Koori Educational Learning Plans (KELPS) form part of the curriculum base for these students. There are currently 10 students enrolled under the Program for Students with Disability (PSD) who range from Tier 1 to Tier 4 funding. Our Staff works cooperatively to meet the holistic needs of our community.</p> <p>Over the past decade the school has reconfigured the physical environment from isolated classes to open and team teaching environments. In 2010 we received a new BER complex.</p> <p>We value the diverse range of teaching staff with a mixture of gender, experience and cultural backgrounds; capably supported by experienced educational support staff.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Teaching & Learning</p>	<p>To improve learning outcomes for all students in Literacy and Numeracy</p>	<p>AusVELS/VELS- at least 90% of students from Years 1-6 to be at or above the expected standards in Number, Reading, Writing, Speaking and Listening by 2016</p> <p>At least 90% of all students to progress at least .5 of a progression point annually (Preps 1 progression point) in all aspects of Literacy and Numeracy.</p> <p>By 2016, 100% of Year 3 and Year 5 students deemed capable will be assessed at or above the NAPLAN State mean for Government Schools</p> <p>NAPLAN matched cohort growth in Reading, Writing and Number to be at or above the State Mean by 2016.</p>	<p>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy Teaching.</p> <p>Build a culture of high expectations for all stakeholders in the school.</p> <p>Develop a coherent whole school approach to pedagogy which is actionable and evidenced in the classroom.</p>
<p>Engagement and Wellbeing</p>	<p>To deepen and strengthen students' sense of connectedness to school and promote a strong sense of engagement in their learning</p>	<p>By 2016, decrease the average student absences to at least the current state mean of 13.9</p> <p>Increase all measures in the Parent Opinion Survey to reach the 50th percentile by 2016.</p> <p>Increase all measures on the Staff Opinion Survey to at least the 50th percentile over the course of the new School Strategic Plan</p> <p>Increase the student relationships and teaching and learning measures on the Student Attitudes to School Survey to at least the 50th percentile for whole-school measures respectively over the course of the new School Strategic Plan</p>	<p>Develop a consistent approach to behaviour management and student feedback across the school</p> <p>Build the capacity of staff to implement teaching and classroom management strategies that support an engaging, safe and rigorous learning environment</p> <p>Imbed a comprehensive, whole school approach to student attendance</p>

Strategic Intent	Goals	Targets	Key Improvement Strategies
<p>Pathways and Transitions</p>	<p>To improve transitions and learning pathways for all students into, through and beyond the school</p>	<p>Parent satisfaction as measured by the transition variable on the Parent Opinion Survey to reach or exceed the State Mean and demonstrate a trend of constant improvement during the next strategic planning period, 2013 – 2016.</p>	<p>Continue to build the capacity of all leaders and teachers to implement effective student transition that support high quality teaching, authentic relationships and high expectations.</p> <p>Refine the school processes and programs to support students and families at key transition points</p> <p>Maintain, document and evaluate year-to-year transition protocols that account for differentiation for all students, and the information for teachers to make instructional planning that builds upon previous years.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Teaching and Learning</p> <p>Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy Teaching.</p> <p>Build a culture of high expectations for all stakeholders in the school.</p> <p>Develop a coherent whole school approach to pedagogy which is actionable and evidenced in the classroom.</p>	Year 1	<ul style="list-style-type: none"> ▪ Learning / implement AusVels and or VELS ▪ Introduce the Curiosity and powerful learning strategy. ▪ Extend teacher knowledge of the curriculum ▪ Provide opportunities for mentor, coaching and learning walks to broaden teacher knowledge. ▪ Enhance understanding and the use of data to inform teaching and learning ▪ Commence the refinement of whole numeracy and literacy planning documentation 	<ul style="list-style-type: none"> ▪ AusVels introduced and implemented in the following area English and Maths ▪ Curiosity and powerful learning strategy scoped and implementation commenced, beginning with "High Expectations and Authentic Relationships". ▪ Peer observation linked to powerful learning strategies ▪ Data used to inform and progress teaching and learning ▪ Documentation for whole school approach to literacy and numeracy commenced ▪ Develop an articulated "Teacher Profile" to be documented and published. ▪ Each team planning session to have an evidenced link to student performance data
	Year 2	<ul style="list-style-type: none"> ▪ Continue to provide PD as available with a focus of NMR school improvement teaching and learning strategies ▪ All staff to engage with peer observation processes 	<p>Refinement of above work and the addition of AusVels as appropriate.</p> <ul style="list-style-type: none"> ▪ Have all teaching staff and Integration ESO's receive PD in the implementation of best practise in current curriculum content and delivery. ▪ Data in teaching teams to drive teacher planning.
