





**KINGSWOOD**  
PRIMARY SCHOOL  
DINGLEY VILLAGE

**School Strategic Plan**  
**Kingswood Primary School**  
**5106**  
**2015-2018**

**Endorsements**

Endorsement by School Principal	Signed..... Name Rosemary Cosentino  Date: 16/12/2014
Endorsement by School Council	Signed..... Name Russell Porteous  Date: 23/02/2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name: Simon Hamilton Date:

## School Profile

<b>Purpose</b>	<p><b>BUSINESS GOAL</b></p> <p>A great Primary School that creates the foundation for a successful life.</p> <p><b>BUSINESS PURPOSE</b></p> <p>To create a positive difference for each student by providing an engaging, innovative and caring learning environment.</p>
<b>Values</b>	<p>Our school values for the students are: Teamwork, Respect, Integrity, and Commitment and our staff uphold the following values and beliefs:</p> <p><b>1. We are here for the students</b></p> <p>Kingswood is committed to delivering the best education, innovative practices and student experience that builds the foundation for a successful life for each student.</p> <p><b>2. We are leaders in education</b></p> <p>Kingswood cultivates a teaching and learning environment that is flexible, caring and focused on what is best for the students.</p> <p><b>3. We thrive in a team culture</b></p> <p>Kingswood promotes team excellence by encouraging students, families and staff to contribute towards developing the foundations for individual and team success.</p> <p><b>4. We are safe, friendly and organised</b></p> <p>Kingswood creates an enjoyable learning environment where students and staff can flourish and prosper.</p> <p><b>5. We engage our community</b></p> <p>Kingswood values and respects the important and responsible role the community has in the success and long-term viability of the school.</p>

**Environmental**

**Context**

Kingswood Primary School is located in an attractive, quiet residential area of Dingley Village. The school grounds are well established with attractive gardens. The main permanent buildings are open planned and newly renovated, allowing us to design a curriculum that meets the needs of the 3<sup>rd</sup> millennium

Learner. Students are grouped according to their ability levels as they learn literacy, numeracy and inquiry skills. We want our students to be informed and empowered through student voice and choice. Presently, we have 465 students (20 classes) enrolled at the school. In 2015 our numbers will increase to 540 students (22 classes). The socio-demographic composition of the community is below the state mean of 0.51, Kingswood Student Family Occupation Index is 0.38.

The school's educational philosophy is based around the concept of laying the 'Foundations for Success' and making a 'Positive Difference' to the lives of every student. To achieve this, it is important to discover the individual talents of each child, to put students in an environment where they want to learn and where they can discover their true passion. At Kingswood we infuse the **Habits of Mind** into the curriculum. Habits of Mind are dispositions that are skilfully and mindfully employed by intelligent people when confronted with problems, the solutions to which are not immediately apparent. Put in another way, they are how successful people go about using their minds well.

Kingswood is a 'Cultures Thinking' school using '**Visible Thinking**' routines and the '**Teaching for Understanding Framework**'. Visible Thinking makes extensive use of learning routines that are 'thinking rich'. These routines are simple structures, for example a set of questions or a short sequence of steps, that can be used across various grade levels and content. They are short, easy-to-learn mini-strategies that extend and deepen students' thinking. What makes them routines, versus merely strategies, is that they get used over and over again in the classroom so that they become part of the fabric of classroom culture.

To cultivate a great teaching and learning environment, Kingswood Primary School is engaging, innovative and caring in everything we do. Specialist programs in Visual Arts, Performing Arts, Japanese, Science, Technology and Physical Education complement classroom programs. Further opportunities for our students are provided through a range of support and extension programs. Students are given opportunities to participate in extracurricular programs including: drum, keyboarding, guitar, and vocal lessons, chess, Rubik's club, choir, recorder, dance, drama, karate, sporting clinics (tennis, hockey & golf), adventure camps, surfing, skiing and an international trip to Japan. Kingswood is a Stephanie Alexander Kitchen Garden School. The program introduces students to the pleasures of preparing; cooking and eating a variety of foods they have grown and harvested in the garden.

**Service Standards**

Kingswood has developed the following Service Standards:

**LEARNING** - Cultivate a teaching and learning environment that is flexible, caring and focused on what is best for each student

