

## KPPS - STRATEGIC PLAN 2014 -2017

<b>Purpose - including vision statement</b>	<p><b>Mission</b></p> <p>It is the mission of Kingsley Park P.S to be a happy, safe and inspiring learning environment where children develop skills and qualities necessary to succeed in an ever changing world.</p> <p><b>Vision</b></p> <p>At Kingsley Park P.S. we will work as a Professional Learning Community. We will be recognised and acknowledged as leaders in education. Living our core values in partnership with the wider community. United in our commitment to academic success and wellbeing for all children. Working together in collaborative teams. Monitoring and reviewing children’s progress, seeking and implementing strategies for continuous growth.</p> <p>During the journey of the new strategic plan the objective of this school will be to enhance teacher quality, building teacher capacity and high levels of student performance particularly in Literacy and Numeracy.</p>
<b>Values / Behaviours</b>	<p><b>Values</b></p> <p><b>At Kingsley park P.S. we value:</b> <b>Confidence</b> – To develop self- belief, take risks and be positive about learning. <b>Persistence</b> – To keep trying and never give up. <b>Resilience</b> – To reflect and bounce back when things don’t work. <b>Organisation</b> – To be prepared to learn by setting goals and organising belongings and resources. <b>Getting Along</b> – To work and play in harmony.</p> <p><b>Behaviours</b></p> <p><b>At Kingsley Park P.S. we will collectively commit to:</b></p> <ul style="list-style-type: none"><li>• Inspiring confidence in our students to learn through dynamic teaching in a supportive and safe environment and celebrate success with the community so all learners feel their efforts are valued.</li><li>• Honouring the school’s mission and vision and respectfully support each other.</li><li>• Collaborating together to plan, teach, reflect, solve problems and make decisions accordingly to agreed professional standards using respectful and open communication.</li><li>• Encouraging home, school and community partnerships through mutual respect and open communication.</li></ul>

## Environmental Context

### Characteristics of Kingsley Park P.S.

The Kingsley Park Primary School is situated in a semi-bush setting in South Frankston, on the Mornington Peninsula approximately 57 kilometres from the centre of Melbourne.

The school was established in 1988 in the then new Lakewood residential estate. School enrolments peaked at 640 students in 1999 but have trended down since that period, reflecting the demography of the Lakewood Estate community, to be 442 students in 2013.

Over the past four years Kingsley Park Primary School has become a Professional Learning Community (P.L.C.). Being a P.L.C. School means that we have made a shift from a focus of teaching to a focus on learning. Teachers work in collaborative Professional Learning Teams and focus on three big ideas and four essential questions:

#### Big Ideas

- Children's Learning
- Collaboration
- Results

#### Questions:

1. What is it that we expect children to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

The school boasts excellent facilities including a main building with 10 classrooms, administration and a resource centre, a multipurpose hall, music room, gymnasium, canteen and arts-media centre and a new major building which includes six classrooms, wet areas, conference rooms and large multi-purpose area. The school grounds are attractive and include an artificial turf sports oval, safe play equipment, amphitheatres, sealed play areas and well maintained gardens.

The student family occupation (SFO) index has increased from 0.48 in 2009 to be 0.57 in 2013. The school has six children supported by the Disabilities Program and eight Koori/Torres Straight Island children. Three families have been provided with state school's relief. The number of extra enrolments throughout the year, which has averaged about twenty, is generally equal to the number of children who exit. We attract families from both the local area as well as an ever widening precinct.

The school is structured in traditional straight classes from year Prep to Year 6 with one combined three / four class. Class sizes range from 17 to 22 students in Prep to Year 2, and 22-27 students in Years 3-6. School organisation includes three learning teams P-2, 3-4 and 5-6.

