

Killara Primary School 5352 School Strategic Plan 2008 -2011



Endorsement by School Principal	SIGNED <i>John Fry</i> NAME John Fry DATE 12/12/2007
Endorsement by School Council	SIGNED <i>Heather Odgers</i> NAME Heather Odgers DATE 12/12/2007 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

Purpose	Working in partnership with parents and the wider school community Killara Primary School aims to develop high performing students that are active, independent learners with a strong sense of self worth and an enthusiasm for life long learning.
Values	Killara Primary School - Values Caring Students are courteous and kind. Staff members are respectful and considerate. School Community is friendly and understanding. Acceptance Students are tolerant and understanding. Staff members recognise individual differences and value diversity. School Community is open minded and inclusive. Responsibility Students are trustworthy and responsible. Staff members are committed and professional. School Community values and contributes to school achievements. Excellence Students achieve their best. Staff members provide high quality programs & teaching School Community works effectively. Support Students work together cooperatively in a positive manner. Staff members support and respect each other, students and the school community. School Community works to support students, teachers and the school.

Environmental Context	<p>Killara Primary School, opened in 1993, in what was a rapidly expanding area of housing estates on the northwest fringe of Sunbury, within the City of Hume. Since 2000 the student population has been slowly declining with projections indicating the school will have approximately 470 students in 2009. The school has a very low Student Learning Needs Index (SLN), with 1% of the students coming from Non English Speaking Backgrounds (NESB). Over 19% of the school families are in receipt of government assistance through the Education Maintenance Allowance (EMA). This places the school in Like Schools Group (LSG) 1. Staffing at the school is quite stable so the staff profile of the school is not expected to change over the time of this strategic plan. The school has fully implemented the Victorian Essential Learning curriculum, new assessment and reporting requirements and will seek accreditation for performance and development culture in 2008. The school invests significant funds into ICT facilities within the school and has maintained a classroom computer ratio of 1:5 and timetables each class into a well facilitated computer lab each week. In response to new technologies such as Interactive Whiteboards, the school has made the commitment to send small teaching teams to participate in relevant Professional Development and has begun a plan to provide an Interactive Whiteboard for each of the rooms in the permanent buildings. The school is situated on extensive grounds and the core building comprises ten general purpose classrooms, each with a shared teacher preparation area and a small group withdrawal room and specialist teaching areas which include a Music Room, Art Room, Library and a small Gymnasium. Curriculum is provided in each of these areas with a specialist teacher. In addition, we have a new freestanding block of 6 general purpose classrooms and 6 relocatable classrooms. All buildings are in good condition and extensive work has been completed to provide attractive grounds complete with 3 adventure playgrounds and plenty of open space in which students can play.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve student achievement levels in all areas of literacy but particularly in writing To improve student achievement levels in numeracy 	<ul style="list-style-type: none"> 95% of all students to reach reading Instructional Level 5 in Prep, Level 15 in Grade 1 and Level 25 in Year 2 95% of all students to be at or above state benchmarks in reading achievement in Years 3 and 5. 90% of all students to be achieving at expected VELS level in Mathematics 	<ul style="list-style-type: none"> Establish accountability for rigorous & robust assessment and monitoring of progress by individual students and cohorts of students Enhance focussed teaching in literacy & numeracy blocks Develop a school- wide Performance & Development Culture
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To improve the engagement of boys across the school with particular emphasis on boys moving from Year 3 through to Year 6. 	<ul style="list-style-type: none"> 15% improvement in the achievement of boys in school and state based testing as compared to girls At least 50% of Student Leadership positions in the school to be held by boys 15% increase in the Student Motivation and Learning Confidence domains for boys in the Attitudes to School Survey 	<ul style="list-style-type: none"> Investigate best practice in the engagement of boys in the Primary years Address gender equity issues in student leadership positions in the school Develop a whole school approach to the engagement of boys
Student Pathways and Transitions	<ul style="list-style-type: none"> To provide a smooth transition for students as they move through the school 	<ul style="list-style-type: none"> 15% increase in the Curriculum Coordination and Professional Interaction domains in the Staff Opinion Survey 15% increase in the Transitions, General Satisfaction and School Connectedness domains in the Parent Opinion Survey 	<ul style="list-style-type: none"> School- wide documentation kept & passed on to teachers regarding student achievement in literacy & numeracy Conduct Parent Education sessions to assist parents in supporting their child through their Primary years Improve communication and knowledge sharing between teaching teams