

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve learning outcomes for all students	<p>Cohort growth against AusVELS to be at least one level according to school generated data on student progress</p> <p>Learning growth to be sustained from Prep to Year 6</p> <p>Greater relative growth for all groups according to NAPLAN, specifically targeting the 'above-level' students</p>	<p>All teachers able to place individual students on the AusVELS continuum, using assessment to know where their students are placed and the next step to move them forward.</p> <p>Improvement in teacher judgements for writing and number.</p>
Student Engagement	Continue to improve student engagement/attendance across the school	<p>Improved Student Attitude To School Survey Results</p> <p>Further development of the Inclusion School Program</p> <p>Strengthen community involvement in our school.</p>	<p>Strengthen processes around the recording and follow up of school absences</p> <p>Build support for teachers to ensure consistent approach to student management across the school</p> <p>Create program of whole school approach to inclusion practices at KVPS</p> <p>Provide more opportunities for parents to participate in our school.</p> <p>Improved results on parent opinion survey</p>
Student Well Being	<p>Implement a whole school approach to transition</p> <p>Continue to develop and implement our whole school approach to wellbeing</p>	<p>A documented whole school approach to transition, into, through and from Kilberry Valley Primary School</p> <p>Continue to train senior students across the school to lead the peer mediation program</p>	<p>Further develop the transition program throughout the school to ensure a positive experience for students and staff</p> <p>improve data gathering and follow up for transition</p> <p>Improved results in students attitude to school survey under Student Relations and Well Being sections.</p>

Implementation – student learning

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation		When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Build teachers' professional knowledge and practice through professional development	Develop processes whereby AusVELS can be smoothly incorporated in curriculum planning and assessments	Curriculum Assistant Principal & Teaching and Learning Leading Teacher in the Level Co-ordinator planning meetings PD opportunities for staff – PD budget, staff meetings, Pupil free days Year Level Team Meetings	Level leaders		Fortnightly throughout the entire year	Planning documents and teaching practice reflect AusVELS
	Sharing of effective classroom practice such as shadowing, peer coaching and observations of good practices internally and externally	Year Level Team Meetings Mentoring time	All Staff Year Level & Specialist teams All staff (Timetabled through the levels) Curriculum Assistant Principal Leading Teacher – Teaching and learning	All Staff	Throughout the year Weekly throughout the year Weekly throughout the year (on a rotational basis)	Staff reflect on learning and report back to teams
		Pupil free day – staff inquiry			TBA	Teams reflect on learning and report to all staff
Use assessment to identify and address 'point of need' teaching for all students	Continue to lead teachers in – the accessing, understanding and use of	Leading Teacher – Teaching and learning assisting teachers to	All staff		Throughout the year	Continuous assessment data informs teaching and learning

	<p>assessment and reporting data to inform explicit teaching Literacy – spelling, VCOP Numeracy – Place Value Continuum</p>	<p>interpret the data by accessing the reports available with each assessment Using the data to inform planning and teaching Literacy coordinator Numeracy coordinator</p>			<p>Student IDP's developed using the assessment data and teacher observation to create goals</p> <p>On Demand testing to be conducted using computers. Reports of student achievement generated to inform teaching practice</p> <p>A curriculum that is personalised for all students at their point of need</p> <p>Staff specific in targeting students' point of need 'I can' statements for Place Value VCOP implementation Big Write, cold write and VCOP walls Consistency between and across levels in spelling Improved results in teacher judgement for writing and number.</p>
<p>Planning collaboratively as teams</p>	<p>Using the PLC principles and pedagogy to guide the development of collaborative teams</p>	<p>Text: Professional Learning Communities at Work by Richard Dufour – a journal to guide discussion and assist in developing collaborative teams</p>	<p>All level teams 1-6</p>	<p>Throughout the year Team APT allocated time</p>	<p>Using the 4 questions to guide planning and teaching and learning What do we expect them to learn? How will we know when they have learnt it? How will we respond when they do not learn? How will we respond when they already know it?</p>
<p>Plan collaboratively towards developing a culture of inquiry for teaching and learning that is reflected in curriculum development</p>	<p>Teachers discuss, reflect, assess and plan together for inquiry with student input.</p> <p>Develop KVPS own approach to inquiry – The Big IDEA – immersion, discovery, exploration, action</p>	<p>Curriculum Assistant Principal & Leading Teacher Teaching and Learning in the Level Co-ordinator planning meetings</p>	<p>All staff</p>	<p>Throughout the year</p>	<p>Classroom routines and structures support inquiry-based learning</p> <p>Student voice considered throughout the inquiry process</p> <p>P-2 Investigation Time consistent in approach across the levels</p>

		PD opportunities for staff – PD budget, staff meetings, Pupil free days. Year Level Team Meetings PLT's – Professional Learning Teams Pupil free day – staff inquiry			Yr 3-6 inquiry planners and units reflect the KVPS approach
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Implementation – student engagement

