

School Strategic Plan

Kalinda Primary School 5121

2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed...Gail Pollard</p> <p>Name: Gail Pollard</p> <p>Date..... 13/04/15.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....Steven Grix.....</p> <p>Name: Steven Grix</p> <p>Date..... 13/04/15.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....R. Stephens (NEVR).....</p> <p>Name: R. Stephens (NEVR)</p> <p>Date..... 13/04/15.....</p>

School Profile

<p>Purpose</p>	<p>Kalinda Primary School provides a rich learning environment underpinned by positive relationships where students are valued and supported to realize their potential and become confident, productive, respectful and resilient citizens.</p> <p>At Kalinda Primary School we construct our curriculum so that students develop the essential skills for twenty-first century learners – in literacy, numeracy, elearning, thinking, creativity, teamwork and communication.</p> <p>Together with our community, we develop individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.</p>
<p>Values</p>	<p>Our learning community is founded upon quality relationships characterized by our values:</p> <p>RESPECT: valuing people, property and the environment</p> <p>HONESTY: being truthful and trustworthy</p> <p>COOPERATION: working together as a team and involving all members</p> <p>ENTHUSIASM: being positive and enjoying all aspects of school</p> <p>INITIATIVE: being proactive; thinking individually and creatively</p> <p>CARING: ensuring everyone feels safe, happy, secure and welcome</p> <p>FUN: to enjoy school, the people, the activities, the environment</p> <p>PERSONAL GROWTH: striving to be the best we can be</p>
<p>Environmental Context</p>	<p>Kalinda Primary School is an energetic learning environment which continually seeks ways to further improve our excellent programs so that every student's individual learning needs are met. Our children acquire competencies needed for further education, the workplace of today and the future and the achievement of a quality lifestyle. Kalinda offers a diverse range of specialist programs, including those in Music and Performing Arts, Visual Arts, Physical Education and Sport and Japanese. We offer a range of special interest programs for all children including those with disabilities or special needs. Information technology is well-resourced and incorporated across the curriculum led by teachers with high expertise. We have a 1:1 iPad program in Grades 5 and 6. Kalinda's strong culture of values enjoys an excellent reputation in the local community. The school has spacious, open-plan, colourful, child-centred classroom spaces. We have extensive sporting and recreational facilities for our 466.4 students utilising our 11 acres of land. A full-size basketball stadium with music and multi-use learning area complements these facilities. Out of School Hours Care is offered with morning and afternoon sessions. We have strong sister-school relationships with schools in India and Japan. We have recently visited our sister-school in Japan and will be visiting Jain International Residential School in India later this year. We have a well-established Stephanie Alexander Kitchen Garden program for Grades 3 and 4, utilising our spacious vegetable garden. All students are well supported by our excellent Education Support Staff. All staff at Kalinda are carefully selected to support our values-based culture. In 2015 Kalinda has 20</p>

