

Karoo Primary School 5295

School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED..... NAME...Rodney J Harry DATE...December 8 th 2008
Endorsement by School Council	SIGNED..... NAME...Heather Betts DATE...December 8 th 2008 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED... NAME..... Gray Ryan DATE.....

School Profile

<p>Purpose</p>	<p>To engage all students and instil life long learning within a safe, supportive and nurturing environment which caters for emotional, social intellectual and physical well being, allowing each student the opportunity to reach their potential.</p>
<p>Values</p>	<p>At Karoo Primary School we encourage all members of our community to display integrity by demonstrating the following values; EXCELLENCE Performing at your best through being persistent, recognising and celebrating your own and others individual and collective achievements. RESPONSIBILITY Taking ownership of your actions, especially exercising self discipline, and resolving differences in constructive and peaceful ways. RESPECT-Valuing yourself and having consideration for others and all property. HONESTY AND FAIRNESS-Being honest and fair, and displaying truth and sincerity. Making sure your words and actions match. TOLERANCE AND UNDERSTANDING -Accepting other people’s differences and being aware of others</p>
<p>Environmental Context</p>	<p>Karoo Primary School, established in 1992, is located in Rowville. Whilst only 16 years old the school has developed a positive culture of making a difference in students’ education and assisting them to achieve their potential. Karoo is in a zoned housing area which continues to develop and enrolments have stabilised and it is expected that there will be a decrease in numbers over the period of this Strategic Plan.</p> <p>We aim to provide a balanced, sequential curriculum based on the Victorian Essential Learning Standads with particular emphasis on Literacy and Numeracy. Provision is made for co-operative learning, self motivation, risk taking, decision making and problem solving.</p> <p>Classroom programs are enriched and supported by Specialist programs that are conducted in Physical Education, Visual Arts, Performing Arts, Learning Technologies, Reading Recovery & LOTE (Indonesian). On a regular basis Enrichment Programs are offered across the school. A feature of the school is its Intervention programs. Reading Mastery is a major focus across the school and involves a large number of students. Language for Learning and Phonemic Awareness programs are run for appropriate Prep students.</p> <p>In acknowledgement of the diverse interests and talents of students and a range of learning styles, the school provides an array of enrichment opportunities including: Perceptual Motor Program, Instrumental Music, Chess, Inter-School Sport, Recorder, Junior and Senior Choir, percussion, Australian Schools testing and camping program.</p> <p>Facilities include 16 permanent classrooms, a Middle Years complex, 14 portable classrooms, Gymnasium, Multi Use area, Art Room, Library, Computer Laboratory and Performing Arts Room. The majority of the school is air-conditioned. Extra amenities include a Community Centre, Canteen and a Before and After School Care Room to facilitate that program.</p> <p>The attractive grounds have extensive natural and artificial grass playing areas, an outdoor classroom, 3 adventure playground areas covered by shade sails, a Senior and Junior sandpit, 3 basketball/netball courts, rebound wall and play equipment. Extensive landscaping and grounds works have been undertaken and water tanks installed.</p>

The high priority that the school has placed on Information Technologies enhancing learning is reflected in the network that has been established across the school. In addition to the computer lab there is a separate bank of computers in both the library and the learning common as well as 4 computers in each classroom which ensures that staff and students are linked to this vital resource. Over 20 classrooms have Interactive Whiteboards and students are actively encouraged to utilise the Internet as a learning resource.

The school encourages a close relationship between home and school with the emphasis that education is a partnership between parents, students and teachers. Strong support from the community is achieved as indicated by an enthusiastic School Council and committee structure.

Karoo is a member of the Rowville Cluster of Schools. Close association is maintained with local pre-schools and the Rowville Secondary College to ensure a smooth transition process.