The last few years have seen an increase in teacher turnover, with a number of experienced teachers retiring and replaced by graduate teachers. There are currently forty-four members of staff which includes full and part

	<p>time teachers, administration and education support personnel. During the review period the school leadership team consisted of a principal, assistant principal and three leading teachers .At present there are 1.6 leading teachers and one assistant principal. The leading teachers' roles included coordination of Literacy, Numeracy and ICT-eLearning. The school provides an excellent range of specialist areas including Music (which includes private instrumental tuition), Art, Physical Education and ICT.</p> <p>Student leadership is an important focus at the school where leadership opportunities include house and sports captains, school captains, and an active representative council. The team meets monthly with two expert teachers and takes on a range of leadership roles across the school including the running of whole school assemblies each week.</p> <p>Parent involvement in the school is welcomed and includes an active Parents Teachers and Friends Association (PTFA) and active parent involvement at classroom level, including the Years P-6 Bridges reading program. School council maintains an active interest in all aspects of the school.</p> <p>The school is a member of the Central Peninsula network of schools. The school also maintains excellent links with its key feeder kindergartens, Erinwood, and Bruce Park, and key feeder secondary colleges – Mount Erin, Frankston, Somerville and Elizabeth Murdoch secondary colleges.</p>
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## STRATEGIC PLAN 2014 -2017

	<b>GOALS</b>	<b>TARGETS</b>	<b>KEY IMPROVEMENT STRATEGIES</b>
<b>ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>• To improve student learning outcomes across the school in Literacy.</li> <li>• To improve student learning outcomes across the school in Numeracy.</li> <li>• To establish KPPS as a national model of a professional learning community at work based on 3 consecutive years of improved data.</li> </ul>	<ul style="list-style-type: none"> <li>• AusVELS % of students above level to improve by 10% from 2014 to 2017.</li> <li>• NAPLAN means will be 10% above like schools in Years 3 and 5 from 2014 to 2017.</li> <li>• School trend data in Years 3 and 5 will indicate an upward trend by 10% in Literacy and Numeracy in comparison to the state wide means.</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of the teaching and learning statement and linking it with student achievement data which will be the component of the Performance and Development Plan.</li> <li>• Develop a whole school teaching and learning model and agreed teacher practice.</li> <li>• Work with four PLC Pilot Schools to establish culture.</li> </ul>
<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• To improve teacher differentiation to maximise student engagement and learning.</li> <li>• To increase student understanding of cultural and global perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance levels to be better than the state mean annually.</li> <li>• Student satisfaction with teacher quality and stimulated learning environment increase by 10% from 2014 to 2017 and are above state means each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that ILPs are developed and implemented for a selection of students.</li> <li>• Ensure that the teaching and learning statement incorporates all elements of classroom practice.</li> <li>• Provide an ongoing PD program and process for improving differentiation across the school.</li> </ul>