	classroom teachers and 6 specialist teachers.
Service Standards	

Strategic Direction

	Goals	Targets	Key Improvement Strategies																					
Achievement	To improve student outcomes in literacy and numeracy.	<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>Year 5</td> <td>59.6%</td> <td>>64%</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>30.8%</td> <td>>60%</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>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46.8%</td> <td>>50%</td> </tr> <tr> <td>Writing</td> <td>43.8%</td> <td>>45%</td> </tr> </tbody> </table>	DOMAIN	YEAR	2014	2018	Reading	Year 5	59.6%	>64%	Writing	Year 5	30.8%	>60%	DOMAIN	2014	2018	Reading	46.8%	>50%	Writing	43.8%	>45%	Build teacher capacity in the rigorous use of student performance data and evidence to ensure a consistent whole school approach to teaching and learning.
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		AusVELS data will indicate that every teacher will achieve at least 12 months growth for every student.										
Engagement	To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.	To improve the mean scores in the <i>Students Attitude to School</i> Survey. <table border="1" data-bbox="1111 475 1563 560"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Teacher Empathy</td> <td>4.44</td> <td>>4.50</td> </tr> <tr> <td>School Connectedness</td> <td>4.43</td> <td>>4.50</td> </tr> </tbody> </table>	Factor Name	2014	2018	Teacher Empathy	4.44	>4.50	School Connectedness	4.43	>4.50	Build student empowerment and Student Voice via Challenge Based Inquiry Learning. Embed the use of e- learning across and between all existing levels using current and new technologies.
Factor Name	2014	2018										
Teacher Empathy	4.44	>4.50										
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<p>Wellbeing</p>	<p>To enhance student wellbeing 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>To improve the mean scores in: the <i>Students Attitude to School Survey</i>.</p> <table border="1" data-bbox="1111 300 1563 360"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>5.82</td> <td>>5.9</td> </tr> </tbody> </table> <p>To improve parent survey variables</p> <table border="1" data-bbox="1111 464 1563 584"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.44</td> <td>>4.50</td> </tr> <tr> <td>Student safety</td> <td>4.43</td> <td>>4.50</td> </tr> <tr> <td>Classroom behaviour</td> <td>4.25</td> <td>>4.45</td> </tr> </tbody> </table> <p>Growth on the School Staff Survey</p> <table border="1" data-bbox="1111 663 1619 759"> <thead> <tr> <th rowspan="2">Component</th> <th colspan="2">% endorsement</th> </tr> <tr> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Climate</td> <td></td> <td></td> </tr> <tr> <td>Community & Parent Involvement</td> <td>80%</td> <td>>85%</td> </tr> </tbody> </table>	Factor Name	2014	2018	Student Morale	5.82	>5.9	Factor Name	2014	2018	School Connectedness	4.44	>4.50	Student safety	4.43	>4.50	Classroom behaviour	4.25	>4.45	Component	% endorsement		2014	2018	School Climate			Community & Parent Involvement	80%	>85%	<p>Provide opportunities for students to develop talents and leadership through extra curricula programs to ensure student connectedness</p> <p>Provide opportunities for parents to become better informed about the role that they play in their child's education.</p>
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<p>Productivity</p>	<p>Improve the capacity of the school to function as a strategic organisation.</p>	<p>Growth on the School Staff Survey</p> <table border="1" data-bbox="1111 879 1599 1043"> <thead> <tr> <th rowspan="2">Component</th> <th colspan="2">% endorsement</th> </tr> <tr> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Collective responsibility</td> <td>87%</td> <td>>90%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>72%</td> <td>>80%</td> </tr> <tr> <td>Coherence</td> <td>85%</td> <td>>85%</td> </tr> </tbody> </table> <p>To improve parent survey variables</p> <table border="1" data-bbox="1111 1150 1563 1235"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>4.12</td> <td>>4.50</td> </tr> <tr> <td>General satisfaction</td> <td>4.25</td> <td>>4.45</td> </tr> </tbody> </table>	Component	% endorsement		2014	2018	Collective responsibility	87%	>90%	Staff trust in colleagues	72%	>80%	Coherence	85%	>85%	Factor Name	2014	2018	School Improvement	4.12	>4.50	General satisfaction	4.25	>4.45	<p>Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback.</p> <p>Align all staff P&D plans and professional development with the strategic direction of the school</p>						
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School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement Build teacher capacity in the rigorous use of student performance data and evidence to ensure a consistent whole school approach to teaching and learning.	Year 1	<ul style="list-style-type: none"> Analyse performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum. 	<ul style="list-style-type: none"> Data is entered and tracked on Grade Expert. Scheduled whole school moderation is in place. Scheduled whole school moderation is in place
		<ul style="list-style-type: none"> Timetable weekly level (horizontal) PLT's to schedule collaborative time to examine data and plan for differentiation. 	<ul style="list-style-type: none"> Work programs on Share Point reflect differentiated planning. Weekly PLT's and team meetings established ensuring data analysis, planning and delivery of a differentiated curriculum.
	Year 2	<ul style="list-style-type: none"> Use Curriculum PLT (vertical) and level PLT (horizontal) to ensure consistency and whole school alignment. 	<ul style="list-style-type: none"> Data on GradeXpert is used to evaluate student progress and to inform differentiation in planning. Documented curriculum units demonstrate refinement of whole school approach to teaching and learning through horizontal and vertical alignment.
		<ul style="list-style-type: none"> Weekly level PLT's are timetabled. 	<ul style="list-style-type: none"> Weekly PLT's and team meetings established ensuring data analysis, planning and delivery of a differentiated curriculum.
	Year 3	<ul style="list-style-type: none"> Professional development in data analysis to inform planning, delivery and assessment of a differentiated curriculum. 	<ul style="list-style-type: none"> Planners show consistent whole school approach to teaching and learning.
		<ul style="list-style-type: none"> Evaluate the effectiveness of the PLT's in building teacher capacity in the use of data to plan a differentiated program. 	<ul style="list-style-type: none"> An audit documents the effectiveness of PLT's in teacher capacity building.
	Year 4	<ul style="list-style-type: none"> Evaluate the delivery and assessment of a differentiated curriculum. 	<ul style="list-style-type: none"> Comprehensively documented curriculum is aligned vertically and horizontally. Enhanced teacher capacity is demonstrated through differentiated planners and value adding (student outcomes).

