

Kilsyth Primary School

School Strategic Plan

2006–2009



KILSYTH
Primary School

Part 1– School Profile

Purpose:

At Kilsyth Primary School we strive to create a supportive environment in which positive relationships form the foundation for every aspect of school life. We aim to develop the whole person as a committed life long learner who is socially responsible, resilient and independent.

Values:

As the Kilsyth Primary School Community we value:

1. Learning – the pursuit of excellence through persistence, independence and creative thought
2. Positive Attitudes - effort, participation, confidence, resilience and achievement
3. Respect – accept and value all members of the school community
4. Connectedness - relationships and caring
5. Communication – responsibility, co-operation and team work.

Environmental Context:

Social – community and demographics

- Located in a low socio-economic demographic
- 45% of families entitled to receive Educational Maintenance Allowance
- 30% of families are single parent families
- Very few families where one or both parents/guardians are professional or business proprietors exist in the school.
- Likely to see a further decrease in enrolments as the population in the area ages
- The school has an extremely talented and professional staff team
- The age/experience and profile of the staff has changed over the past few years with the employment of a number of graduate teachers as the more experienced teachers have retired or left for another school.

Environmental – grounds and facilities

- All rooms are well equipped and conducive to effective learning
- All spaces are heated and the majority of the school is air conditioned
- Areas of concern relate to inadequate storage space and hard court areas for the students to play on during wet weather
- Grounds are well established with attractive gardens including a wonderful frog habitat, butterfly garden and an area to use as an outdoor classroom

- Grounds are scheduled for an upgrade in the next few months using a recently received Federal Government grant.
- Involvement in accreditation for Educating for Sustainability and the “Water Learn It Live It!” (LILI) program.

Educational

- Introduction of the Victorian Essential Learning Standards with an even greater emphasis on ICT
- New assessment and reporting arrangements to be implemented in 2007
- The school to begin the process of attaining our in Performance and Development Accreditation in 2007.

Technological

- Continuing upgrade of classroom technologies – school intranet is working reliably and students are now using a large range of software applications
- All staff have a lap top computer
- The school is equipped with computers at a ratio of 1:5 students with a dedicated computer laboratory.

Part 2 – Strategic Intent

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	To improve learning outcomes for students from prep – year 6 in the Essential Learning Disciplines of English and Mathematics.	To improve the engagement and health and wellbeing of all students.	To further develop and implement approaches for informed and effective transitions for all students at all stages of schooling.
Targets	<p>To improve the Aim results in both Mathematics and English to be at or above the state mean by 2010.</p> <p>85% of students Prep – 6 will achieve at or above the expected standard in Mathematics by 2010.</p> <p>Prep – 75% of deemed capable students reading Level 5 with 90% accuracy. Year 1 – 90% of students reading Level 15 with 90% accuracy or more. Year 2 – 95% of students reading Level 20 with 90% accuracy or more.</p>	<p>To improve the year 5 and 6 results on the Student Attitudes to School survey between 2006 and 2010 to be above the 60th percentile across all variables.</p> <p>To reduce by half the number of student suspensions by 2010.</p> <p>To reduce average student absence across the school to be below the state benchmark by 2010 and reduce the number of late to school students by half.</p>	<p>The proportion of parents, students and teachers reporting satisfaction with the pre-school to school, Level to Level and Year 6 to Year 7 transition and orientation programs to be greater than 90% by 2010 (school-based measure) .</p>

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
	At all year Levels, 85% of students to be assessed at or above the indicative level in Writing, Reading and Speaking and Listening by 2010.		
Key Improvement Strategy One	Enhance teaching and learning strategies across the school: <ul style="list-style-type: none"> • Continue to develop school-wide principles of learning and teaching (PoLT) • Continue to develop a thinking-oriented curriculum approach to teaching and learning • Develop a school wide professional performance and development culture. 		
Key Improvement Strategy Two	Continue the recent introduction of Restorative Practices and emphasis on values and building effective relationships.		
Key Improvement Strategy Three	Continue and evaluate the effectiveness of Open Mornings, Information Nights and Pre-school to Prep programs. Develop a survey to gauge the effectiveness of the Transition program into, within and from the school.		

Part 3 – Signatures

SIGNED by the Principal

Name [Allan Thatcher

Date / /

SIGNED by the School Council President

Name Stephanie Manley

Date / /

SIGNED by the Regional Director (or nominee)

Name Jim Watterson

Date / /