<p><b>WELLBEING</b></p>	<ul style="list-style-type: none"> <li>• To build a school environment that focuses on student safety and connectedness to school.</li> <li>• To improve student behaviour and reduce bullying in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Student safety indicates a 10% increase over the duration of the strategic plan.</li> <li>• Parent opinion surveys in these domains increase by 10% from 2014 to 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully implement Kids Matter and aspects of the E-Smart initiative.</li> <li>• Ensure that human resources provide improved student support.</li> </ul>
<p><b>PRODUCTIVITY</b></p>	<ul style="list-style-type: none"> <li>• To allocate human, physical and financial resources in order to improve teacher capacity.</li> <li>• To ensure the human resources and physical resources are allocated in order to prioritise and improve the student achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent opinion of total capacity of student learning is above state and means and will improve by 10% from 2014 to 2017.</li> <li>• Student opinion of support is above state means and will improve by 10% over the duration of the strategic plan.</li> <li>• Student opinion of teaching and the school environment will increase by 10% over the next 4 years.</li> </ul>	<ul style="list-style-type: none"> <li>• To align student learning outcomes with staff expectations.</li> <li>• To improve student leadership through an enhanced Human Resource Structure.</li> <li>• Provide enhanced e-learning across the school with improved human and financial resources applied to this area.</li> <li>• To provide a focus on improved teaching and learning through performance and review by designing and resourcing accordingly.</li> <li>• To improve communication with school council by reporting on the strategic plan each term.</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Refinement of the teaching and learning statement and linking it with student achievement data which will be the component of the Performance and Development Plan.</li> <li>• Develop a whole school teaching and learning model and agreed teacher practice.</li> <li>• Embed the Professional Learning Community culture.</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Implement a strategic and consistent approach to teaching and learning including differentiation.</li> <li>• Improve moderation and the use of data in a horizontal and vertical manner.</li> <li>• Whole school staff professional development on professional feedback and differentiation of teaching and learning.</li> <li>• Staff accountability in delivering this methodology must be integrated into all school programs.</li> <li>• Plan using a learning log at each PLT.</li> <li>• Refine the essential learning / power standards.</li> <li>• All staff use the 4 critical questions</li> <li>• Develop a whole school approach to the 3 tiers for intervention.</li> <li>• Improve linking of dimensions in Numeracy and Literacy.</li> <li>• Review assessment and reporting including the use of online testing.</li> <li>• Utilise the knowledge and understanding of spelling gained from our curriculum day with Stephen Graham.</li> <li>• Create a timetable that allows for more time to collaborate.</li> <li>• Work with the three PLC Pilot schools to embed the PLC culture.</li> <li>• Create a new PLC network with 6 schools across the Peninsula.</li> <li>• Work with consultant (Gavin Grift) towards becoming a national model of a PLC at work based on 3 consecutive years of improved data.</li> <li>• Investigate Walker Approach to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of children working above level in Literacy and Numeracy by 2.5 % by the end of 2014.</li> <li>• NAPLAN means will be 2.5 % above like schools in Years 3 and 5 compared to 2013.</li> <li>• Teachers differentiate the curriculum in their planning and teaching by the end of Term 1.</li> <li>• All staff will attend PD for Literacy and Numeracy by the end of 2014.</li> <li>• All teachers become confident with interpreting NAPLAN data by the end of Term 3.</li> <li>• By the end of Term 2 all staff regularly use moderation practices to ensure consistency in assessment.</li> <li>• By the end of 2014, teachers identify and include activities including higher order thinking skills into their teaching.</li> <li>• The national curriculum will be implemented.</li> <li>• APT time will extend to 7 hours per fortnight.</li> <li>• The Leadership Team will have time allocated each week to focus on coaching and mentoring in classrooms.</li> </ul>

	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• School wide approach to teaching and learning with a focus on embedding exemplary teaching practice.</li> <li>• Succession planning is developed through collective leadership and PD.</li> <li>• Audit the national curriculum to ensure efficient delivery.</li> <li>• Participate in forums with PLC pilot schools.</li> <li>• Work with consultants like Stephen Graham (Literacy) and Michael Ymer (Numeracy)</li> <li>• Work with consultant (Gavin Grift) towards becoming a national model of a professional learning community at work based on 3 consecutive years of improved data.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of children working above level in Literacy and Numeracy by 2.5 % by the end of 2015.</li> <li>• NAPLAN means will be 2.5 % above like schools in Years 3 and 5 compared to 2014.</li> <li>• The Leadership Team will have time allocated each week to focus on coaching and mentoring in classrooms.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Continue to investigate a range of consultants to help improve teaching and learning.</li> <li>• Work with consultant (Gavin Grift) towards becoming a national model of a professional learning community at work based on 3 consecutive years of improved data.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of children working above level in Literacy and Numeracy by 2.5 % by the end of 2016.</li> <li>• NAPLAN means will be 2.5 % above like schools in Years 3 and 5 compared to 2015.</li> <li>• The Leadership Team will have time allocated each week to focus on coaching and mentoring in classrooms.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reflect on actions for previous years during self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of children working above level in Literacy and Numeracy by 10 % from 2014 - 2017.</li> <li>• NAPLAN means will be 10% above like schools in Years 3 and 5 from 2014 to 2017.</li> <li>• Reflect on goals and targets for current strategic plan during self-evaluation.</li> <li>• Work with consultant (Gavin Grift) towards becoming a national model of a professional learning community at work based on 3 consecutive years of improved data.</li> <li>• The Leadership Team will have time allocated each week to focus on coaching and mentoring in classrooms.</li> </ul>

