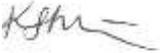


# School Strategic Plan for Kerrimuir Primary School 4816 2014-2018

## Endorsements

<p>Endorsement by School Principal</p>	 Signed Name: Karyn Simes-Martin Date 16.3.15
<p>Endorsement by School Council</p>	 Signed Name: Adele Pasquini Date 16.3.15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
<p>Endorsement by the delegate of the Secretary</p>	Signed..... Name..... Date.....



## School Profile

<p><b>Purpose</b></p>	<p>Kerrimuir Primary School is committed to providing a safe, supportive and nurturing environment in which diversity is valued. Our school community will teach students many things about life to enable them to enter and participate effectively in society through:</p> <ul style="list-style-type: none"> <li>• Providing an innovative, challenging and inclusive curriculum;</li> <li>• Promoting a culture of excellence;</li> <li>• Acknowledging and celebrating individual achievements;</li> <li>• Instilling knowledge, values, beliefs and teaching the essential skills to become life-long learners and;</li> <li>• Developing resilience in students to enable them to lead healthy and well-balanced lives.</li> </ul>
<p><b>Values</b></p>	<p>The following values, agreed to by the whole school community, underpin the vision of Kerrimuir Primary School community: At Kerrimuir Primary School, our values are based around CARE</p> <p>Care for people and the environment Achieve our best Respect ourselves and others Educating your child for the future</p> <p>Our values are displayed as you walk through the front door of the school and in all classrooms. Teachers regularly provide opportunities for our students to develop their understanding of these values within the context of everyday living and learning.</p>
<p><b>Environmental Context</b></p>	<p>Kerrimuir Primary School is in the eastern suburbs of Melbourne with a current enrolment of around 320 students. The school is located on spacious grounds with 17 permanent classrooms, a stand-alone art room and a library. The Before and After Care facility has its own building and is well used. It has been run by Camp Australia for the last four years. The moderate multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. The arrival of new students without any English, occurs regularly throughout the school year and is managed increasingly well by teachers throughout the school.</p> <p>The school environment is warm and friendly. People enjoy working at Kerrimuir Primary School. We have high expectations of our students in both behaviour and academically. Purposeful teaching, where we work in Professional Learning Teams, is a prime focus for all teaching staff. We seek to find Vygotsky's Zone of Proximal Development, to ensure each child is taught at their point of need, at all times. Student Wellbeing is an important focus – all staff are trained in Restorative Practices and the Kerrimuir Values form a large part of our school cultural expectations. Our aim is to provide a teaching and learning program of the highest quality, which continues to evolve as contemporary educational issues challenge us. A positive approach to student management and the development of positive relationships within our school community are a critical part of our ethos. We have been updating facilities across the school over the last six years, now with all internal rooms having been updated. In 2014, we began to update the school exterior via painting the buildings and beginning the re-development of the play areas for the school. We intend for this to continue over the next four years of the Strategic Plan.</p>

	<p>We are fortunate to have a very active parent community and an informed and pro-active School Council. Parents support the school through involvement in classroom programs, working bees, fundraising, sports activities, camps and excursions, the canteen and numerous other activities. Many parents are keen to hear about all levels of the school, and this year we aim to increase the school profile within the school, via Newsletter information and contributions. In 2014 we introduced a Bring Your Own Device Program into the Grades 5 and 6 classrooms. In 2015 we have extended this into the Grade 3 and 4 classrooms. Students from Prep to Grade 2 have access to a bank of i-Pads to enhance learning across the curriculum.</p>
<p><b>Service Standards</b></p>	<p>Teacher's Performance and Development Plans have been in alignment with our School Strategic Plan since 2010. Teachers work in teams to plan for the needs of the students working in their section of the school – the teams being Junior School, Middle School and Senior School. Each sector has a Professional Learning Team Leader, who leads the teaching and learning team to plan together to cater for all children within the level, along with two Team Leaders who oversee administration of extra-curricular and school events. As teachers we recognize we are teachers of all children in our school, and we will commit to address student needs positively and seriously to ensure student needs academically, socially, emotionally and physically. All staff work politely and respectfully with the extended school community. In this Strategic Plan, we intend to further develop our three way communication processes, to encourage and allow staff, students and parents to work together in a continual improvement cycle.</p>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p>To improve student outcomes in literacy and numeracy</p>	<ul style="list-style-type: none"> <li>- An analysis of students data (NAPLAN and Teacher judgments) will show all students achieve at least twelve months growth in all dimensions</li> <li>- Increase the number of students achieving high growth on NAPLAN relative growth assessments</li> <li>- Teacher judgments are accurately informed showing alignment between NAPLAN and Teacher Judgments – based on evidence gained from the assessment schedule recorded on the data management system</li> <li>- Increase in the Student Attitudes to School Survey variable means of stimulating learning, purposeful teaching, teacher empathy and school connectedness. (Based on 2014 scores results will continue to improve and trend upwards over the review period</li> </ul>	<ol style="list-style-type: none"> <li>1. To build a shared understanding of effective Professional Learning Teams (PLT's) based on current research as the means to develop, plan and implement whole school programs.</li> <li>2. To develop our knowledge and understanding of making evidence based judgments and how this data informs planning for point of need learning (ZPD)</li> <li>3. Build teacher capacity through collaborative and reflective practice within our learning community</li> </ol>
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p>	<p>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</p>	<p>Suggested targets to indicate success included:</p> <ul style="list-style-type: none"> <li>- Increase in the student Attitudes to School Survey variable means of teacher empathy, student motivation and Learning Confidence (Based on 2014</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop and deliver a differentiated and challenging Science and technology curriculum</li> </ol>

