


School Strategic Plan for:

Kilmore Primary School

1568

2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name Jennene Cooney</p> <p>Date: 8/05/15</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name: David MacBean</p> <p>Date: 8/05/15</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: </p> <p>Name : Tony Gooden</p> <p>Date : 6/5/15</p>

School Profile

<p>Purpose</p>	<p><i>Kilmore Primary School fosters a community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.</i></p>
<p>Values</p>	<p>At Kilmore Primary School we endeavour to promote a healthy, supportive and secure environment for all members of the community. The following values are seen as central to the life of our school and provide a strong foundation for social and emotional learning and values education, high expectations for academic achievement, pride in ourselves, our learning achievements and our learning environment, and the provision of a safe and secure learning environment for the whole school community. Our Start-Up programs at the beginning of each year focus strongly on these behavioural and academic expectations. This enables us to create a community of learners who have shared goals and expectations of themselves and others, which in turn promotes an environment that supports and encourages our students to achieve their full potential.</p> <p><i>Kind, Proud and Safe</i></p> <p>Kind – Social and Emotional Learning and Values Education, being a Responsible and Active member of a Learning Community</p> <p>Proud – High Expectations for Academic Learning, Positive involvement in all School Activities, Pride in our School and in our Learning Environment, Pride in Self</p> <p>Safe – Safe and Secure Learning Environment, Safe Practices, Student Engagement and Wellbeing</p> <p>In our community these values are also demonstrated when:</p> <ul style="list-style-type: none"> • Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners • Diversity is seen as enriching our school and is valued and respected • Partnerships between students, staff, parents and the wider community are fostered and valued • Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active responsible citizens • Students are expected to take responsibility for their learning and their behaviour • All community members are working towards a shared goal • Students and staff work hard despite problems or obstacles.

Environmental Context

Kilmore Primary School is located in Lancefield Road, Kilmore; an historic rural town 58km north of Melbourne. There are approximately 410 students enrolled at the school this year. Our school has 36.99 equivalent full-time staff: 3 Principal Class, 27.4 Teachers and a number of full and part time aides. Our SFO in 2014 was 0.4376

Our modern facilities include a number of triple and double learning studios all equipped with 21st century learning technologies, art room, library, hall, ICT centre, separate playground areas for Prep-Grade 2 and Grade 3-6 students, an outdoor fitness circuit, two outdoor basketball courts, and a BER Stadium Complex comprising a full size indoor basketball court, music room, meeting room and kitchen. Before and after school care operates on the school site 5 days a week during school terms and school holidays.

We offer a current and relevant AusVELS curriculum, delivered with modern pedagogies in a high quality, whole school approach to teaching and learning. We provide Music, Art, Physical Education, and ICT as weekly Specialist Programs. Spanish is our Foundation to Grade 2 LOTE program. Additional programs and activities such as Junior Leadership Team, Choir, School Rock Band, Buddies, Clubs, Gardening Club, Active After-School Program, Swimming, Lunchtime Sports, Homework Club, lunchtime activities, camps, excursions, and incursions encourage student participation and opportunities for student leadership. We host the Junior Auskick program on our school oval each Sunday in the football season for over 180 children, half of which attend our school.

This year we have 19 classrooms operating in the school. These consist of 3 x Foundation, 3 x Grade 1's, 3 x Grade 2's, 6 x Grade 3/4's and 4 x Grade 5/6's. We have straight grades in the lower levels and composite grades in the upper levels at present. The school is organised so that Prep – 2 are on one side of the school (Junior Grades) and 3 – 6 classes are on the other side of the school (Upper Grades). Our school timetable is based on 6 x 50 minute sessions per day.

Our ongoing commitment to Student Wellbeing is supported by a dedicated Student Wellbeing Assistant Principal, and our involvement the Kids Matter Mental Health Initiative. This has been a major focus over the past 3 years and has provided many benefits across the whole school community, including a stronger parent presence in the school. Our comprehensive School Wide Positive Behaviour Management Program links well with the Kids Matter Initiative and focuses on our school values, the explicit teaching of positive behaviours and learning routines, restorative justice and developing resilience and responsibility in our students.

Parent participation in the school has improved over the past 12 months. We have been overwhelmed by the large number of parents attending whole school events such as our Annual Science Night, afternoons for Presentations of Student Project Work, and our 3 Way Conferences. Our Classroom Helpers program has been very well attended. We have a small but regular band of parent helpers who want to be part of working bees and fundraising activities, and are dedicated and keen to see the school improve and progress. This group has created a Native Bush Tucker Garden at the front of the school, a Grade 2 Play and Learn garden, a Prep Sand Garden, and plans for a Spanish Garden are underway. These activities and improvements to the school grounds have raised a lot of interest and support from the school and wider community.

There are three other large schools within the immediate local area. These are The Kilmore International School, St. Patricks Catholic Primary School, and Assumption College. We have an active partnership with Assumption College. VCAL students come to

	<p>our school to complete elements of their education, including a Buddy program with our 5/6 students. We also accept Assumption students for the completion of their Community Service and Work Experience. Assumption College hire our Stadium Complex for training and sports events.</p> <p>Transition programs are in place for Pre-School to Prep transitions, which include meetings with Pre-School staff, scheduled Orientation Days, Discovery Days, and information mornings and evenings. We have high number of students entering at Prep Level each year with below standard social, emotional and educational standards for their age. This makes the K – P transition process even more important and our Prep teachers spend a great deal of time focusing on transition elements at the beginning of each year, as well as identifying the students who need testing from outside agencies such as Speech Therapists and O.T.'s.</p> <p>Transition to High School programs are provided for our Grade 5 and 6 students in Second Semester. The Grade 6 students typically go to one of three schools for their Secondary Education. These are Assumption College, Broadford Secondary College and Wallan Secondary College. Broadford and Wallan Secondary Colleges have ongoing transition programs throughout the year, whereas Assumption College only has one or two days towards the end of the year. There is a Transition program in place for students coming in to the school during the school year. These students are assigned a 'Buddy' and have regular follow up visits from Leadership</p>
<p>Service Standards</p>	<p>Service Standards</p> <p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.	Improve student learning outcomes in Literacy and Numeracy	<ul style="list-style-type: none"> According to AusVELS teacher data, an increase in the proportion of students achieving at B or A: 	Create a whole school culture of High Expectations