<p>Engagement</p> <p>Develop and implement a curriculum that encompasses inquiry and student voice which connects learning to the world.</p>	Year 1	<ul style="list-style-type: none"> Develop a framework that embeds inquiry into curriculum planning, connecting learning to the world. 	<ul style="list-style-type: none"> Evidence of inquiry embedded in units of work, explicitly connecting student learning to the world.
		<ul style="list-style-type: none"> Source and implement opportunities to develop student voice. 	<ul style="list-style-type: none"> Establishment of PAT (Principal’s Action Team) and AP Wellbeing Team. Evidence of increased Student leadership portfolio.
		<ul style="list-style-type: none"> Review current school wellbeing and transition programs. 	<ul style="list-style-type: none"> Documentation of review/audit outlining the transition programs.
	Year 2	<ul style="list-style-type: none"> Refine curriculum planning, connecting learning to the world. 	<ul style="list-style-type: none"> Curriculum planning documentation. Links made with a Sister school in China.
		<ul style="list-style-type: none"> Refine programs which promote opportunities for student voice. 	<ul style="list-style-type: none"> PAT and Wellbeing Action Team implemented with regular student meetings.
		<ul style="list-style-type: none"> Design effective transitions program to include transition K-F, Year 6-Year 7, transitions across the year levels and transitions into and out of the school. Implement transition programs. 	<ul style="list-style-type: none"> Evidence of improved student transitions programs (e.g. whole school transition, foundation and 3 year old programs).
	Year 3	<ul style="list-style-type: none"> Enhance curriculum planning, connecting student learning to the world. 	<ul style="list-style-type: none"> Planning of curriculum connecting learning to the world is embedded in level planning meetings and Curriculum Planning Days.
		<ul style="list-style-type: none"> Extend programs which promote opportunities for student voice. 	<ul style="list-style-type: none"> Documented programs that provide opportunities to develop student voice.
		<ul style="list-style-type: none"> Refine and extend transitions programs and processes. 	<ul style="list-style-type: none"> Documented evidence of transitions programs improved and embedded.
	Year 4	<ul style="list-style-type: none"> Review Inquiry based, global curriculum. 	<ul style="list-style-type: none"> Documented review of curriculum and inquiry links.
		<ul style="list-style-type: none"> Evaluate effectiveness of programs which develop student voice opportunities. 	<ul style="list-style-type: none"> Student Attitudes to School Survey show improved student achievement and engagement scores as reflected in targets.
		<ul style="list-style-type: none"> Evaluate current school transitions programs and processes. 	<ul style="list-style-type: none"> Documented evidence of school transition program evaluation.