<p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>scores results will continue to improve and trends upwards over the review period.</p> <ul style="list-style-type: none"> <li>- Use of Google Docs survey data from students</li> </ul>	<p>2. Increase student voice across the school through engagement in the curriculum and opportunities for feedback and reflection.</p>
<p><b>Wellbeing</b></p> <p>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.</p>	<p>To enhance student wellbeing. Empathy, self-reflection, independence and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.</p>	<p>Suggested targets to indicate success included</p> <ul style="list-style-type: none"> <li>- Increase in the Student Attitudes to School, Survey variable means of student safety, student distress and student morale (Based on 2014 scores results will continue to improve and will trend upwards over the review period)</li> <li>- Immediate feedback from students involved in programs</li> <li>- Annual Survey for families to ascertain involvement and satisfaction</li> </ul>	<p>1. Develop an over-arching well-being framework for Kerrimuir based on the Kids Matter program incorporating current effective practices</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>Improve the capacity of the school to function as a strategic organisation.</p>	<ul style="list-style-type: none"> <li>- Increase Parent Opinion survey variable means of School Improvement and General Satisfaction (Based on 2014 scores results will continue to improve and trend upward over the review period)</li> </ul>	<ol style="list-style-type: none"> <li>1. To allocate resources according to DEECD and school priorities</li> <li>2. Develop a whole school Professional Learning program targeting Strategic Plan goals and achievement focuses.</li> <li>3. Strengthen the partnership between parents and school through effective communication</li> </ol>



## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement:</p> <p>1. To build a shared understanding of effective Professional Learning Teams (PLT's) based on current research as the means to develop, plan and implement whole school programs.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Create Professional Learning team leaders across three areas of the school</li> <li>▪ Work with those leaders to encourage team application toward common student issues</li> <li>▪</li> </ul>	<p>Success criteria (Y1):</p> <ul style="list-style-type: none"> <li>▪ Minutes of PLT meetings show research by the group, with implementation of best practice strategies for children needing support and/ or extension across the team</li> <li>▪ Children needing support/ extension in areas of behaviour, work/ study habits, literacy and numeracy, are supported by the team via strategies and structures to facilitate their learning</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Support for PLT leaders and teams provided by staff and external agencies , as required</li> <li>▪</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>▪ PLTs continue to work together to address student needs across levels, with support from Principal employees toward coaching of staff</li> <li>▪</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>▪ PLT leaders support new PLT leaders in creating new teams based on the successful model</li> </ul>	
<p>2. To develop our knowledge and understanding of making evidence based judgments and how this data informs planning for point of need learning (ZPD)</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Begin working on analysis of testing via Performance and Development goals setting for 2015-2016</li> <li>▪ Begin analysing test results in PLT</li> </ul>	<p>Success criteria (Y1):</p> <ul style="list-style-type: none"> <li>▪ Staff analysis of testing and assessment is used to plan teaching, not just to make teacher judgements for reporting</li> <li>▪ Each teacher's work program shows fluid groupings based upon testing results and individual needs</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Professional Development focusing on test analysis, which is used to drive teaching foci, for all staff</li> <li>▪ Begin to use testing to pinpoint areas of need, which is then used to target teaching and learning</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>▪ Use testing to pinpoint individual and group needs</li> </ul>	