<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>		<ul style="list-style-type: none"> - in Reading (P-6) from 29.1 to 35% - in Writing (P-6) from 10.5 to 25% - in Speaking and Listening (P-6) from 3.0 to 25% - in Numeracy (P-6) from 14.2 to 25% <ul style="list-style-type: none"> • According to AusVELS teacher data, a decrease in the proportion of students achieving at D or E: <ul style="list-style-type: none"> - in Reading (P-6) from 18.6 to 15% - in Writing (P-6) from 23.7 to 15% - in Speaking and Listening (P-6) 9.3 to 7.5% - in Numeracy (P-6) from 20% to 15% • A decrease in the percentage of Year 3 students achieving at or below the National Minimum Standard (NMS) in NAPLAN: <ul style="list-style-type: none"> - in Reading from 13.7 to 10% - In Writing from 4% to 2% - In Numeracy from 24.5 to 10% • A decrease in the percentage of Year 5 students achieving at or below the National Minimum Standard (NMS) in NAPLAN: <ul style="list-style-type: none"> - in Reading from 15.9 to 10% 	<p>Build the capacity and efficacy of teachers to deliver whole school Literacy and Numeracy programs consistently</p> <p>Improve teacher capacity to accurately assess student progress and teach at point of need</p>
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		<ul style="list-style-type: none"> - in Writing from 16.2 to 10% - in Numeracy from 24.4 to 10% <ul style="list-style-type: none"> • An increase in the percentage of students who achieve higher Relative Gains for NAPLAN assessments: <ul style="list-style-type: none"> - in Reading from 31.7 to 35% - in Writing from 20.5 to 30% - in Numeracy from 16.7 to 25% • According to staff survey, a percentage endorsement for collective efficacy will increase from 30% to 75% (school Climate Survey) • According to staff survey, a percentage endorsement for academic emphasis will increase from 28% to 75% 	
<p>Engagement</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>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>Improve student engagement in their learning</p>	<ul style="list-style-type: none"> • A decrease in student absenteeism from 15.88 to 13.0 (P-6) by 2016 • Annual improvement in the student attitudes to school variables of <ul style="list-style-type: none"> -stimulating learning environment from 4.07-5.0 -Student Motivation from 4.63-5.4 • A decrease in Unexplained student absenteeism from 7.11 days to 2 days • An annual improvement in the proportion of parents reporting satisfaction with transition on each of the parent opinion survey questions building from 5.62 	<p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community</p> <p>Improve the monitoring and recording of student absenteeism</p> <p>Improve the transition process for students coming into the school, moving from one level to the next, and transition to Year 7.</p>

<p>Wellbeing</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>Ensure all members of the school community are in a safe and supportive learning environment</p>	<ul style="list-style-type: none"> An annual improvement in the student attitudes to school variables in <ul style="list-style-type: none"> -student safety from 4.19-4.4 -student behaviour from 3.0-3.4 -school connectedness from 4.21-4.4 <p>An Annual improvement in the Parent Survey</p> <ul style="list-style-type: none"> -Student safety from 4.59 to 5.2 -Classroom behaviour from 3.03 to 4.0 	<p>Further develop and embed the School Wide Positive Behaviour Support Program</p> <p>Build a community where everyone is empowered to help reduce the incidence of bullying and cyber bullying</p> <p>Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing</p>
<p>Productivity</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 communication with the school and the broader community</p> <p>Create a whole school culture of accountability and feedback</p>	<p>An annual improvement in the Staff survey</p> <ul style="list-style-type: none"> -trust in parents and students from 27% to 70% -school level support from 32% to 70% -Feedback from 33% to 65% 	<p>Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community</p> <p>Create processes and procedures that support quality Professional Learning</p> <p>Improve role clarity and accountability processes</p> <p>Release time and timetabling allows for observations and feedback</p>

School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p> <p>Create a whole school culture of High Expectations</p>	<p>Year 1</p>	<p>High Expectations - Teachers Staff Induction and Mentoring</p> <ul style="list-style-type: none"> • Develop Quality Induction program for all new staff • Mentor teachers allocated to new staff <p>KPS teaching and Learning Protocols</p> <ul style="list-style-type: none"> • Review and reach agreement with all staff regarding content and implementation expectations • Develop a process to regularly monitor effective school wide implementation • Link to P&D Process <p>Classroom Observations and Feedback</p> <ul style="list-style-type: none"> • Provide appropriate Professional Learning linked to AITSL standards and high quality feedback • Implement initial stages of Classroom Observations program <p>Learning Routines & Behaviour</p> <ul style="list-style-type: none"> • Establish and maintain School Wide Positive Learning Routines and Behavioural Expectations in each learning area (Including SWPBS Start Up program each year) 	<ul style="list-style-type: none"> • All graduate teachers achieve VIT registration • Regular meetings held with new staff and induction material distributed • All Elements of the KPS Teaching and Learning Protocols in place for each teacher • Performance and Development Cycle linked to whole school goals, AITSL standards and KPS Teaching and Learning Protocols • Whole Staff Professional Learning Plan in place and documented in Term Meeting Schedule • All staff attend Cluster Curriculum day related to AITSL Standards • Classroom Observations and feedback procedures established and timetabled and trialled by leadership team • SWPBS Start up program established and staff SWPBS self-assessment survey completed

<p>Achievement</p> <p>Create a whole school culture of High Expectations</p>		<ul style="list-style-type: none"> • Annual survey of staff to determine effectiveness of SWPBS and start-up program <p>Front of House</p> <ul style="list-style-type: none"> • Develop office protocols and procedures to ensure that adults and students feel valued when they come to the school office • Develop an annual survey to determine visitor, staff, parent and student satisfaction <p>High Quality Student Work</p> <ul style="list-style-type: none"> • Unit teams to develop common protocols for high quality bookwork • Explicitly teach and model the elements of what 'High Quality' work looks like with a particular focus on workbooks <p>Parents</p> <ul style="list-style-type: none"> • Ensure that parents and students are aware of KPS Student Rights and Responsibilities and KPS Student Code of Conduct • Develop improved ways to promote the SWPBS learning and behavioural expectations of KPS students to parents • Improve the quality of feedback and communication with parents through student awards, student diaries, meetings and positive phone calls • Introduce the Sentral Parent Portal • Ensure that parents are aware of the Parent Roles and Responsibilities and Parent Code of Conduct 	<ul style="list-style-type: none"> • School-wide Evaluation Tool (SET) data collected and analysed annually • SWPBS artefacts displayed in all classrooms • Classrooms present as calm and orderly environments <ul style="list-style-type: none"> • Protocols documented and implemented • Improved feedback received on procedures through survey results <ul style="list-style-type: none"> • Quality work expectations documented for each each year level • Teachers moderate student work with reference to agreed standards • High quality work displayed consistently in all work books <ul style="list-style-type: none"> • Information regularly published in school newsletter (each semester) • Student and parents conduct compiles with agreed protocols • Unit protocols developed and documented for use of diaries in grade 3-6 • All teachers making at least two documented positive parent contacts per week • Information sessions conducted to upskill parents on the use of the Sentral Parent Portal
	Year 2	<p>High Expectations – Teachers</p> <p>Staff Induction and Mentoring</p> <ul style="list-style-type: none"> • Further develop Mentor program for new staff <p>KPS Teaching and Learning Protocols</p>	<ul style="list-style-type: none"> • Survey completed by all new staff at the end of term 1 and feedback actioned

