



Kaleen Primary School

Network: Belconnen



Strategic Plan 2018-2022

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School Profile

Context

Kaleen suburb is undergoing significant urban renewal and demographic change and these factors are reflected in the changing student population of Kaleen Primary School. In addition, over the last four years Kaleen Primary School has taken a direction away from streamed classes to an inclusive model. The school has recently developed a School Enrolment Management Plan (SEMP) to prioritise 'in area' and 'concurrent sibling' enrolments. In area enrolments have increased from 50% of the school population in 2014 to 52% in 2018. During that same period the Index of Community Socio-Educational Advantage (ICSEA) rating dropped from 1139 to 1115. This identifies changing factors in our students' family backgrounds (parents' occupation, school education and non-school education) from information provided by parents. In 2014, 42% of students were identified with language backgrounds other than English and this has increased to approximately 49% of students in 2018.

Mission

To engage, equip and empower all children and young people to learn for life.

Vision

At Kaleen Primary School we are committed to working with parents as partners in learning to ensure that all students succeed. We are committed to the holistic development of every child - socially, emotionally, academically, culturally and physically. We build our student's knowledge in cross-disciplinary, critical and creative thinking, and problem solving skills with the aim of developing our students as future focused 21st century learners. As a professional learning community, we work collaboratively to ensure all students achieve their learning potential and enjoy coming to school to learn, share, celebrate and have fun.

Values

Values education is an important part of all that we do at our school. The aim is to promote a common ethic which has major influences on behaviour and attitudes and to provide guidelines in all situations. Our school community endeavours to learn and live together in a supportive environment where all are valued and celebrated.

Community consultation identified the values that resonate with students, staff and parents:

- Respect
- Learning
- Responsibility
- Creativity
- Empathy

These values are integral to our school's 2018-2022 Positive Behaviour for Learning (PBL) program's expectations that:

- We are safe
- We are respectful
- We are responsible
- We are learners

Teacher Beliefs

- All students can learn and develop a love of learning
- We are passionate about teaching and learning
- Assessment is feedback to us about us (we don't blame our students)
- Learning is a dialogue not a monologue
- Everyone is free to make mistakes
- We are learners, evaluators and change agents

School Improvement Planning

Priority One: Improve student outcomes in literacy (reading and writing), numeracy and STEM using an evidence based approach¹

Student outcomes to be achieved through this priority include:

- The percentage of students achieving expected or above expected growth as measured by PIPS and NAPLAN Targets is increased
- The percentage of student outcomes in Literacy, Numeracy and STEM as measure by PAT Online and School Based Reports is increased

Targets

The following targets have been created to ensure the school is sustaining and building upon its current level of performance. 'Measure a' (green text) is focused on maintaining current level of performance, 'measure b' (orange text) aims to extend on previous performance and 'measure c' is ambitious and highly aspirational.

Priority One Targets

By the end of 2022 we will achieve the following:

Growth Targets for Literacy and Numeracy

- **P1.1a:** Ensure at least 50% of students achieve at or above expected growth ('value added') in Maths and Reading (PIPS)
- **P1.1b:** Ensure at least 65% of students achieve at or above expected growth ('value added') in Maths and Reading (PIPS)
- **P1.1c:** Ensure at least 80% of students achieve at or above expected growth ('value added') in Maths and Reading (PIPS)
- **P1.2a:** Achieve the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy (NAPLAN SMART Data)
- **P1.2b:** Achieve between 0.1 and 10 points above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy (NAPLAN SMART Data)
- **P1.2c:** Achieve 10 points above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy (NAPLAN SMART Data)
- **P1.3a:** Ensure that at least 50% of our students achieve at or above expected growth in Reading, Writing & Numeracy (NAPLAN SMART Data)

¹ See evidence base reference list

- P1.3b: Ensure that at least 60% of our students achieve at or above expected growth in Reading, Writing & Numeracy (NAPLAN SMART Data)
- P1.3c: Ensure that at least 70% of our students achieve at or above expected growth in Reading, Writing & Numeracy (NAPLAN SMART Data)

Targets for Achievements Against Similar Schools

- P1.4a: Achieve results that are within 0.2 (+or-) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).
- P1.4b: Achieve one or more results that are above 0.2 (+) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).
- P1.4c: Achieve two or more results that are above 0.2 (+) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).