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Strengthen processes around the recording and follow up of school absences	Follow up letters sent home termly Procedures in place and adhered to and followed up accordingly Green cards to include attendance Class rewards for attendance Attendance certificate sent out with reports Teacher and parent accountability for absences	Ecases data Following procedure in attendance policy Green cards collected weekly – data collated – fortnightly class winner Ecases data Following procedure in attendance policy	Office staff Whole school School Captains Sally Newport Rob Pitts Whole school community	End of each term Daily Every Friday 2 X yearly daily	Improvement in attendance data New attendance policy created and implemented across the whole school Increase in attendance and a decrease in unexplained absences Classes rewarded with extended play Children receive certificates Reduction in unapproved absences
Strengthen community involvement in our school.	Provide more activities/events throughout the year to include parent participation.	Advertise events in school newsletter, website and school Facebook page	Kylie Spalding All staff	Weekly As required	Improve results on parent opinion survey in parent involvement section

		<p>Working bee x2 Harmony day School Disco School Carnival Parent walking group Parent information sessions</p>	<p>Community involvement PLT, staff, parents All staff Fundraising committee Parent from the school community. staff</p>	<p>Terms 1 and 4 Term 1 Term 2 Term 4 Weekly Throughout the year</p>	
<p>Build support for teachers to ensure consistent approach to student management across the school</p>	<p>Green cards for whole class student management and the yellow card for specific children to work on individual needs using a positive approach - Maintain a data base of student behaviour</p> <p>Golden rules and 6 step procedures implemented and adhered to across the whole school</p> <p>Use of Rethink room to support student management - Maintain a data base of student behaviour Mentor time available to staff to observe colleagues</p> <p>PDing staff to have an understanding of the inclusion programs, procedures and techniques</p>	<p>Green card data collected and analysed yellow cards put in place where required</p> <p>Following procedures in the student engagement policy</p> <p>Rethink room opened every recess and lunch time</p> <p>PD held at staff meeting Mentoring Coaching ES staff attend external PD</p>	<p>Sally Newport Classroom Teachers Students</p> <p>Whole school</p> <p>Yard duty teachers Sally Newport Zania Cope</p> <p>Whole School</p>	<p>Weekly</p> <p>Constant</p> <p>Recess and lunchtimes</p> <p>As required</p>	<p>Reduction in student removal from classes Improvement in student attitude to school survey. Improvement in parent opinion survey</p> <p>Improvement in staff opinion survey variable Classroom Behaviour</p> <p>Reduction in student incidences Improvement in safety component of attitudes to school survey</p> <p>Teachers catering for individual differences in planning documents</p>

Implementation – student well being

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Further development of the Inclusion School Program	<p>Increase teacher capacity and knowledge in ASD</p> <p>Mentoring staff across the school to develop an understanding of inclusion program</p>	<p>Inclusion mentoring timetabled into weekly program</p> <p>Grant money allocated to: increase staff wellbeing time fraction</p> <p>provide Professional development for all staff</p>	<p>Scott Dunbabin – Social Development Centre</p> <p>Zania Cope – Assistant Principal. Wellbeing</p> <p>Emma Kogler – SSSO Psychologist</p> <p>Inclusion PLT</p>	<p>Weekly mentoring rostered over 5 weeks to include each staff member over the year</p> <p>Fortnightly staff meetings and PLT.</p>	<p>Reduction in student removal from class.</p> <p>Improved student attendance data</p>
Improved results in students attitude to school survey under Student Relationships and Well Being sections	Continue to train senior students across the school to lead the peer mediation program	<p>Promote Friendship Station</p> <p>Provide more friendship seats around the school – money allocated in welfare budget</p> <p>Roster peer mediators to be on duty during recess and lunch times</p>	<p>ICT team</p> <p>Sally Newport – Wellbeing LT</p> <p>Steve Froude – maintenance</p> <p>Staff and community at working bee</p> <p>Sally Newport/ Alex Hayes provide mediation training. CRT costs covered in welfare social skills</p>	<p>During KTV and Principal cam episodes throughout the year</p> <p>To be purchased and installed during working bees</p> <p>Term 2 training</p>	<p>Increased opportunities and places for students to find friends to play with in the yard.</p> <p>Increase student capacity with leadership skills and problem solving skills.</p> <p>Improved feeling of safety across the school playground.</p>
Implement the Transition program P-6	Transition program - 2 x 90 minute sessions	Transition PLT developing resources for staff	Classroom teachers	Ongoing throughout the year Implementation	Changed transition day resource package upon reflection from 2013 process.

				during Term 4	
Further develop the prep transition program	Maintain specialist program experiences in the K-P transition program Parent information sessions within the transition program	Timetable specialists into the transition day activities Select relevant topics to present to parents	Specialist and classroom staff Key speakers for each topic	During term 4	Prep students will become familiar with other staff and activities offered in the school Increased links between school and home through Facebook page and Valley Views. Attendance at Parent Information sessions.
Enhancing links with feeder kindergartens and secondary colleges	A series of specific teaching sessions at the secondary college for Year 6 students to work with the secondary staff. DVD interviews with the secondary teachers	A number of teaching sessions at the Hampton Park Secondary College and Narre Warren P-12 College Filming the staff at the colleges	Year 6 and secondary teachers Year 6 students	Term 4 Term 4	Students will build connections, stay engaged and be confident