Embed the use of e- Learning across and between all existing levels using current and new technologies.	Year 1	<ul style="list-style-type: none"> • Staff, Student and Parent questionnaires developed by e-Learning Leading Teacher. 	<ul style="list-style-type: none"> • Staff, Student and Parent questionnaires conducted.
		<ul style="list-style-type: none"> • Audit e-Learning across the school. 	<ul style="list-style-type: none"> • Documented findings of audit.
		<ul style="list-style-type: none"> • e-Learning Plan developed by e-Learning Strategic Plan Leader and e-Learning PLT. 	<ul style="list-style-type: none"> • Documented e-Learning Plan.
	Year 2	<ul style="list-style-type: none"> • Refine, modify and implement e-Learning Plan. 	<ul style="list-style-type: none"> • e-Learning Plan updated
		<ul style="list-style-type: none"> • Professional development and coaching in the use of technologies and the new Australian curriculum provided by ICT specialists. 	<ul style="list-style-type: none"> • Successful integration of new hardware and software across the school to enhance curriculum as evidenced in teaching and learning. • Embedded use of digital technologies.
	Year 3	<ul style="list-style-type: none"> • Continue to extend and embed the use of e-Learning and to monitor, refine and modify e-Learning Plan. 	<ul style="list-style-type: none"> • Teacher planning documents show evidence of e-Learning embedded meaningfully with explicit teaching. • Evidence of data collection, surveys and questionnaires.
	Year 4	<ul style="list-style-type: none"> • Review the use of e-Learning across and between all levels. 	<ul style="list-style-type: none"> • Documented audit of the use of e-Learning across and between all levels.
		<ul style="list-style-type: none"> • Assess the success of the e-Learning Plan. 	<ul style="list-style-type: none"> • Documented evidence of the success of the e-Learning Plan.

Wellbeing Enhance individual student self-acceptance, resilience and citizenship.	Year 1	<ul style="list-style-type: none"> Review current wellbeing programs. Wellbeing PLT implemented. 	<ul style="list-style-type: none"> Documentation of review/audit outlining wellbeing programs. Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets. 	
		<ul style="list-style-type: none"> Familiarise school community with Student Engagement and Wellbeing policy via newsletters website and assemblies. 	<ul style="list-style-type: none"> Student Engagement and Wellbeing policy made available via various forums. 	
	Year 2	<ul style="list-style-type: none"> Implement wellbeing programs. 	<ul style="list-style-type: none"> Documented evidence of wellbeing programs improved and embedded. 	
		<ul style="list-style-type: none"> Opportunities for teacher professional development (e.g. New YCDI module on “Self-Acceptance”). 	<ul style="list-style-type: none"> Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets. 	
	Year 3	<ul style="list-style-type: none"> Refine and extend wellbeing programs and processes. 	<ul style="list-style-type: none"> Documented evidence of wellbeing programs improved and embedded. 	
	Year 4	<ul style="list-style-type: none"> Evaluate current school wellbeing programs and processes. 	<ul style="list-style-type: none"> Documented evidence of evaluation. 	
	Build strategies to strengthen positive relationships and enhance both home/school partnerships	Year 1	<ul style="list-style-type: none"> Audit and develop opportunities to strengthen home/school partnerships (e.g. Inclusion of Parent experts and Parent helpers). 	<ul style="list-style-type: none"> Partnerships strengthened through communication (e.g. assemblies, newsletters, website, class blogs, Parent –Teacher conferences, Parent expert enrichment programs and school events).
			<ul style="list-style-type: none"> Community events (e.g. school carnival) promoted at assemblies, via the website, newsletter and flyers. 	<ul style="list-style-type: none"> Community events promoted via multiple communication sources.
<ul style="list-style-type: none"> Several Parent Helper training sessions offered during the year. 			<ul style="list-style-type: none"> Parent training sessions conducted. 	
<ul style="list-style-type: none"> Experienced teacher allocated time to lead and promote the parent expert enrichment program. 			<ul style="list-style-type: none"> Parent Experts deliver enrichment programs. 	
Year 2		<ul style="list-style-type: none"> Build strategies to strengthen home/school partnerships. Continue to run multiple Parent Helper sessions during the year. 	<ul style="list-style-type: none"> Extended enrichment program with parent experts delivering programs. Increased attendance of parents at Parent Helpers course and community building events. Increased number of parent helpers in the 	