The school has a strong commitment to the development of each student - as a person, as a learner and as a responsible citizen with an emphasis on:

- personal and academic achievement
- pride to achieve to the best of their ability
- responsibility for their own learning
- self esteem and self discipline
- respect, tolerance and understanding of self and others
- balance of co-operation and competition
- equal opportunity

Strategic Intent

	Goals	Targets								
Student Learning	To improve student achievement in literacy and numeracy p-6 with special emphasis on oral language	<p>NAPLAN</p> <table border="1"> <thead> <tr> <th>Year 3 Means</th> <th>Year 5 Means</th> </tr> </thead> <tbody> <tr> <td>Reading -2.5</td> <td>Reading -3.5</td> </tr> <tr> <td>Writing – 2.7</td> <td>Writing – 3.7</td> </tr> <tr> <td>Numeracy – 2.3</td> <td>Numeracy – 3.3</td> </tr> </tbody> </table> <p>Growth from Year 3 to Year 5 shows 1 VELs Level.</p> <p>TEACHER JUDGEMENTS 85 % students at achieve at the upper progression point of Average in Reading, Writing and Numeracy</p>	Year 3 Means	Year 5 Means	Reading -2.5	Reading -3.5	Writing – 2.7	Writing – 3.7	Numeracy – 2.3	Numeracy – 3.3
Year 3 Means	Year 5 Means									
Reading -2.5	Reading -3.5									
Writing – 2.7	Writing – 3.7									
Numeracy – 2.3	Numeracy – 3.3									
Student Engagement and Wellbeing	To improve student wellbeing and engagement with special with emphasis on relationships and safety.	<p>Staff Survey</p> <p>Appraisal and Recognition 87 on 100 point scale Professional Growth 83 on 100 point scale Goal Congruence 87 on 100 point scale</p> <p>Attitudes to School Survey- Year 5 mean to be at or above Teacher effectiveness - 4.5 School Connectedness - 4.4 Teacher Empathy - 4.5</p>								
Student Pathways and Transitions	To improve transitions into, from and within the school. To improve pathways for all students.	<p>Parent Opinion Survey</p> <p>School Improvement 5.5 Reporting 5.2 Transitions 5.75 Stimulating Learning 5.55</p>								
Key Improvement Strategy #1	To enhance teaching practice through a whole school approach to pedagogical understanding and strategies.									
Key Improvement Strategy #2	Through a coordinated whole school approach, implement a range of activities and programs for student engagement and wellbeing.									
Key Improvement Strategy #3	Develop a coordinated approach to transitions into, from and within the school									
Key Improvement Strategy #4	To refine the differentiation of curriculum to better meet the individual learning needs of all students									

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
To enhance teaching practice through a whole school approach to pedagogical understanding and strategies.	Year 1	<ul style="list-style-type: none"> • Writing -whole school program trialled. • Mathematics Coaching in Mathematics Year 5 & 6 • Literacy Coaching with Alan Wright Years 3 and 4 • Literacy Coaching with Julie Shepherd Years Prep – Yr 2 plus new teachers • Increased focus on developing oral language Prep and Yr 1 in particular • Assessment schedule P- 6 developed for English 	<ul style="list-style-type: none"> • All staff using Writers Notebook in classrooms • All staff conducting Writers' Workshops according to school Guidelines • Maths Units for Years 5 &6 developed in line with school guidelines. All completed and saved on 'T' drive by end of year. • All teachers using the English Assessment Schedule and developing programs as a response to data gained
	Year 2	<ul style="list-style-type: none"> • Writing -whole school program implemented • All levels to refine and add to Mathematics Units • Write whole school oral language program • Literacy Coaching with Alan Wright Years 3 and 4 • Assessment schedule P- 6 English implemented <li style="background-color: yellow;">• Investigate E⁵ • Assessment schedule P- 6 developed for Mathematics 	<ul style="list-style-type: none"> • Writer's Workshops fully implemented in all classes. • Student Learning Outcomes, NAPLAN and Teacher Judgement improvement • Mathematics Assessment Schedule published
	Year 3	<ul style="list-style-type: none"> • Writing -whole school program documented and refined • Mathematics Assessment Schedule to be developed • Increased focus on developing oral language in Yrs 5 -6 • Implement whole school oral language program • • • 	<ul style="list-style-type: none"> • All teachers using the English and Mathematics Assessment Schedule and developing programs as a response to data gained •
	Year 4	<ul style="list-style-type: none"> • Consolidate whole school oral language program • • • • • • 	<ul style="list-style-type: none"> •