Targets for Achievements of STEM Subjects

- P1.5a: Maintain the average level of K-6 achievement demonstrated in Number (Semester 1 & 2 student school based reports)
- P1.5b: Increase the average level of K-6 achievement demonstrated in Number by between 0.1 and 0.5 (Semester 1 & 2 student school based reports)
- P1.5c: Increase the average level of K-6 achievement demonstrated in Number by more than 0.5 (Semester 1 & 2 student school based reports)
- P1.6a: Maintain the school's average Stanine score of PAT Maths Term 4 Assessment (Y2-6)
- P1.6b: Increase the school's average Stanine score of PAT Maths Term 4 Assessment by 0.1 to 0.5 stanine (Y2-6)
- P1.6c: Increase the school's average school Stanine score of PAT Maths Term 4 Assessment by more than 0.5 stanines (Y2-6)
- P1.7a: Maintain the average level of K-6 achievement demonstrated in Science Inquiry (Semester 1 and 2 student school based reports)
- P1.7b: Increase the average level of K-6 achievement demonstrated in Science Inquiry by between 0.1 and 0.5 (Semester 1 & 2 student school based reports)
- P1.7c: Increase the average level of K-6 achievement demonstrated in Science Inquiry by more than 0.5 (Semester 1 and 2 student school based reports)
- P1.8a: Maintain the average level of K-6 achievement demonstrated in Design Technology outcomes (Semester 1 & 2 student school based reports)
- P1.8b: Increase the average level of K-6 achievement demonstrated in Design Technology by between 0.1 and 0.5 (Semester 1 & 2 student school based reports)
- P1.8c: Increase the average level of K-6 achievement demonstrated in Design Technology by more than 0.5 (Semester 1 & 2 student school based reports)
- P1.9a: Maintain the school's average Stanine score of PAT Science Term 4 Assessment (Y3-6) *2018 Baseline data established in term 1
- P1.9b: Increase the school's average Stanine score of PAT Science Term 4 Assessment by 0.1 to 0.5 stanine (Y3-6) *2018 Baseline data established in term 1
- P1.9c: Increase the school's average Stanine score of PAT Science Term 4 Assessment by more than 0.5 stanines (Y3-6) *2018 Baseline data established in term 1

National School Improvement Tool – Domain focus: *Domain 6 - Systematic curriculum delivery*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Education Directorate Priority: Demonstrate evidence informed decision making

| Key Improvement Strategies | Timeline(s) | Responsibility | Targeted Resources | Key Performance Indicators |
|---|-------------|--|---|--|
| 1.1. Build staff capacity by investing in professional learning and enhancing feedback practices | 2018-2022 | School Leadership Team (SLT) | Professional Learning and Staffing Budget | <ul style="list-style-type: none"> Term 1 2018: Whole School Professional Learning Plan is created and time is dedicated to improving Literacy, Numeracy and STEM outcomes Terms 1-4 2019-2022: Whole school teaching practices are evidence based and reflect our vision Terms 1-4 2019-2022: Teachers adjust their teaching based on feedback Terms 1-4 2019-2022: A process is developed to enhance coaching and mentoring practices in Literacy (reading & writing) and Numeracy |
| 1.2. Use data effectively to improve learning | 2018 -2021 | SLT & School Administration System (SAS) Teams | PAT Maths and Science Online, Action Learning Professional Learning | <ul style="list-style-type: none"> Term 1 2018: Data Plan is created and aligns with KPS strategic plan 2018-2022 Terms 1-4 2018: Teaching and Learning Meetings minutes are on Google Drive and reflect a focus on student learning and use of data Terms 1-4 2018-2022: Each student will have personalised learning goals (writing, reading & numeracy) Terms 1-4 2019-2021: Teachers engage in action learning process and utilize Assessment for Learning (AFL) strategies |
| 1.3. Embed contemporary curriculum and pedagogical practices | 2018-2022 | SLT & Whole staff | Directorate's Curriculum Team | <ul style="list-style-type: none"> Terms 1-4 2018: Professional Learning offered in Australian Curriculum (Writing, Reading, Numeracy and STEM) Terms 1-4 2018-2022: Specialist STEM and Sustainability programs (incorporating creativity and entrepreneurial thinking) are offered across the school Term 1 2019: Literacy, numeracy and science curriculum documents updated to achieve vertical and horizontal alignment |
| 1.4. Develop opportunities for enrichment, extension, learning support and student centred learning | 2018-2022 | SLT & Response To Intervention (RTI) Teams | RTI, Assessment for Learning (AFL) and Data Professional Learning | <ul style="list-style-type: none"> Term 1 2018: RTI Team is established Terms 1-4 2018-2020 Effective RTI procedures are in place to improve Literacy and Numeracy outcomes (reteach and enrichment) |

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> • Term 3 2018 – Term 4 2018 Passion Enrichment At Kaleen (PEAK) program is developed and implemented • Terms 1-4 2019-2022: Students are engaged in their learning, have choice in their learning and have opportunity to take part in passion projects. |
|--|--|--|--|---|

Priority Two: Enhance school culture and promote social and emotional wellbeing²

Student outcomes to be achieved through this priority include:

- Increase student outcomes in Social Emotional Learning as measured by student school based reports and school/system surveys.