	Year 3	Embed above actions	Continue above work
	Year 4	Review and refine above actions	Practices embedded in teaching and learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Engagement and Wellbeing</p> <p>Develop a consistent approach to behaviour management and student feedback across the school</p> <p>Build the capacity of staff to implement teaching and classroom management strategies that support an engaging, safe and rigorous learning environment</p> <p>Imbed a comprehensive, whole school approach to student attendance</p>	Year 1	<p>Improve the school's website to include examples of students' successes</p> <p>Throughout the year refresh / revisit the "Learning to Learn" project</p> <p>Consistent whole school approach to student behaviour and management to be formulated</p> <p>Improve Staff wellbeing by implementing:-</p> <ul style="list-style-type: none"> • Improved Staff induction processes, • Staff feedback, and • Targeted P.D. around student behaviour management and the implementation of a whole school approach. <p>Plan specific cohort or year level projects that integrate the school values and student wellbeing within student learning activities.</p> <p>Track student attendance through consistent administration processes at regular intervals throughout the year.</p>	<p>Whole school approach evident in all classrooms and in the yard through an agreed Behaviour Management plan evident in all teacher practice.</p> <p>Staff to demonstrate clarity of approach , eg Yard slips</p> <p>School based surveys used to inform teacher practices.</p> <p>Scope a 4 year plan for event management and display of learning activities and school values.</p> <p>Student attendance tracked and absences acted upon through contacting parents.</p> <p>Student attendance to improve to be equal to the State Mean.</p>
	Year 2	Continue to implement above actions	As above
	Year 3	Continue to implement above actions	As above
	Year 4	Review above actions	As above

Key Improvement Strategies (KIS across the three student outcomes areas)	Year	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Pathways & Transitions.</p> <p>Continue to build the capacity of all leaders and teachers to implement effective student transition that support high quality teaching, authentic relationships and high expectations.</p> <p>Refine the school processes and programs to support students and families at key transition points</p> <p>Maintain, document and evaluate year-to-year transition protocols that account for differentiation for all students, and the information for teachers to make instructional planning that builds upon previous years.</p>	Year 1	<p>Document all current school based activities and procedures</p> <p>Introduce the Theory of Action for high expectations and authentic relationships(as described in "Curiosity" page 6)</p> <p>Improve the school's website to include comprehensive transition information for all students.</p> <p>Maintain all actions and items as currently described in school review. (2012)</p> <p>Visit/host other schools to see other transition programs and strengthen networks.</p>	<p>Portfolio of school based policy and procedures. created</p> <p>Whole school clarity developed around what high expectations and authentic relations look like and are evidenced</p> <p>School based surveys based on satisfaction of procedures to be enacted and data analysed and discussed with students</p> <p>Booklet produced that will guide new families through the initial weeks of induction through the school year and at multiple entry points.</p>
	Year 2	<p>Develop an integrated school satisfaction survey to incorporate transition, wellbeing and student learning</p> <p>Develop guidelines for students enrolled after census date (various entry dates)</p> <p>Procedures for transition between classes are refined and documented.</p>	<p>Maintain current practises</p> <p>To build stronger policies, protocols and plans for assimilating transient students into the school as various times through the school year and at multiple entry points. Document the evidence of actions and feedback.</p>
	Year 3	<p>Use student performance data to track student learning through the school and consider impact of movement and change on student learning and explore methods for electronic tracking.</p>	<p>To have a hard copy of documents in a readily accessible folder as well as on the curriculum server T-drive; containing:- Policies Protocols Implementation plans, and Accountability measures.</p>
	Year 4	<p>Build review of all new strategies connected with Transition & Pathways</p>	<p>Review above.</p>