Through a coordinated whole school approach, implement a range of activities and programs for student engagement and wellbeing.	<ul style="list-style-type: none"> Year 1 	<ul style="list-style-type: none"> Mentor to work with Year Level leaders to provide support for Inquiry Learning Tribes Training and trialling Increase the number of Interactive Whiteboards Develop ICT plan based on e potential survey data Collaborative Peer Feedback program extended Parent Information – Curriculum 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Year 2 	<ul style="list-style-type: none"> Tribes implementation Mentor to work with Year Level leaders to provide support for Inquiry Learning Collaborative Peer feedback Program refined and extended Implement ICT Plan Parent Information – Healthy Food 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Year 3 	<ul style="list-style-type: none"> Inquiry Learning Units audit to ensure coverage of all strands of VELs. Tribes – documentation of inclusion in Wellbeing Program Collaborative Peer Feedback Parent Information – Drug Education Implement ICT Plan 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Year 4 	<ul style="list-style-type: none"> Collaborative Peer Feedback Implement ICT Plan 	<ul style="list-style-type: none">

Develop a coordinated approach to transitions into, from and within the school	• Year 1	<ul style="list-style-type: none"> • Extend end of year transition program from class to class using Tribes activities to develop community and energise students. • Develop protocols for students and their families entering the school throughout the year. • Trial 3 way conferences Year 5&6 • 	• New Students to School Protocols developed
	• Year 2	<ul style="list-style-type: none"> • Review and refine end of year transition program from class to class. • Introduce 3 way conferences Years 5 &6 • • 	<ul style="list-style-type: none"> • Increased Parent Satisfaction with the Reporting process as measured by the Parent Opinion Survey • Increased Parent Satisfaction with the Transition process as measured by the Parent Opinion Survey • Improved results in Student Attitudes to School Survey – School Connectedness Year 5 • School Survey – New families to school 95% agree that the transition to Karoo PS was effective and supportive for both families and students
	• Year 3	<ul style="list-style-type: none"> • • • 	•
	• Year 4	<ul style="list-style-type: none"> • • • 	•
To refine the differentiation of curriculum to better meet the individual learning needs of all student	• Year 1	<ul style="list-style-type: none"> • Use NAPLAN data to track students from Year 3 to 4 and Year 5 to 6. • NAPLAN and Teacher Judgement data at school and cohort level analysed by staff to provide feedback on student outcomes. • Focus on Common expectations for Mathematics sessions and type of activities presented • Link PoLT to teachers Individual PRP 	•
	• Year 2	<ul style="list-style-type: none"> • Link PoLT to teachers Individual PRP • • 	•
	• Year 3	<ul style="list-style-type: none"> • Link PoLT to teachers Individual PRP • • 	•
	• Year 4	<ul style="list-style-type: none"> • • 	•

4 Year Intent for Strategic Plan

Y r	To enhance teaching practice through a whole school approach to pedagogical understanding and strategies.	Through a coordinated whole school approach, implement a range of activities and programs for student engagement and wellbeing.	Develop a coordinated approach to transitions into, from and within the school To refine the differentiation of curriculum to better meet the individual learning needs of all student
1	<ul style="list-style-type: none"> • Writing -whole school program trialled. • Mathematics Coaching in Mathematics Year 5 & 6 • Literacy Coaching with Alan Wright Years 3 and 4 • Literacy Coaching with Julie Shepherd Years Prep – Yr 2 plus new teachers • Increased focus on developing oral language Prep and Yr 1 in particular • Assessment schedule P- 6 developed for English • 	<ul style="list-style-type: none"> • Mentor to work with Year Level leaders to provide support for Inquiry Learning • Tribes Training and trialling • Increase in the number of Interactive Whiteboards • Develop ICT plan based on e potential data • Collaborative Peer Feedback • Parent Information – Curriculum 	<ul style="list-style-type: none"> • Extend end of year transition program from class to class. • Develop protocols for students and their families entering the school throughout the year. • Trial 3 way conferences Year 5&6 • • Use NAPLAN data to track students from Year 3 to 4 and Year 5 to 6. • NAPLAN and Teacher Judgement data at school and cohort level analysed by staff to provide feedback on student outcomes. • Focus on Common expectations for Mathematics sessions and activities presented • Link PoLT to teachers Individual PRP
2	<ul style="list-style-type: none"> • Writing -whole school program implemented • All levels to refine Mathematics Units • Write whole school oral language program • Literacy Coaching with Alan Wright Years 3 and 4 • Assessment schedule P- 6 English implemented • Investigate E⁵ 	<ul style="list-style-type: none"> • Mentor to work with Year Level leaders to provide support for Inquiry Learning • Tribes implementation • Collaborative Peer Feedback • Implement ICT plan • Parent Information – Healthy Foods 	<ul style="list-style-type: none"> • Review and refine end of year transition program from class to class. • Explore assessment as, for and of curriculum • Introduce 3 way conferences Years 5 & 6 • Link PoLT to teachers Individual PRP •
3	<ul style="list-style-type: none"> • Writing -whole school program documented and refined • Mathematics Assessment Schedule to be developed • Increased focus on developing oral language in Yrs 5 -6 • Implement whole school oral language program 	<ul style="list-style-type: none"> • Inquiry Learning Units audit to ensure coverage of all strands of VELS. • Tribes documentation • Collaborative Peer Feedback • Implement ICT plan • Parent Information – Drug Education 	<ul style="list-style-type: none"> • Implement assessment ideas from exploration as, for and of curriculum • Link PoLT to teachers Individual PRP •
4	<ul style="list-style-type: none"> • Consolidate whole school oral language program 	<ul style="list-style-type: none"> • Collaborative Peer Feedback • Implement ICT plan 	<ul style="list-style-type: none"> • Link PoLT to teachers Individual PRP •