			classrooms.
	Year 3	<ul style="list-style-type: none"> Continue to build home/school partnerships through community building events (e.g. working bees and information sessions). 	<ul style="list-style-type: none"> Parent experts delivering enrichment programs. Increased attendance of parents at Parent Helpers course and community building events. Increased number of parent helpers in the classrooms.
	Year 4	<ul style="list-style-type: none"> Review and assess home/school partnerships. 	<ul style="list-style-type: none"> Documented evaluation of parent expert enrichment programs showing student, staff and parent feedback. Improved Staff Opinion survey showing increased percentage endorsement on Parent and community involvement (school climate) as indicated in targets.
<p>Productivity</p> <p>Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback.</p>	Year 1	<ul style="list-style-type: none"> Peer learning and Coaching Model is drafted, discussed and implemented. 	<ul style="list-style-type: none"> Peer learning and coaching model is documented. Documented coaching articulated in leaders PDPs.
		<ul style="list-style-type: none"> Graduate teachers receive coaching with an external consultant 2-3 times per term and teachers receive coaching a minimum of 1-2 times per semester with either a school leader or external consultant. 	<ul style="list-style-type: none"> Teachers complete a minimum of 3 professional learning sessions including either PLVs (Professional Learning Visits) and CVs (Collegiate visits) per term.
		<ul style="list-style-type: none"> Teachers share expertise and skills through peer learning program. 	<ul style="list-style-type: none"> Teachers demonstrate a clear understanding of peer learning expectations and demonstrate commitment to sharing expertise.
	Year 2	<ul style="list-style-type: none"> Peer learning and coaching model is strengthened and embedded into school culture. 	<ul style="list-style-type: none"> Teachers complete a minimum of 3 professional learning sessions including 2 PLVs (Professional Learning Visits) and 1 CVs (Collegiate visits) per term.
		<ul style="list-style-type: none"> Professional learning is provided on giving effective feedback to colleagues. 	<ul style="list-style-type: none"> Teachers document PLV and CV reflections.
	Year 3	<ul style="list-style-type: none"> Peer learning and coaching model is refined. 	<ul style="list-style-type: none"> Teachers complete a minimum of 3 professional learning sessions including 2 PLVs (Professional Learning Visits) and 1 CVs (Collegiate visits) per term.
		<ul style="list-style-type: none"> Teacher feedback on peer learning and the coaching model is elicited. 	<ul style="list-style-type: none"> Percentage endorsement shows incremental improvement in Staff trust.

	Year 4	<ul style="list-style-type: none"> Peer learning is evaluated. 	<ul style="list-style-type: none"> Documented evaluation of PLV and CV embedded into teaching practice. Percentage endorsement shows improvement in Staff trust.
Enhance the school's capacity through a distributed and instructional leadership model.	Year 1	<ul style="list-style-type: none"> Design a distributed and Instructional Leadership model. 	<ul style="list-style-type: none"> Evidence of a distributed leadership and Instructional leadership model. Leaders and aspirant leaders articulate smart goals and strategies in PDP.
		<ul style="list-style-type: none"> Provide Team Leads and Leading Teachers with additional time release for planning, professional collaboration, mentoring, coaching and Leadership development. 	<ul style="list-style-type: none"> Documented evidence (minutes, agendas and professional readings).
	Year 2	<ul style="list-style-type: none"> Implement the distributed and instructional leadership model. 	<ul style="list-style-type: none"> Coaching and mentoring by leaders and aspirant leaders evident. Leaders engage and assist with mid- year PDP.
		<ul style="list-style-type: none"> Professional development provided through Leadership Meetings and formal PD. 	<ul style="list-style-type: none"> Leaders and Aspirant leaders deliver targeted and explicit mentoring.
	Year 3	<ul style="list-style-type: none"> Refine the distributed and instructional leadership model. 	<ul style="list-style-type: none"> Leaders and aspirant leaders provide coaching, mentoring, modelling and feedback. Openness, trust and interdependence as evidenced by robust professional conversations, shared practice and collaboration. Strong whole school focus on teaching and learning demonstrated in the understanding of what constitutes and contributes to quality learning and teaching.

	Year 4	<ul style="list-style-type: none">• Evaluate the distributed and instructional leadership model.	<ul style="list-style-type: none">• Documented evaluation of the distributed and instructional leadership model.• Professional collaboration lifts student outcomes as evidenced in achievement targets.• Teacher mind shift from viewing distributed leadership as a discrete organisational strategy to a broader view which reflects a diverse range of initiative and practices of collaboration and shared understandings for school improvement.• Feedback from teachers indicates that collaboration is experienced by teachers as professionally rewarding and enriching.
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