3. . Build teacher capacity through collaborative and reflective practice within our learning community	Year 4	<ul style="list-style-type: none"> <li>▪ Analysis of testing regular part of PLT meetings. Group research to find optimal teaching and learning strategies to ensure movement forward for all students</li> </ul>	
	Year 1	<ul style="list-style-type: none"> <li>▪ Teachers recognise where in the literacy and numeracy continuum students change from knowing what to do and being successful, to struggling and needing support (ZoPD)</li> <li>▪ THRASS training for all staff</li> <li>▪ Science Room setting up begins, with year level teams progressively working together in their use of the space</li> <li>▪ Teachers use GoPro camera to tape themselves</li> <li>▪ Learning styles data collected on students and used to create strategies and scaffolding to support students</li> </ul>	<p>Success criteria (Y1):</p> <ul style="list-style-type: none"> <li>▪ Work Programs show fluid grouping of students across the curriculum, changes made using testing/ assessment</li> <li>▪ Teachers are using test results to guide the teaching and learning of students across their level of the school</li> <li>▪ Reading results are accurate; teachers collaborate with other teachers when rating students above their expected level of attainment (ie. Receiving As or Bs)</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Common understandings in Literacy, Numeracy and Science available to all through school-based staff PD sessions</li> <li>▪ Journals used to enhance student reflection upon their own successes and needs (in Maths)</li> <li>▪ Teachers share their classes taped via the GoPro camera with other staff</li> <li>▪ Science Room further resourced</li> </ul>	<p>Possible criteria for the future:</p> <ul style="list-style-type: none"> <li>▪ PLTs and individual staff use varied approaches</li> <li>▪ Teacher's tool-box of ideas when dealing with children needing support and/ or extension in literacy and numeracy, provides at least four different strategies to be used</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Science Room further resourced – timetable allows opportunities for all year level teachers to work together collaboratively</li> <li>▪ As part of their PDP, staff work with other teachers/ aides, to improve their practice</li> <li>▪ Continued use of 'learning styles' data in planning tasks for students</li> </ul>	

	Year 4	<ul style="list-style-type: none"> <li>Review of teacher observation program, and use of digital technologies for self-evaluation</li> <li>Review of teaching and learning improvements</li> </ul>	
<p><b>Engagement</b></p> <p>1. Develop and deliver a differentiated and challenging Science and Technology curriculum</p>	Year 1	<ul style="list-style-type: none"> <li>Introduction of the I-Pad program into Years 3 and 4</li> <li>Initial setting up of the Science Room – resourcing for Units of 2015</li> <li>Cyber-safety/ I-Pad Working Party of parents and staff set up</li> <li>Creation of the 'Digging Pit' in the garden for those potential archaeologists, excavators and builders in the student population</li> </ul>	<p>Success criteria (Y 1):</p> <ul style="list-style-type: none"> <li>Effective uptake of the I-Pads in Grades 3 to 6</li> <li>Each year level using the Science room weekly, from Term 3</li> <li>ICT Tips appearing in the Newsletter, most weeks</li> <li>Staff questioning their teaching of Science to ensure they meet the AusVELS areas of Science Understanding, Human Endeavour and Science Inquiry</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Science Professional Development for staff</li> <li>Further resourcing of the dedicated Science Room</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>Student participation in the Science Talent Search</li> <li>Scaffolding available for students needing support to move to their next level of achievement in Science</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>Review of Science topics used over the term of the Strategic Plan</li> </ul>	
	Year 1	<ul style="list-style-type: none"> <li>Spelling journals, introduction of Maths journals to encourage reflection</li> <li>Staff completing PoLT (allows students to provide teacher feedback)</li> <li>Introduce feedback boxes in classrooms</li> </ul>	
2. Increase student voice across the school through engagement in the curriculum and opportunities for feedback and reflection.			