<p>Achievement</p> <p>Create a whole school culture of High Expectations</p>		<ul style="list-style-type: none"> • Review Protocols at start of P&D cycle with all staff regarding content and implementation expectations <p>Classroom Observations and Feedback</p> <ul style="list-style-type: none"> • Establish protocols for classroom peer observations • Implement Classroom Observations program for all staff <p>Learning Routines & Behaviour</p> <ul style="list-style-type: none"> • Maintain & further develop SWPBS Learning Routines and Expectations consistently across all classrooms (including SWPBS Start Up program) • Refine routines and expectations through explicit teaching, and weekly SWPBS and Values lessons • Annual survey of staff and students to determine effectiveness of start-up program <p>Front of House</p> <ul style="list-style-type: none"> • Monitor protocols and procedures to ensure that adults and students feel valued when they come to the school office <p>High Quality Student Work</p> <ul style="list-style-type: none"> • Explicitly teach and model the elements of what 'High Quality' work looks like across all curriculum areas • Set High Expectations for work on display • Use rubrics and similar models to show students how they can achieve beyond expectations <p>Parents</p> <ul style="list-style-type: none"> • Continue to implement improved processes to provide quality feedback and communication with parents • Extend the Sentral Parent Portal 	<ul style="list-style-type: none"> • All Elements of the KPS Teaching and Learning Protocols implemented by all teacher • Classroom Observations and feedback procedures established and timetabled for all staff at least once per semester • SWPBS Start up program implemented and staff SWPBS self-assessment survey completed • Decrease in number of incidents recorded on Sentral for same period last year • Improvement in SET data results • Improvement and parent and student satisfaction data • High quality work displayed consistently in all areas • Rubrics developed and communicated to students and parents • High level of parent satisfaction related to communication • Weekly unit reports published in school newsletter • Increased number of parents signed on to the Sentral Parent Portal
	Year 3	<p>High Expectations – Teachers</p> <p>Staff Induction and Mentoring</p> <ul style="list-style-type: none"> • Document and implement induction and mentoring processes 	<ul style="list-style-type: none"> • All graduate teachers achieve VIT registration • Improved retention of staff

		<p>KPS Teaching and Learning Protocols</p> <ul style="list-style-type: none"> • Review and update annually <p>Classroom Observations and Feedback</p> <ul style="list-style-type: none"> • Review and refine processes for effective observations and feedback <p>High Expectations – Learning Routines & Behaviour</p> <ul style="list-style-type: none"> • Monitor School Wide Positive Learning Routines and Behavioural Expectations in each classroom and learning space – Including SWPBS Start Up program each year • Annual survey of staff and students to determine effectiveness of start-up program <p>High Quality Student Work</p> <ul style="list-style-type: none"> • Revisit what constitutes how quality work using feedback from both students and teachers <p>High Expectations – Front of House</p> <ul style="list-style-type: none"> • Conduct annual surveys to determine visitor, staff, parent and student satisfaction 	<ul style="list-style-type: none"> • Rigorous staff accountability in place through Performance & Development process • Classroom Observations and feedback procedures in place and timetabled for all staff at least once per term • Decrease in number of incidents recorded on Sentral for same period last year • Continued Improvement in SET data results • High quality work displayed consistently in all areas in presentation and content • Improvement and parent and student satisfaction data
	Year 4	<p>High Expectations</p> <ul style="list-style-type: none"> • Evaluate and extend all strategies to ensure consistent high expectation are the norm for all members of the school community – staff, students and parents 	<ul style="list-style-type: none"> • Procedures, processes and expectations updated to reflect improved practice and set new levels of high expectations
<p>Achievement</p> <p>Build the capacity and efficacy of teachers to deliver whole school Literacy and Numeracy programs consistently</p>	Year 1	<p>Whole School Literacy/Numeracy Program P-6</p> <ul style="list-style-type: none"> • Develop a shared understanding of what differentiation is and identify and establish appropriate teaching and learning strategies that foster differentiation • Continue to embed CAFÉ/Daily Five Literacy Practices P-6 • Continue to embed Numeracy Fluency (NFA) and Hume Placemat practices P-6 	<ul style="list-style-type: none"> • Literacy and Numeracy strategies in place in each classroom as outlined on the KPS Teaching and Learning Protocol document. • New teachers achieving individual goals in their LAPS and NAPs • Individual and team planning show quality teaching and learning practices in line with AusVELS and catering for differentiation

<p>Achievement</p> <p>Build the capacity and efficacy of teachers to deliver whole school Literacy and Numeracy programs consistently</p>		<ul style="list-style-type: none"> • Conduct annual Staff Audit to determine individual staff needs for the planning and implementation of Literacy and Numeracy initiatives • Provide individualised support to upskill new staff members, through mentoring, modelling, PD, and feedback • Build staff capacity through in house PD, classroom observations, and knowledge of AITSL standards <p>Planning for Literacy and Numeracy</p> <ul style="list-style-type: none"> • Review and revise effective planning and assessment strategies through Unit meetings, moderation meetings and planning days. • Review of planning templates and trial of amended templates • Planning documents completed and submitted for review on a weekly basis • Learning intentions and success criteria in place for each lesson • Differentiated student groupings in place • ILP students named and strategies in place • Assessment in line with Unit plans <p>Effective Delivery of Literacy and Numeracy programs in the classroom – Accountability</p> <ul style="list-style-type: none"> • Develop a process to ensure that teachers are following Weekly Planner and program • Conduct regular classroom observations and walkthroughs • Develop a process to collect regular updates of student progress from each class • Student progress recorded on Sentral 	<ul style="list-style-type: none"> • All staff using electronic pensive to record CAFÉ conferences <ul style="list-style-type: none"> • New meeting format/schedule in place including updated template for team meetings • Whole school templates are used as guidelines to record meeting minute • All teachers weekly planning documents are on the school server prior to the week of teaching • Learning intentions and success evident in teacher planning, visual displays and classroom walkthroughs • ILP’s developed for all A, E, D students <ul style="list-style-type: none"> • Student work reflects alignment with planning documentation • Teaching and learning strategies for literacy and numeracy evident in classroom walkthroughs and teacher planning
	Year 2	<p>Whole School Literacy/Numeracy Program P-6</p> <ul style="list-style-type: none"> • Continue to embed a shared understanding of what differentiation is and implement teaching and learning strategies that foster differentiation 	<ul style="list-style-type: none"> • Differentiation practices evident in all classrooms consistently and effectively through peer observations and planning

		<ul style="list-style-type: none"> • Continue to extend CAFÉ/Daily Five Literacy Practices P-6 • Review the teaching of writing across the school and develop an effective teaching and learning model • Embed whole school approaches to the teaching of numeracy • Build staff capacity through in house PD, classroom observations, and knowledge of AITSL standards <p>Planning for Literacy and Numeracy</p> <ul style="list-style-type: none"> • Implement effective planning and assessment strategies through Unit meetings, moderation meetings and planning days. • Monitor alignment with AusVELs and whole school programs • Detailed planning documents completed and submitted for review on a weekly basis • Differentiated student groupings in place • ILP students named and strategies in place • Assessment in line with Unit plans <p>Effective Delivery of Literacy and Numeracy programs in the classroom – Accountability</p> <ul style="list-style-type: none"> • Monitor alignment of Weekly Planner and program deliver • Conduct regular classroom observations and walkthroughs • Extend the use of Sentral to record Student progress 	<ul style="list-style-type: none"> • All Elements of the KPS Teaching and Learning Protocols in place for literacy and numeracy • LAPS and NAPS designed for all teachers using audit data • An agreed framework for effective teaching in Writing is adopted and implemented in all classrooms • An agreed framework for effective teaching in Numeracy is adopted and implemented in all classrooms <ul style="list-style-type: none"> • Whole school templates are used consistently to record meeting minute • Comprehensive weekly planning documents are on the school server prior to the week of teaching • ILP’s developed for all A, E, D students, with updated goals/strategies at least every 5 weeks <ul style="list-style-type: none"> • Student work reflects alignment with planning documentation • Teaching and learning strategies for literacy and numeracy evident in classroom walkthroughs and teacher planning
	Year 3	<p>Whole School Literacy/Numeracy Program P-6</p> <ul style="list-style-type: none"> • Review the teaching of Speaking and listening across the school and develop an effective teaching and learning model • Review teaching and learning Strategies for Measurement and Geometry • Build staff capacity through in house PD, classroom observations, and knowledge of AITSL standards <p>Planning for Literacy and Numeracy</p>	<ul style="list-style-type: none"> • Effective differentiation in literacy and numeracy sessions result in upward trend in year teacher judgement and Naplan data • An agreed framework for effective teaching in Speaking and Listening is adopted and implemented in all classrooms