<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Ensure that ILPs are developed and implemented for a selection of students.</li> <li>• Ensure that the teaching and learning statement incorporates all elements of classroom practice.</li> <li>• Provide an ongoing PD program and process for improving differentiation across the school.</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Individual Learning Plans for children who require extra support and extension.</li> <li>• Strengthen teacher capacity in e5 inquiry learning and investigate Walker approach to Inquiry Learning.</li> <li>• Incorporate hands on learning in daily teaching.</li> <li>• Incorporate peer teaching across the school.</li> <li>• Review the Kingsley Cup (On time every time) and make it sustainable. Provide certificates for 100% punctuality each term.</li> <li>• Reward students for consistent attendance with a certificate at the end of each term.</li> <li>• Educate parents on the need to be at school.</li> <li>• Educate the community about initiatives.</li> <li>• Target families with high levels of absences.</li> <li>• Stronger children’s voice about teaching and learning and the quality of engaging teaching that they receive.</li> <li>• Improve communication with the school community about teaching and learning.</li> <li>• e-learning ICT needs to be incorporated into teaching and learning as a tool to engage and improve student outcomes.</li> <li>• i-Pads will be trialled as a resource to enhance student engagement with a new 1:1 program.</li> <li>• Individual projects in classroom inquiry learning.</li> <li>• Review the enrichment program. (Music, Art, Phys. Ed.)</li> <li>• The Prep Transition Program called Extra Steps will be reviewed.</li> <li>• Year 6 -7 transition program will be reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans created based on student data and meetings with parents occur by the end of Term 1.</li> <li>• Communication walls about teaching and learning set up in every classroom in the school.</li> <li>• The school discipline and anti-bullying policy are provided to the community in Term 1.</li> <li>• The Prep Transition Program called Extra Steps will be implemented in Term 4.</li> <li>• Student attendance levels to be better than the state mean annually.</li> <li>• Student satisfaction with teacher quality and stimulated learning environment will increase during the strategic plan.</li> </ul>
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	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Review the effectiveness of transition across the school.</li> <li>• Investigate strategies to improve transition at each year level.</li> <li>• Review the use of i-pads and increase a 1:1 program if viable.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans created based on student data and meetings with parents occur by the end of Term 1.</li> <li>• Student satisfaction with teacher quality and stimulated learning environment will increase during the strategic plan.</li> <li>• Student attendance levels to be better than the state mean annually.</li> <li>• Student satisfaction with teacher quality and stimulated learning environment will increase during the strategic plan.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Review the effectiveness of transition across the school.</li> <li>• Create a structured process where teachers pass on information prior to children moving up a year.</li> <li>• Implement a structured transition program for each year level.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans created based on student data and meetings with parents occur by the end of Term 1.</li> <li>• Student attendance levels to be better than the state mean annually.</li> <li>• Student satisfaction with teacher quality and stimulated learning environment will increase during the strategic plan.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reflect on actions for previous years during self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Learning Plans created based on student data and meetings with parents occur by the end of Term 1.</li> <li>• Reflect on goals and targets for current strategic plan during self-evaluation.</li> <li>• Student attendance levels to be better than the state mean annually.</li> <li>• Student satisfaction with teacher quality and stimulated learning environment increase by 10% from 2014 to 2017 and are above state means each year.</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Fully implement Kids Matter and aspects of the E-Smart initiative.</li> <li>Ensure that human resources provide improved student support.</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>Promote Kids Matter in the school and we will work on Component 2. (Social and Emotional Learning for Students)</li> <li>Staff PD on E-Smart.</li> <li>Individual contract for children.</li> <li>Survey students to investigate what will make them happier.</li> <li>Refine student referral process.</li> <li>Celebration of student success across all curriculum areas including enrichment teachers promoting this at assembly.</li> <li>Inform the community of the school code of conduct, restorative practices harmony process and cyber bullying.</li> <li>Improve teacher consistency with student behaviour.</li> <li>School psychologist employed 2 days a week to support the PSD Program and the community.</li> <li>Create a house points system.</li> <li>Investigate the You Can Do It Program.</li> <li>Investigate online programs for tracking student behaviour.</li> <li>CASEA will work closely with eight families in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Component 2 of Kids Matter (Social and Emotional Learning for Students) will be fully implemented.</li> <li>PSD Program and the school referral process will be supported by the school psychologist working 2 days each week.</li> <li>Kids Matter award presented at assembly twice a term.</li> <li>The You Can Do It Program will be part of the classroom program.</li> <li>Improved student safety indicates an increase over the duration of the strategic plan.</li> <li>Improved parent opinion surveys in these domains compared to 2013.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>Kids Matter will be promoted in the school and we will work on Component 3. (Working with Parents and Carers)</li> <li>We will investigate the role of a part time student wellbeing officer.</li> <li>Implement an online program for tracking student behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Component 3 of Kids Matter (Working with Parents and Carers) will be fully implemented.</li> <li>Improved student safety indicates an increase over the duration of the strategic plan.</li> <li>Improved parent opinion surveys in these domains compared to 2014.</li> </ul>