	Year 2	<ul style="list-style-type: none"> <li>Use of reflection sheets (faces in Junior School; in Middle and Senior School words/ phrases) for students after completing units of work</li> </ul>	<ul style="list-style-type: none"> <li>PoLT assisting staff in teacher direction of student learning</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Regular use of reflection and feedback proformas to ensure students' thoughts are taken into account</li> <li>Circle time as an opportunity for students to use their voice kindly regarding work completed/ social interactions</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>Review of proformas and methodologies introduced over the four years</li> <li>MAT Program held in second half of the year</li> </ul>	
	Year 1	<ul style="list-style-type: none"> <li>Kids' Matter further introduced via staff meetings- Component 3</li> <li>Emotional and social learning commitment at one-two hours per week</li> <li>Use of SWW to support families in crisis</li> <li>MAT Program, Cool Kids' programs addressing student needs</li> </ul>	
<b>Wellbeing</b>  1. Develop an over-arching well- being framework for Kerrimuir based on the Kids Matter program incorporating current effective practices	Year 2	<ul style="list-style-type: none"> <li>Further discussion and implementation of Component 3 of Kids' Matter – Working with Parents and Carers</li> </ul>	<b>Success Criteria (Y1):</b> <ul style="list-style-type: none"> <li>Teacher work programs showing range of social/ emotional learning</li> <li>Circle time occurring in every classroom once per day, as a preventative measure</li> <li>School Forums and targeted curriculum used to effectively prepare Grade 5 and 6 students for their future</li> <li>All teachers using student feedback to cater more effectively for student needs</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Component 4 - Helping students with mental health difficulties</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>Review of Wellbeing Programs and their successes/ needs</li> </ul>	
<b>Productivity</b>	Year 1	<ul style="list-style-type: none"> <li>Strategic Plan goals targeted via Professional Learning and Performance and Development goals for staff</li> <li>PLT resourcing</li> <li>Science resourcing through funds and time</li> </ul>	<b>Success Criteria (Y1):</b> <ul style="list-style-type: none"> <li>Provision of staffing and school resources to support PLTs, Curriculum and professional learning</li> </ul>

<p>1. To allocate resources according to DEECD and school priorities</p>	<p>Year 2</p>	<ul style="list-style-type: none"> <li>▪ Information technology program sourced to ensure involvement by as many students as possible</li> <li>▪ Playground spaces further developed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creation and development of parent/ staff working parties – Cyber-safety and Canteen</li> <li>▪ Professional learning program (via THRASS), improves teacher knowledge which influences student progression</li> <li>▪ Stronger parent support within the school, shown by decreasing number of incidents in classrooms and yard</li> </ul>
	<p>Year 3</p>	<ul style="list-style-type: none"> <li>▪ Staffing used effectively to ensure best quality teachers and aides are sourced via effective and efficient employment practices</li> </ul>	
	<p>Year 4</p>	<ul style="list-style-type: none"> <li>▪ Review of the last 4 years to judge effectiveness of resourcing of priorities</li> </ul>	
<p>2. Develop a whole school Professional Learning program targeting Strategic Plan goals and achievement focuses.</p>		<ul style="list-style-type: none"> <li>▪ Student Resource Package run efficiently to ensure maximum possible number of effective staff are used throughout the school</li> </ul>	
	<p>Year 1</p>	<ul style="list-style-type: none"> <li>▪ Professional Learning directed toward improving explicit teaching of literacy</li> <li>▪ Introduction of Play is the Way Program to target social and work habit development</li> </ul>	
	<p>Year 2</p>	<ul style="list-style-type: none"> <li>▪ Science Professional Learning to update staff skills</li> <li>▪ Hands-on Mathematics day to develop Common tasks across the areas of Mathematics across the school from Prep to Grade 6</li> </ul>	
	<p>Year 3</p>	<ul style="list-style-type: none"> <li>▪ Professional Learning directed at areas of need in Literacy, Numeracy Science</li> </ul>	

3. Strengthen the partnership between parents and school through effective communication	Year 4	<ul style="list-style-type: none"> <li>Professional Learning directed at areas of need in literacy, Numeracy Science</li> </ul>	
	Year 1	<ul style="list-style-type: none"> <li>Review of recent 2015- 16 changes to communication strategies used within the school (teachers outside before and after school, year level newsletters etc)</li> <li>Newsletter information provided by Team Leaders regularly</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>Parent learning targeted toward areas of student need (Parent Expo)</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>Introduction of further Kids' Matter suggestions to improve parent/ school partnership</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>Introduction of further Kids' Matter suggestions to improve parent/ school partnership</li> </ul>	