		<ul style="list-style-type: none"> • Extend planning and assessment strategies through Unit meetings, moderation meetings and planning days <p>Effective Delivery of Literacy and Numeracy programs in the classroom – Accountability</p> <ul style="list-style-type: none"> • Monitor and extend accountability processes 	<ul style="list-style-type: none"> • An agreed framework for effective teaching of Measurement and Geometry is adopted and implemented in all classrooms • All staff effectively deliver curriculum evidence in teaching practise and planning documentation
	Year 4	<p>Whole School Literacy/Numeracy Program P-6</p> <ul style="list-style-type: none"> • Evaluate whole school programs for literacy and numeracy <p>Planning for Literacy and Numeracy</p> <ul style="list-style-type: none"> • Evaluate planning and assessment strategies <p>Effective Delivery of Literacy and Numeracy programs in the classroom – Accountability</p> <ul style="list-style-type: none"> • Evaluate accountability processes 	<ul style="list-style-type: none"> • Audit of current practices completed and recommendations made for future improvements
<p>Achievement</p> <p>Improve teacher capacity to accurately assess student progress and teach at point of need</p>	Year 1	<p>Assessment and tracking student learning growth</p> <ul style="list-style-type: none"> • Evaluate and refine the whole school assessment schedule (Literacy and Numeracy) • Professional learning will be provided on measuring student learning growth • Design a whole school plan for the regular collection and storage of student data on Sentral to track student achievement progress • Ensure that data informs the planning and teaching <p>Build teacher capacity to accurately assess student progress</p> <ul style="list-style-type: none"> • Conduct ongoing whole school PD for new assessment practices <p>Build teacher capacity to Differentiate and Teach at Point of Need</p> <ul style="list-style-type: none"> • Use assessment data to determine the point of need for individual students • Set challenging but attainable individual learning goals for each student for Literacy and Numeracy • Plan and deliver differentiated lessons that cater for individual students 	<ul style="list-style-type: none"> • All staff are familiar with and implement student assessment strategies and tools as detailed in the Assessment Schedule for Literacy and Numeracy • Teachers are regularly using Sentral to record and monitor student progress • Data collected and used regularly by unit teams and individual teachers to plan, implement and monitor improved outcomes for all students • Teams meet regularly with evidence of triangulation of data, tracking student growth that is evident in team planning documentation • Planning documents reflect differentiated planning • All students have an individual Reading, Writing and numeracy goal that they can articulate • Students observed in classroom practising individual goals • Ausvels continuum updated on Sentral for all students

		<ul style="list-style-type: none"> Assist teachers to enter data, track student achievement on Sentral and determine the next learning goal for individual curriculum areas 	
Year 2	<p>Assessment and tracking student learning growth</p> <ul style="list-style-type: none"> Implement updated whole school assessment schedule (Literacy and Numeracy) Implement a variety of assessment tools and assessment criteria to track student progress <p>Build teacher capacity to accurately assess student progress</p> <ul style="list-style-type: none"> Conduct a staff self-assessment to identify individual staff who need assistance with developing expertise with particular reference to assessments/programs/practices/systems <p>Build teacher capacity to Differentiate and Teach at Point of Need</p> <ul style="list-style-type: none"> Deepen teacher knowledge of the AusVELs curriculum and developmental learning continuum to ensure that teaching content matches student needs 	<ul style="list-style-type: none"> All staff complete assessment as per the assessment schedule and use data to differentiate student learning Data is used to inform unit planning meetings, moderation and planning days LAPS and Naps in place for all teachers to reflecting individual teacher needs All teaching staff know and can report on their student's level of achievement Whole school professional learning plan reflects teacher needs Teachers have a common understanding of AusVELs and planning reflects continuum All staff demonstrate differentiated teaching and learning in their classroom practise and planning documents 	
Year 3	<p>Assessment and tracking student learning growth</p> <ul style="list-style-type: none"> Continue to implement and refine all processes related to student tracking <p>Build teacher capacity to accurately assess student progress</p> <ul style="list-style-type: none"> Continued professional learning around using multiple sources of data to influence planning Build teacher capacity to Differentiate and Teach at Point of Need Teaching staff analysis student data to differentiate student learning strategies and programs 	<ul style="list-style-type: none"> Students, parents and staff understand and can clearly articulate their own/student's progress All staff effectively monitor student learning growth All staff effectively implement AusVELS through agreed whole school approaches to teaching and learning Teachers weekly planning reflects the differentiated needs of their students 	
Year 4	<p>Assessment and tracking student learning growth</p> <ul style="list-style-type: none"> All teaching staff evaluate and review school assessment schedule 	<ul style="list-style-type: none"> All teaching staff are competent in measuring student learning growth Student data is collated and reported in line with the assessment schedule 	

		<ul style="list-style-type: none"> • Leadership to review student learning growth across the period of the strategic plan <p>Build teacher capacity to accurately assess student progress</p> <ul style="list-style-type: none"> • All staff involved in evaluating and reviewing student assessment strategies and tools 	<ul style="list-style-type: none"> • Student learning growth to be at a rate which on average is at least equivalent to one year's growth annually
<p>Engagement</p> <p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community</p>	Year 1	<ul style="list-style-type: none"> • Investigate learning approaches to gain a more student centered pedagogy • Inquiry PLT Investigate models of inquiry learning • Investigate opportunities to engage with Spanish sister school • Review Kilmore Primary School Inquiry learning planning template • Engage student voice in planning units of Inquiry • Investigate a wide range of ICT within teaching & learning experiences <p>Effectively use ICT to engage students in their learning</p> <ul style="list-style-type: none"> • Plan to progressively resource all learning spaces with emerging technology by developing an ICT infrastructure plan • Conduct the staff e-learning skills audit and create e-learning plan • Introduce new technologies to the school with appropriate training and scaffolding for teachers • Whole school documentation of ICT resources and tools available to staff 	<ul style="list-style-type: none"> • Inquiry PLT report to staff • Increase in student engagement and productivity • Multi modal delivery of student work • Use of ICT in all curriculum areas • Links to Spanish sister school <ul style="list-style-type: none"> • ICT Infrastructure plan in place • Increase in ratio of student to devices • E-learning plan in place • Resource document in use
	Year 2	<ul style="list-style-type: none"> • Implement model of Inquiry learning across all year levels • Develop rubrics to set high expectations and engage students in learning • Implement updated Kilmore Primary School Inquiry learning planning template • Connect with wider school community • Develop Spanish sister school links using ICT 	<ul style="list-style-type: none"> • Evidence of common Inquiry learning model in term planners • Consistent use of Kilmore Primary School Inquiry Learning template • High quality student work on display • Increase in community engagement and opportunities to celebrate student work with parents