**FAMILY**- Engage each family to contribute towards developing foundations for success

**ENVIRONMENT** - Create an enjoyable learning environment that is rewarding, organised, friendly and safe

**INTEGRITY** - Demonstrate honesty, fairness, mutual respect and professionalism in all actions

**TEAMWORK** - Create a culture where students and staff can flourish and prosper individually and as a team

**INNOVATION** - Explore, understand and implement innovative practices to position Kingswood as an educational leader

**SYSTEMS** - Delivery of teaching, communication and support services through efficient procedures and guidelines

**PROSPERITY** - Deliver sustainable growth and opportunities for students, families and staff

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To extend levels of student achievement through high quality teaching in a stimulating environment.</p>	<p><b><u>NAPLAN</u></b> 90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Reading &amp; Writing as measured by NAPLAN results</p> <p>90% students in Year 3 and Year 5 to be at or above the state mean in Reading &amp; Writing as measured by NAPLAN results</p> <p><b><u>AusVELS</u></b> 99% of students in cohort groupings to show at least 12 months or more of learning growth in Reading &amp; Writing as measured by AUSVELS data teacher judgements</p> <p>95% of students in cohort groupings to be at or above the expected level in Reading &amp; Writing as measured by AUSVELS data teacher judgements</p> <p><b><u>STAFF OPINION SURVEY</u></b> Increase Guaranteed &amp; Viable Curriculum variable from a whole school percentage of endorsement of 91% to 95%</p> <p><b><u>ATTITUDES TO SCHOOL SURVEY</u></b> Stimulating Learning variable to be above 50<sup>th</sup> percentile.</p> <p><b><u>PARENT OPINION SURVEY</u></b> Learning Focus variable to be above state mean with a percentile rank in the 3<sup>rd</sup> quartile and a mean score above 6.0</p>	<p>Build teacher capacity and whole school Literacy pedagogy.</p> <p>Develop effective assessment practices in Literacy, with a focus on formative assessment.</p> <p>Develop a thinking culture and framework to foster success.</p> <p>Build teacher capacity and whole school Literacy pedagogy.</p> <p>Building teacher capacity through Theories of Action research project (Wayne Craig)</p>

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>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>To improve student engagement by extending opportunities for personalised learning.</p>	<p><b><u>ATTITUDES TO SCHOOL SURVEY</u></b> Teacher Effectiveness variable to be above 50<sup>th</sup> percentile.</p> <p><b><u>PARENT OPINION SURVEY</u></b> Stimulating Learning , Extra Curricula &amp; Student Motivation variables to be above state mean with a percentile rank in the 3<sup>rd</sup> quartile and a mean score above 6.0</p> <p><b><u>STAFF OPINION SURVEY</u></b> Increase Academic Emphasis variable from a whole school percentage of endorsement of 85% to 90%</p> <p><b><u>AusVELS</u></b> 80% of students in cohort groupings to show at least 12 months or more of learning growth in Thinking &amp; ICT as measured by AUSVELS data teacher judgements</p> <p>90% of students in cohort groupings to be at or above the expected level in Thinking &amp; ICT as measured by AUSVELS data teacher judgements</p>	<p>Provide opportunities to develop student creativity.</p> <p>Implement student led conferences P-6.</p> <p>Increase opportunities for student choice.</p>

	Goals	Targets	Key Improvement Strategies
<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To improve student wellbeing through further development of structures and programs.</p>	<p><b><u>ATTITUDES TO SCHOOL SURVEY</u></b>  Student Distress variable to be above 50<sup>th</sup> percentile.  Teacher Empathy variable to be above 50<sup>th</sup> percentile.</p> <p><b><u>PARENT OPINION SURVEY</u></b>  School Improvement, Approachability, Parent Input &amp; General Satisfaction variables to be above state mean with a percentile rank in the 3<sup>rd</sup> quartile and a mean score above 6.0</p>	<p>Build teacher capacity to provide programs and activities which support student wellbeing.</p> <p>Foster student resilience with a focus on emotional intelligence.</p> <p>Conduct parent information session about student wellbeing.</p>

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To allocate resources to better support improvement in student learning</p>	<p><b><u>PARENT OPINION SURVEY</u></b> Stimulating Learning , Extra Curricula &amp; Student Motivation variables to be above state mean with a percentile rank in the 3<sup>rd</sup> quartile and a mean score above 6.0</p> <p><b><u>STAFF OPINION SURVEY</u></b> Increase Academic Emphasis variable from a whole school percentage of endorsement of 85% to 90%</p>	<p>Build teacher capacity in the purposeful use of ICT</p> <p>Further develop a Culture of Thinking</p> <p>Make provision for collaborative planning and teaching to support 3<sup>rd</sup> millennium learning</p> <p>Improved facilities that support 3<sup>rd</sup> millennium students</p>



## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>Build teacher capacity and whole school Literacy pedagogy.</p> <p>Develop effective assessment practices in Literacy, with a focus on formative assessment.</p> <p>Develop a thinking culture and framework to foster success.</p> <p>Build teacher capacity and whole school Literacy pedagogy.</p> <p>Building teacher capacity through Theories of Action research project (Wayne Craig)</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Continue leading teacher coaching in Literacy</li> <li>▪ Build Writing pedagogy</li> <li>▪ Whole school professional learning in Writing – Writer’s Workshop</li> <li>▪ Whole school professional learning in Thinking, Teaching for Understanding framework</li> <li>▪ Build leadership team capacity in Theories of Action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented whole school lesson structure in Writing</li> <li>▪ Targeted professional learning in Writing teaching approaches</li> <li>▪ Revised assessment schedule in Literacy, new assessment tools</li> <li>▪ Documented whole school Thinking framework</li> <li>▪ Timetabling of professional learning sessions</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue Leading Teacher coaching in Literacy</li> <li>▪ Build Reading pedagogy</li> <li>▪ Whole school professional learning in Reading – Daily 5 &amp; Cafe</li> <li>▪ Whole school professional learning in Thinking, Teaching for Understanding framework</li> <li>▪ Document practice of Theories of Action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented whole school lesson structure in Reading</li> <li>▪ Targeted professional learning in Reading teaching approaches</li> <li>▪ Use of assessment – formative</li> <li>▪ Whole school Thinking framework evident in Literacy planning</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue leading teacher coaching in Literacy</li> <li>▪ Build Speaking &amp; Listening pedagogy</li> <li>▪ Whole school PL in Speaking &amp; Listening</li> <li>▪ Whole school PL in Thinking, Teaching for Understanding framework</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented whole school Speaking &amp; Listening pedagogy</li> <li>▪ Whole school Thinking framework evident in Literacy planning</li> <li>▪ Teaching for Understanding framework documented in Literacy, Numeracy &amp; Inquiry Learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

<p><b>Engagement</b></p> <p>Provide opportunities to develop student creativity.</p> <p>Implement student led conferences P-6.</p> <p>Increase opportunities for student choice.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop knowledge &amp; understanding of student led conferences (SLC)</li> <li>▪ Investigate creativity programs or structures</li> <li>▪ Introduce termly student Learning Expo/Showcase</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff professional learning, continue SLC in Year 5/6, introduce SLC in Year 3/4</li> <li>▪ Staff professional learning – Creativity</li> <li>▪ Parents and community attending Learning Expo</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop student reflective practices, goal setting and documentation</li> <li>▪ Investigate digital portfolios for SLC</li> <li>▪ Introduce whole school Success for All</li> <li>▪ Refine Habits of Mind learning program to include electives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff PL, continue SLC 3-6, introduce P-2</li> <li>▪ 5/6 students using digital portfolios for SLC</li> <li>▪ Success for All implemented P-6, twice yearly</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Extend BYOD iPad program P-6</li> <li>▪ Digital portfolios for all student P-6 for SLC</li> <li>▪ Specialist electives program 5/6 students</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<p><b>Wellbeing</b></p> <p>Build teacher capacity to provide programs and activities which support student wellbeing.</p> <p>Foster student resilience with a focus on emotional intelligence.</p> <p>Conduct parent information session about student wellbeing.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Introduce new programs – P-2 &amp; 3-6</li> <li>▪ Staff professional learning</li> <li>▪ Begin Kids Matter accreditation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kimochis resources for P-2</li> <li>▪ Bully Stoppers introduced</li> <li>▪ Stages 1 &amp; 2 Kids Matter accreditation</li> <li>▪ Artist in Schools program</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop new programs</li> <li>▪ Staff Professional learning</li> <li>▪ Parent programs</li> <li>▪ Continue Kids Matter accreditation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Restorative Practice introduced</li> <li>▪ Conducting Parent programs each term.</li> <li>▪ Stages 3 &amp; 4 Kids Matter accreditation</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Consolidate new programs</li> <li>▪ Staff professional learning</li> <li>▪ Parent programs</li> <li>▪ Complete Kids Matter accreditation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole school approach to student emotional intelligence</li> <li>▪ Documented school beliefs and understandings, wellbeing program</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

<p><b>Productivity</b></p> <p>Build teacher capacity in the purposeful use of ICT</p> <p>Further develop a Culture of Thinking</p> <p>Make provision for collaborative planning and teaching to support 3<sup>rd</sup> millennium learning</p> <p>Improved facilities that support 3<sup>rd</sup> millennium students</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Research ICT pedagogy</li> <li>▪ Timetabling &amp; meeting schedule to reflect priorities</li> <li>▪ Whole staff professional learning – sharing ideas, resources, experts in ICT</li> <li>▪ Continue accreditation for Habits Of Mind</li> <li>▪ Research oval upgrade</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT conference, networking</li> <li>▪ Provision of hardware &amp; software</li> <li>▪ Modelling of Habits Of Mind &amp; visible thinking routines</li> <li>▪ Restructure of Priority teams &amp; meetings</li> <li>▪ Documented oval project proposal</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop framework for ICT</li> <li>▪ Whole staff PL – sharing ideas, resources, experts in ICT</li> <li>▪ Continue accreditation for HABITS OF MIND</li> <li>▪ Culture of thinking focus – pedagogy &amp; Documentation</li> <li>▪ Carry out works for oval upgrade</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented ICT pedagogy</li> <li>▪ ICT conferences &amp; networking</li> <li>▪ Documented HABITS OF MIND framework</li> <li>▪ New oval</li> <li>▪ International consultants engaged in professional learning</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Investigate viability of building a multimedia centre (sound proof room)</li> </ul>	<ul style="list-style-type: none"> <li>▪ New multimedia centre</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>