Priority Two Targets

By the end of 2022 we will achieve:

- **P2.1a: Maintain the average level of K-6 achievement demonstrated in SEL outcomes (Semester 1 & 2 student school based reports)**
- **P2.1b: Increase the average level of K-6 achievement demonstrated in SEL outcomes by between 0.1 and 0.5 (Semester 1 & 2 student school based reports)**
- **P2.1c: Increase the average level of K-6 achievement demonstrated in SEL outcomes by above 0.5 (Semester 1 & 2 student school based reports)**
- **P2.2a: Achieve 65-74% average on all PBL School Evaluation Tool (SET) assessments**
- **P2.2b: Achieve 75-84% average on all PBL School Evaluation Tool (SET) assessments**
- **P2.2c: Achieve 85-100% average on all PBL School Evaluation Tool (SET) assessments**
- **P2.3a: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 by 2021(ASCSIMT)**
- **P2.3b: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 to below 8% in 2021**
- **P2.3c: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 to below 4% in 2021**
- **P2.4a: Reduce the number of students who are severely and moderately concerned about 'Classroom Disruption' from 18.7% in 2017 by 2021**
- **P2.4b: Reduce the number of students who are severely and moderately concerned about 'Classroom Disruption' from 18.7% in 2017 to below 14% in 2021**
- **P2.4c: Reduce the number of students who are severely and moderately concerned about 'Classroom Disruption' from 18.7% in 2017 to below 10% in 2021**

National School Improvement Tool – Domain focus: *Domain 3 - A culture that promotes learning*

National Quality Standard – Quality Area focus: *Quality Area 3 - Physical environment*

Education Directorate Priority: Foster a learning culture

² See evidence base reference list

| Key Improvement Strategies | Timeline(s) | Responsibility | Targeted Resources | Key Performance Indicators |
|---|-------------|--|---|--|
| 2.1. Work in partnership with the school community to implement Positive Behaviours for Learning (PBL) and continue to build an inclusive and positive school culture | 2018-2022 | SLT Strategic Plan (SP) PBL Team | Directorate PBL Team & School Administration System (SAS) | <ul style="list-style-type: none"> Term 1-4 2018: Implementation of Lift Off Social Emotional Learning (SEL) program (with the possibility of extension until 2022) Terms 1-4 2018-2022: The Arts program is valued & embedded Terms 1-3 2018-2022: Progress evident on Cultural Integrity Continuum Term 3 2018: PBL Plan is developed (containing timelines, professional learning and budget considerations) Term 1-4 2019-2021: PBL School Evaluation Tool SET Evaluations |
| 2.2. Develop a School Community Communication Strategy to better connect with all stakeholders | 2018-2022 | SLT, P&C, Board, staff and staff community liaison rep | Directorate Social Media Guidelines, Digital Portfolio & GAFE Professional Learning | <ul style="list-style-type: none"> Term 1 2018: Staff Meetings agendas and minutes are on Google Drive Terms 1-2 2018: Digital Portfolios guidelines are established and trialed across the school to increase parent feedback to their children Terms 1-4 2018-2022: A staff community liaison representative is identified and variety of parent information sessions is offered Term 2 2018: School Social Media Platforms established, Social Media guidelines are created Term 3 2018-2022: Work with the P&C and Board to increase community engagement and participation |
| 2.3. Connect with partnership schools, tertiary institutions, community organisations and businesses to support student learning | 2018 | SLT | University of Canberra, YMCA, Volunteers Australia & School Directorate Support | <ul style="list-style-type: none"> Terms 1-4 2018: Explore opportunities to collaborate with stakeholders Terms 3-4 2018: Participate in University of Canberra Spatial reasoning research project Terms 3-4 2018: YMCA volunteering reading partnership |
| 2.4. Enhance the preschool outdoor learning environment and increase community and family partnership opportunities | 2019-2022 | SLT & Preschool Team | Infrastructure and Capital Works (ICW) | <ul style="list-style-type: none"> Terms 1-4 2019-2020: Formalise and embed Men's Shed Partnership Terms 1-4 2019-2022: Increase preschool's cultural inclusivity mapping progress on Cultural Integrity Continuum Terms 1-4 2019-2022: Enhance the outdoor learning environment |

Evidence Base Reference List

Literacy

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Endorsements

School Principal

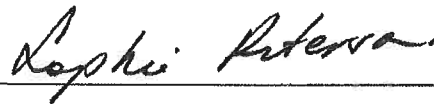
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Name: Chris Shaddock

Board Chair

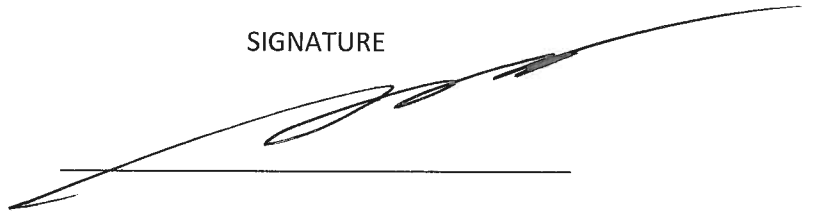
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Name: Sophie Peterson

Director School Improvement

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Name: George Palavestra