		<p>Effectively use ICT to engage students in their learning</p> <ul style="list-style-type: none"> • Progressively resource all learning spaces with emerging technologies using the ICT infrastructure plan • Regularly conduct the staff e-learning skills audit and review the e-learning plan including the Ultranet implementation strategy. • Plan for student and staff collaboration using digital technology (e.g. blogs, wikis, design space on the Ultranet, Bloom’s digital taxonomy) • Ensure regular technical support 	<ul style="list-style-type: none"> • Reduced average age of resources • Increased use of ICT in the classroom • Increase in staff confidence with ICT devices
	Year 3	<ul style="list-style-type: none"> • Inquiry team planning consistent across all teams • Provide targeted PD for teachers in use of google products, blogs, iPads • Continue to develop Spanish sister school links using ICT <p>Effectively use of ICT to engage students in their learning</p> <ul style="list-style-type: none"> • Progressively resource all learning spaces with emerging technologies using the ICT infrastructure plan • Regularly conduct the staff e-learning skills audit and review the e-learning plan • Implement fully the use of digital technology 	<ul style="list-style-type: none"> • Increase in positive student response in Attitudes to School survey- My teachers make the work we do in class interesting variable • Increase use of ICT evident in planning documents and student learning • Evaluate current Inquiry learning teaching practices • Continued improvement in student/devise ratio and average age of equipment • E-learning plans implemented
	Year 4	<ul style="list-style-type: none"> • Review Inquiry planners and planning template • Continue to develop links with Spanish sister school • Continue to develop links with the wider school community <p>Effectively use of ICT to engage students in their learning</p>	<ul style="list-style-type: none"> • Inquiry team planning consistent across all teams • Budget reflects support for ICT purchase • Students in grades 3-6 engaged with Spanish sister school using ICT resources

		<ul style="list-style-type: none"> Regularly conduct the staff e-learning skills audit and review the e-learning plan including the implementation strategy. Implement fully the use of digital technology Review ICT infrastructure plan <p>Further develop student-centred learning</p> <ul style="list-style-type: none"> Review effectiveness of negotiated inquiry units with students and teachers and refine processes and practices 	
<p>Engagement</p> <p>Improve the monitoring and recording of student absenteeism</p>	Year 1	<p>Attendance</p> <ul style="list-style-type: none"> Create a Kilmore Primary School attendance strategy plan including monitoring and recording student absence and follow up to student absences Create an individual attendance plan for students with high absenteeism. Promote parent responsibility to provide accurate explanation of student absence Introduce SMS and email notification to parents for student absence via SENTRAL <p>Build staff capacity</p> <ul style="list-style-type: none"> Provide staff with professional development in following the Kilmore Primary School attendance Strategy Plan Implement and promote accuracy with role marking using the Sentral 	<ul style="list-style-type: none"> Kilmore Primary School attendance strategy plan distributed to all staff. Staff comply with established protocols for recording and following up student absences Individual absence plans developed Kilmore Primary School strategy plan published in school newsletter Increase in parent response to SMS and email notification of student absence Staff comply with established protocols for recording student absence Increase in accurate role marking
	Year 2	<ul style="list-style-type: none"> Implement a Kilmore Primary School attendance strategy plan including monitoring and recording student absence and follow up to student absences Implement and monitor individual attendance plans for students with high absenteeism. Engage SSSO in cases of high absenteeism Provide PD for staff to comply with the Kilmore Primary School attendance strategy plan and accurate roll marking on curriculum day Day 1 2016 	<ul style="list-style-type: none"> Staff comply with established protocols for recording and following up student absences Higher rate of explained absences recorded on Sentral Individual absence plans documented and actioned Improvement in attendance rates for students at risk Compliance with attendance protocols
	Year 3	<ul style="list-style-type: none"> Consolidate Kilmore Primary School attendance strategy plan practices across the school 	<ul style="list-style-type: none"> All staff understand, implement and can articulate the Kilmore Primary School attendance plan to support student engagement

		<ul style="list-style-type: none"> • Provide PD for staff to comply with the Kilmore Primary School attendance strategy plan and accurate roll marking on curriculum day Day 1 2017 	<ul style="list-style-type: none"> • Improvement in attendance rates for students at risk • Compliance with attendance protocols
	Year 4	<ul style="list-style-type: none"> • Review and refine implementation of Kilmore Primary School attendance strategy plan • Review and refine Individual Attendance Plan template and strategies 	<ul style="list-style-type: none"> • Recording of student absence, implementation of individual absence plans and explanation of absence recorded on Sentral is embedded in teacher practice ▪ All targets in the School Strategic Plan met.
<p>Engagement</p> <p>Improve the transition process for students coming into the school, moving from one level to the next, and transition to Year 7.</p>	Year 1	<p>Transition K – Foundation:</p> <ul style="list-style-type: none"> • Establish relationships with feeder pre-schools and child care centres to share student information • K- Foundation coordinator and or Principal/Assistant Principal to visit feeder pre-school and child care centres • Conduct tours for prospective Foundation students during Education Week each year • Appoint Foundation and Year 6 transition coordinators annually • Transition coordinator attend Cluster Transition meetings and meet all cluster timelines • Conduct information evening for Prep families in conjunction with meet the teacher evening. <p>Transitions within the school</p> <ul style="list-style-type: none"> • Enhance the Start-up program in the first weeks of each year to include school values for behaviour and learning • Evaluate the current exchange of student data/ information between learning areas, refine and document • Assessment schedule data used to track individual progress • Provide PD for staff on using Sentral to track student data • Plan pathways for all students with special needs including PSD and Koori students (KELP) 	<ul style="list-style-type: none"> • Students identified as being at ‘educational and /or emotional risk’, including special needs students are identified and strategies are in place for a successful transition • Transition information documented by pre-school provided to Kilmore Primary School • Progressively improved levels of parent satisfaction as measured by the transition variable of the parent opinion survey. <ul style="list-style-type: none"> • Foundation and Year 6 coordinators identified in Kilmore Primary School – Roles and Responsibilities • Compliance with cluster transition meetings and transition timelines • Information evenings timetabled in term meeting schedule • Ready Set Go program delivered in each learning area as per SWPB’s Matrix • Team meetings minutes reflect individual student data and /or wellbeing information • Strategies for transition for special needs students are embedded in teacher practice