Suggested Actions – School Review report

Student Learning

- ❖ Embed the P&D Culture so that level 5 accreditation is achieved by 2011.
- ❖ Develop a p-6 interdisciplinary curriculum plan according to the VELS domains
- ❖ Train staff and implement the PoLT assessment of, for and as learning strategies.
- ❖ Develop an assessment schedule in literacy and numeracy from pre-prep to level 6.
- ❖ Conduct a whole school curriculum audit to show that by 2010, curriculum will meet all elements at level 4 of the whole school self -assessment tool. Available at <http://www.sofweb.vic.edu.au/blueprint/fs1/>
- ❖ Provide professional learning for teaching strategies such as the 5 Es, coaching and receiving and giving feedback.
- ❖ Use information from the E Learning survey as a basis for individual professional learning plans.

Transitions

- ❖ Develop ILPs for students with special needs – whether they be in need of assistance or highly able then extend the plans to include all students.
- ❖ Implement the 'Tribes' program p-6.
- ❖ Implement 3-way conferences for year 5-6 students.
- ❖ Develop transition programs to include a p-6 induction program for students who enroll throughout the year and for movement between year levels
- ❖ Develop a whole school approach to induction for new families.
- ❖ Develop and implement a survey for new students and their parents to ascertain the success of the induction program.
- ❖ Arrange for new families to be welcomed to the school by parents so new families feel welcomed and accepted.
- ❖ Ensure teachers have time allocated to share assessments and knowledge of students so that transitions between levels are seamless.
- ❖ Develop and implement surveys for parents and students to ascertain the success of transition programs
- ❖ Invite year 7 students to inform year 6 students about transition to year 7.
- ❖ Use ICT e.g. video conferencing and SKYPE for communication between year 6 and year 7 students.
- ❖ Provide parent conferences and information about school activities and programs.

Engagement

- ❖ Continue the focus on teaching and learning pedagogy and activities in all programs to ensure students are well connected to and engaged in learning p-6.
- ❖ Embed the ICT program to assist engagement in learning.
- ❖ Embed the implementation of the 'Friendly Schools, Friendly Families' program to promote positive social interaction within the school and community.
- ❖ Implement the 'Tribes' program through staff, student and parent involvement in the program which aims to assure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world (Tribes Mission Statement).
- ❖ Extend student leadership opportunities throughout the school and continue the work of the Junior school council.
- ❖ Provide training for student leaders and have clear expectations for the roles, responsibilities and consequences of breaching expectations.
- ❖ Involve students in the implementation of the Student Management policy and 'Safe Schools are Effective Schools' policy
- ❖ Provide parent information sessions to build shared understanding of all student engagement and wellbeing programs.
- ❖ Provide staff, student and parent forums to provide feedback on survey data then act on the disclosures where possible.