	<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Kids Matter will be promoted in the school and we will work on Component 4. (Helping Children with Mental Health Difficulties)</li> <li>• A student wellbeing officer will work in the school part time.</li> </ul>	<ul style="list-style-type: none"> <li>• Component 4 of Kids Matter (Helping Children with Mental Health Difficulties) will be fully implemented.</li> <li>• Improved student safety indicates an increase over the duration of the strategic plan.</li> <li>• Improved parent opinion surveys in these domains increase during 2015.</li> </ul>
	<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Reflect on our journey as a Kids Matter school.</li> <li>• Reflect on actions for previous years during self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Kids Matter will be embedded in the school culture.</li> <li>• Reflect on goals and targets for current strategic plan during self-evaluation.</li> </ul>
<p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>• To align student learning outcomes with staff expectations.</li> <li>• To improve student leadership through an enhanced Human Resource Structure.</li> <li>• Provide enhanced e-learning across the school with improved human and financial resources applied to this area.</li> <li>• To provide a focus on improved teaching and learning through performance and review by designing and resourcing accordingly.</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Embark on a more explicit Performance and Development process which is based on pedagogy and differentiation and reflects our PLC culture.</li> <li>• Develop a work force plan that includes 4 full time leaders in the school including the Principal.</li> <li>• Greater use of year level teachers and PLT leaders.</li> <li>• Work with Tony Ross (Consultant) to improve accountability across the school.</li> <li>• Leadership capacity building is required in order to achieve the school goals through PD and PLC Coaching training.</li> <li>• A PLT restructure to create more opportunities for collaboration.</li> <li>• 2 teachers co-ordinating student leadership and improve capacity of students to lead.</li> <li>• Improve the look of the school, especially the front office to make it more welcoming.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of Term 1 all staff will have completed performance and development plans that demonstrate links with the school strategic plan and annual implementation plan.</li> <li>• By the end of 2014 all staff have had an end of year discussion related to their performance and development plan, including the feedback sources they have utilised to inform their practice.</li> <li>• All staff will participate in teacher observations each term.</li> <li>• Class Newsletters are sent home twice a term to communicate teaching and learning.</li> </ul>

<ul style="list-style-type: none"> <li>To improve communication with school council by reporting on the strategic plan each term.</li> </ul>		<ul style="list-style-type: none"> <li>Improve the classroom helpers initiative by defining roles.</li> <li>Create a School Improvement Team which will consist of leadership team, 2 classroom teachers, school council president and vice president.</li> <li>Revise and adjust resources to support teaching and learning.</li> </ul>	
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>Review the school Performance and Development process.</li> <li>School Improvement Team to continue, which will consist of leadership team, 2 classroom teachers, school council president and vice president.</li> <li>Strengthen the capacity of the classroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Term 1 all staff will have completed performance and development plans that demonstrate links with the school strategic plan and annual implementation plan.</li> <li>By the end of 2014 all staff have had an end of year discussion related to their performance and development plan, including the feedback sources they have utilised to inform their practice.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review the school Performance and Development process.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Term 1 all staff will have completed performance and development plans that demonstrate links with the school strategic plan and annual implementation plan.</li> <li>By the end of 2014 all staff have had an end of year discussion related to their performance and development plan, including the feedback sources they have utilised to inform their practice.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Reflect on actions for previous years during self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on goals and targets for current strategic plan during self-evaluation.</li> </ul>