		<ul style="list-style-type: none"> • Investigate the use of ABLES Resources for ILP's and reporting • Use student goal setting for all students and ensure pathways to achieve goals are documented <p>Transition to secondary schools</p> <ul style="list-style-type: none"> • Continue to develop time management, homework, diary and independent learning skills in Year 6 • Year 5/6 students involved in Wallan Secondary College Taster Day and Broadford Secondary College information sessions • DET Transition information is provided to Year 6 students <p>Build parent and school partnerships</p> <ul style="list-style-type: none"> ▪ Make explicit for parents the nature of student learning programs and ways to enhance learning at home (information nights, parent helper training, class newsletters, emails) ▪ Provide parent information evenings on the introduction of Sentral parent portal 	<ul style="list-style-type: none"> • All students identified as being at 'educational risk', including special needs students, will have individual learning plans in place and revised each term. • Individual students can articulate a Literacy goal and Numeracy goal <ul style="list-style-type: none"> • Students are prepared and confident to attend secondary school • Transition forms completed and passed on to appropriate secondary schools • Compliance with DET transition requirements <ul style="list-style-type: none"> • Parent information nights/meet the teacher evenings conducted annually • Evidence of uptake of parent use of Sentral to track their child's progress, attendance and homework
	Year 2	<p>Transition K – Foundation:</p> <ul style="list-style-type: none"> • Continue to refine the foundation transition program • Continue visits to pre-schools and pre-school • Introduce visits to pre-schools and childcare centres by school captains and deputy captains <p>Transitions Within the School</p> <ul style="list-style-type: none"> • Establish a Transition Coordinator in each Teaching Unit • Enhance the Start-up program in the first weeks of each year to include school values for behaviour and learning • Document the procedure for exchange of student information between learning areas studios • Monitor and continue to build teacher capacity in the use of Sentral student tracking system • Transition coordinator attend Cluster Transition meetings and meet all cluster timelines 	<ul style="list-style-type: none"> • School wide Transition Program documented and in place • Ready Set Go program delivered in each learning area as per SWPB's Matrix • Foundation teachers are familiar with new students through information on Pre-school transition forms. <ul style="list-style-type: none"> • Progressively improved levels of parent satisfaction as measured by the transition variable of the parent opinion survey. • All students identified as being at 'educational risk', including special needs students, will have individual learning plans in place and revised each term. • All Koori students will have KELP's in place with a regular review cycle established • Portfolios presented to parents

		<ul style="list-style-type: none"> • Conduct information evening for Prep families in conjunction with meet the teacher evening <p>Transition to Secondary School</p> <ul style="list-style-type: none"> • Introduce more opportunities for multi-age activities through the clubs program, cross-age tutoring etc. • Explore strengthening the partnerships with the feeder secondary colleges including teacher observation visits • Introduce a ‘high school’ day for year 5/6 students in December each year • Monitor and continue to build teacher capacity in the use of Sentral student tracking system <p>Build parent and school partnerships</p> <ul style="list-style-type: none"> ▪ Develop parent partnerships through using parent skills in school programs and parent education programs 	<ul style="list-style-type: none"> • Positive feedback from students and teachers regarding activities which promote independence and leadership <ul style="list-style-type: none"> • Improved information sharing between transition coordinators for primary to secondary • Transition forms completed and passed on to appropriate secondary schools • Mid semester and end of year reports reflect teacher expertise in using Sentral to generate individual reports <ul style="list-style-type: none"> • Increase in number of parents involved in school programs i.e. clubs, gardening, reading
	Year 3	<p>Transition K – Foundation:</p> <ul style="list-style-type: none"> • Evaluate Foundation transition program • Continue to visit pre-schools and pre-school with school leaders to build pre-school and school partnerships • Explore cooperative approaches to implementation of the 0-8 Developmental Framework with the network transition cluster and pre-school teachers • Evaluate information from parent opinion survey and implement agreed initiatives <p>Transitions Within the School</p> <ul style="list-style-type: none"> • Establish a Transition Coordinator in each Teaching Unit • Use and refine co-planned anchor charts for learning and behaviour as per SWPB Matrix • Refine and document exchange of student information between learning studios and document 	<ul style="list-style-type: none"> • School wide Transition Program documented and in place • Ready Set Go program delivered in each learning area as per SWPB’s Matrix • Progressively improved levels of parent satisfaction as measured by the transition variable of the parent opinion survey. • All students identified as being at ‘educational risk’, including special needs students, will have individual learning plans in place and revised each term. • All Koori students will have KELP’s in place with a regular review cycle established • Positive feedback from students and teachers regarding activities which promote independence and leadership • Positive levels of parent satisfaction as measured by the transition variable of the parent opinion survey.

		<ul style="list-style-type: none"> • Monitor and evaluate teacher capacity in the use of Sentral student tracking system <p>Transition to Secondary School</p> <ul style="list-style-type: none"> • Explore opportunities for our teachers to visit feeder schools and teachers from secondary schools to visit Kilmore Primary School <p>Build parent and school partnerships</p> <ul style="list-style-type: none"> • Seek feedback from parents, students and teachers re the transition program • Update website to include more student centred content and links to valuable educational sites 	
	Year 4	<p>Transition K – Foundation:</p> <ul style="list-style-type: none"> • Evaluate and extend Foundation transition program • Use cooperative approaches to implement the 0-8 Developmental Framework with the network transition cluster and pre-school teachers <p>Transitions Within the School</p> <ul style="list-style-type: none"> • Review and refine procedures for transitions within the school and the exchange of student information • Review tracking system processes and refine where necessary <p>Transition to Secondary School</p> <ul style="list-style-type: none"> • Explore opportunities for students to spend more time at secondary schools in Year 6 • Contribute to cluster meetings with suggestions for improved transition to secondary school <p>Build parent and school partnerships</p> <ul style="list-style-type: none"> • Use feedback to refine existing transition processes • Update website to include more student centred content and links to valuable educational sites 	<ul style="list-style-type: none"> • School wide Transition Program documented and in place • Positive levels of parent satisfaction as measured by the transition variable of the parent opinion survey. • Transition data embedded in teacher practice using Sentral • Positive feedback from students and teachers regarding activities which promote independence and leadership • Positive levels of parent satisfaction as measured by the transition variable of the parent opinion survey. • Increase in number of parents accessing Sentral
Wellbeing	Year 1	School Wide Positive Behaviour Support Strategies Team Training	<ul style="list-style-type: none"> • All staff familiar with SWPBS processes and procedures

Further develop and embed the School Wide Positive Behaviour Support program strategies		<ul style="list-style-type: none"> • Professional learning for SWPBS team and whole staff • Monthly meetings of SWPB’s team <p>Ensure consistency of approaches</p> <ul style="list-style-type: none"> • Ensure school wide consistency of approaches • Establish whole school learning routines and behaviour expectations during the two week start up program ‘Ready-Set Go • Behaviour Expectations highly visible within classrooms • Reinforce routines and expectations through explicit teaching, and weekly SWPBS and Values lessons ▪ Introduce SWPBS Achievement Clubs ▪ Tier two and three students identified and behaviour plans initiated 	<ul style="list-style-type: none"> • All supporting SWPBS artifacts displayed in all learning areas • Weekly planning documents contain SWPBS lesson plans based on Behaviour Matrix • High ratio of positive and specific feedback 6:1 • Honours board established in reception area of school to reflect achievements • Behaviour support plans in place for tier two and three students • Team meeting minutes reflect discussion of behaviour plans including strategies and recommendations
	Year 2	<p>School Wide Positive Behaviour Support Strategies Team Training</p> <ul style="list-style-type: none"> • Ongoing Professional learning for SWPBS team and whole staff • Ongoing monthly meetings of SWPB’s team <p>Ensure consistency of approaches</p> <ul style="list-style-type: none"> • Monitor and evaluate school wide consistency of approaches • Monitor and evaluate whole school learning routines and behaviour expectations during the two week start up program ‘Ready-Set Go • Behaviour Expectations highly visible within classrooms • Targeted weekly lessons are taught based on SWPBS Behaviour Matrix ▪ Expand SWPBS Achievement Clubs initiatives ▪ Tier two and three students identified and behaviour plans further developed 	<ul style="list-style-type: none"> • School wide consistency in delivery of SWPB’s • Students adhering to expectations and routines established in Ready Set Go program • Increase in number of students achieving higher number of incentives • Decrease in number of students receiving time in • Team meeting minutes reflect discussion of behaviour plans including strategies and recommendations • Functional behaviour assessment implemented

	Year 3	<ul style="list-style-type: none"> • Evaluate SWPB’s strategies via analysing the data on Sentral • Continue to upskill staff in SWPB’s program • Review behaviour plans • Monitor the impact of SWPB’s via feedback from parent community 	<ul style="list-style-type: none"> • Increase in positive student responses to Attitudes to School data • Increase in positive response to staff survey data
	Year 4	<ul style="list-style-type: none"> • Review all aspects of SWPB’s program • Review and refine behaviour plan template • Review and refine induction of new staff to SWPB’s 	<ul style="list-style-type: none"> • Improved school environment • Increase in positive responses to behaviour in parent survey
Wellbeing Build a community where everyone is empowered to help reduce the incidence of bullying and cyber bullying	Year 1	Anti- Bullying Strategies <ul style="list-style-type: none"> • Promote anti-bullying messages throughout the year at assemblies, in newsletters, in ICT classes • Promote a common language ‘Take a Stand Lend a Hand’ • Engage schools Police Officer, Peter Clarke to make regular visits Kilmore Primary School • Link anti-bullying strategies to SWPB’s Matrix – yard behaviours • Train year 6 students as peer mediators • Provide a weekly manners focus for Kilmore Primary School community • Promote buddies activities and exchanges (Alannah & Madeline Foundation) • Continue to implement strategies to register as an e-smart school 	<ul style="list-style-type: none"> • Students can articulate school slogan ‘Take a Stand, Lend a Hand • Peer mediators timetabled for recess and lunch duty • Timetabled buddy sessions • Classrooms display weekly Manners Matter focus • Manners Matter student of the week featured in school newsletter • Improvement in student attitude to schools survey in student safety variable
	Year 2	<ul style="list-style-type: none"> • Promote anti-bullying messages throughout the year at assemblies, in newsletters, in ICT classes • Engage restorative practices in finding solutions • Provide PD for staff in restorative practices • Provide an information evening for parents on restorative practices • Continue to promote a common language across the school ‘Take a Stand Lend a Hand’ • Continue to link anti-bullying strategies to SWPB’s Matrix – yard behaviours 	<ul style="list-style-type: none"> • All students can articulate school slogan ‘Take a Stand, Lend a Hand • Peer mediators timetabled for recess and lunch duty • Students engage in restorative meetings • Timetabled buddy sessions • Improvement in student attitude to schools survey in student safety variable

		<ul style="list-style-type: none"> • Provide a weekly manners focus for Kilmore Primary School community • Train year 6 students as peer mediators • Promote buddies activities and exchanges (Alana & Madeline Foundation) <p>Continue to implement strategies to register as an e-smart school</p>	
	Year 3	<ul style="list-style-type: none"> • Continue to promote and engage students in anti-bullying initiatives • Continue to provide staff with PD and professional reading in restorative practices • Train Year 6 students as peer mediators ▪ Continue to implement strategies to register as an e-smart school 	<ul style="list-style-type: none"> • Students actively engage in ant-bullying language and strategies in the yard • Decrease in the number of bullying incidents recorded on Sentral • Cyber safety is evidenced between peers and in ICT classes
	Year 4	<ul style="list-style-type: none"> • Evaluate anti-bullying programs • Review consistency in anti-bullying common language across the school • Review timeline and registration san e-smart school 	<ul style="list-style-type: none"> • All staff, students and the wider Kilmore Primary School Community are familiar with the schools anti-bullying messages • All staff, students and the wider Kilmore Primary School Community are familiar with the schools anti-bullying slogan 'Take a Stand lend a Hand'
<p>Wellbeing</p> <p>Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing</p>	Year 1	<p>KidsMatter</p> <ul style="list-style-type: none"> • Ongoing training of KidsMatter Implementation Team led by Student Wellbeing Officer • Continue to implement KidsMatter components through whole staff Professional Development sessions • KidsMatter Action Team attends network cluster meetings • Co-ordinate support for students and families through the Student Wellbeing Officer and Action Team • Promote KidsMatter for better mental health, family support and parenting strategies in the school newsletter • Involve the community in KidsMatter activities which promote a positive school community • Student voice - survey students in grades 3- 6 to gain information on how best to cater for students learning and social needs 	<ul style="list-style-type: none"> • KidsMatter Component 4 training completed by Action Team • Families engaged with professional para-medical and wellbeing services • School newsletter reflects KidsMatter focus • Increased participation in whole school community activities • Survey completed in years 3-6 • Student's surveyed at each unit level to establish preferred clubs activities • Increased parent participation in KPS Clubs programs • Family Care conducted Girl, girls, girls, program • Care teams established • Behaviour/Care plans implemented • Medical and health professionals engaged

		<p>Strengthen Wellbeing Programs/Activities across the school</p> <ul style="list-style-type: none"> • Expand Clubs program to include more student choice and parental involvement • Investigate resilience programs such as Girls, Girls, Girls and Transition <p>Care Teams</p> <ul style="list-style-type: none"> • Develop Care Teams for top tier students. Care teams can consist of teachers, leadership staff, parents, and outside agencies such as SSSO, Nexus Health and other health care providers • Develop explicit behaviour and/or emotional support plans to support these students in consultation with Care Team members • Review Support Plans on a regular basis 	
	Year 2	<ul style="list-style-type: none"> • Ongoing professional development of KidsMatter Implementation Team led by Student Wellbeing Officer through webinars and KidsMatter portal • KidsMatter Action Team attends network cluster meetings • Co-ordinate support for students and families through the Student Wellbeing Officer and Action Team • Promote KidsMatter for better mental health, family support and parenting strategies in the school newsletter • Involve the community in KidsMatter activities which promote a positive school community • Student voice - survey students in grades 3- 6 to gain information on how best to cater for students learning and social needs <p>Strengthen Wellbeing Programs/Activities across the school</p> <ul style="list-style-type: none"> • Expand Clubs program to include more student choice, parental involvement and links with Kilmore community 	<ul style="list-style-type: none"> • KidsMatter Action Team trained in KidsMatter website school portal • School newsletter reflects KidsMatter focus • Increased participation in whole school community activities • Survey completed in years 3-6 • Increase in parent and Kilmore community participation in clubs program • Care teams established • Behaviour/Care plans implemented • Medical and health professionals engaged

		<ul style="list-style-type: none"> Investigate resilience programs such as Girls, Girls, Girls and Transition <p>Care Teams</p> <ul style="list-style-type: none"> Care teams established for top tier students consisting of teachers, leadership staff, parents, SSSO and outside agencies Explicit behaviour and/or emotional support plans implemented Support Plans reviewed regularly or as needs arise 	
	Year 3	<ul style="list-style-type: none"> Continue to implement the four components of KidsMatter to support students and their families Monitor and evaluate clubs program for student voice and level of parent participation Continue to establish care teams for top tier students <p>Evaluate behaviour/social plans for students at risk</p>	<ul style="list-style-type: none"> Increase in indicators of inclusive, safe and supportive school and learning environment as measured through student, parent and staff opinions and surveys throughout the period of the strategic plan
	Year 4	<ul style="list-style-type: none"> Evaluate KidsMatter initiatives and programs Review consistency and quality of care teams and care plans for students at risk Evaluate level of family participation <p>Evaluate and seek outside support for families as required</p>	<ul style="list-style-type: none"> KidsMatter Action team responsive to all student and family needs Increase in links to outside wellbeing and welfare services
<p>Productivity</p> <p>Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community</p>	Year 1	<p>Seek feedback from staff and community on whole school organisational procedures</p> <ul style="list-style-type: none"> Investigate a variety of communication tools build positive home school links through strong communication, celebration of student achievement, parent training programs and parent helpers Invite regular feedback from staff through surveys and other forums Promote parent engagement in student learning achievement through the Sentral Parent Portal Develop a community action plan identifying actions that the school can take to involve families in the school 	<ul style="list-style-type: none"> Preferred communication tools decided Parent information sessions conducted for parent helpers program Good news postcards used across all grade levels Parents signed up to Sentral Parent Portal Parent forum held re suggestions for improvement and some initial suggestions implemented Actions on suggestions communicated through school newsletter

		<ul style="list-style-type: none"> • Keep parents fully informed of these approaches and reinforce through newsletter, information evenings, meet the teacher nights 	
	Year 2	<p>Seek feedback from staff and community on whole school organisational procedures</p> <ul style="list-style-type: none"> • Review Start and finish time for school day, length of teaching sessions, length of recess and lunch <p>Community Engagement</p> <ul style="list-style-type: none"> • Implement Community action plan • Foster cooperative ventures within the local Kilmore community (e.g. retirement village, Men’s Shed, Assumption College) • Promote parent engagement in student learning achievement through the Sentral Parent Portal • Invite regular feedback from the community through surveys, forums 	<ul style="list-style-type: none"> • New school timetable in place for semester two • Evidence of parent/caregiver participation in forums, school events, classroom helpers • Each unit within the school contributing weekly piece for the school newsletter • Additional components accessed via Sentral
	Year 3	<ul style="list-style-type: none"> • Implement second year of Community action plan • Continue to collaborate with parents to develop school-family partnership 	<ul style="list-style-type: none"> • Increased parent support evident in the school and beautification of school surrounds
	Year 4	<ul style="list-style-type: none"> • Review whole school organisational procedures • Review Community action plan • Review communication tools 	<ul style="list-style-type: none"> ▪ Positive results in parent opinion survey in the areas of Parent input
<p>Productivity</p> <p>Create processes and procedures that support quality Professional Learning</p>	Year 1	<ul style="list-style-type: none"> • Review and seek feedback from staff on whole school organisational procedures • Whole Staff Professional Learning Schedule ▪ Develop a whole school professional learning plan which allows time for sequential blocks of professional development • Encourage participation and engagement through ‘away tasks’ and certificates for blocks of completed learning • Request feedback from staff after each block of PD • School resources used to provide professional learning • Identify individual staff needs through interviews and surveys 	<ul style="list-style-type: none"> • Updated meeting schedule implemented to reflect changes • Professional learning schedule in place and distributed to all staff termly • Meeting schedule allows time for blocks of whole school PD • All staff completing away tasks • Exit slips completed • Link school resources to achieving the goals of the School Strategic Plan

		<ul style="list-style-type: none"> • Develop individual Learning Plans for new teachers to address their individual needs in Literacy and Numeracy Teaching and Learning. 	<ul style="list-style-type: none"> • Individual Achievement Plans (LAP's and NAP's) in place for all new staff and reviewed regularly
	Year 2	<ul style="list-style-type: none"> • Provide budget funds to support Classroom Observations and out of class literacy and numeracy leaders • Time allocations provided for professional learning on high quality instructional practice 	<ul style="list-style-type: none"> ▪ Individual Achievement Plans (LAP's and NAP's) in place for all teachers and reviewed at least twice per term • Staff Professional Development emphasis to reflect the goals of the Strategic Plan
	Year 3	<ul style="list-style-type: none"> • Continue to provide funding for classroom observations and professional learning • Continue to provide support for individual teachers through literacy and numeracy leaders 	<ul style="list-style-type: none"> ▪ All staff identify growth in instructional practice
	Year 4	<ul style="list-style-type: none"> • Review school organisational procedures to ensure effective meeting structures are in place • Revisit whole school and individual professional learning needs 	<ul style="list-style-type: none"> ▪ Staff Professional Development emphasis to reflect the goals of the Strategic Plan
Productivity Improve role clarity and accountability processes	Year 1	Teacher Roles and Responsibilities <ul style="list-style-type: none"> • Ensure that each staff member is aware of their roles and responsibilities • Roles and Responsibilities linked to P&D process • Establish a staff matrix of behavioural expectations for staff Leadership <ul style="list-style-type: none"> • Leadership develop processes to monitor staff progress in completing tasks and meeting of due dates and planning requirements • Follow through and feedback with student behavioural issues • Feedback on planning documents 	<ul style="list-style-type: none"> ▪ Roles and responsibilities documented ▪ All staff performing roles and responsibilities as defined ▪ All staff aware of who to go to for support ▪ Staff matrix in place <ul style="list-style-type: none"> • All staff aware of processes • Successful outcomes for P& D cycle for all staff following rigorous process • Sentral used to record follow up related to behavioural issues
	Year 2	Teacher Roles and responsibilities <ul style="list-style-type: none"> • Review roles and responsibilities descriptors • Roles and Responsibilities linked to P&D process Leadership	<ul style="list-style-type: none"> ▪ Updated R&R document published ▪ All staff performing Roles and Responsibilities as defined

		<ul style="list-style-type: none"> • Rigorous staff accountability following agreed processes 	<ul style="list-style-type: none"> • Successful outcomes for P& D cycle for all staff following rigorous process
	Year 3	<p>Teacher Roles and responsibilities</p> <ul style="list-style-type: none"> • Roles and Responsibilities extended and linked to P&D process <p>Leadership</p> <ul style="list-style-type: none"> • Extend Rigorous staff accountability 	<ul style="list-style-type: none"> • All staff performing Roles and Responsibilities as defined and relevant to teaching level • Rigorous staff accountability in place through Performance & Development process • All staff meeting P&D dimensions
	Year 4	<ul style="list-style-type: none"> • Continue to evaluate and extend roles and responsibilities and accountability procedures to meet strategic goals 	<ul style="list-style-type: none"> • Rigorous staff accountability in place through Performance & Development process • All staff meeting P&D dimensions