


Endorsements

<p>Endorsement by School Principal</p>	<p>Signed:</p> <p>Name: Michael Block</p> <p>Date: December 2016</p>
<p>Endorsement by School Council</p>	<p>Signed:</p> <p>Name: Jenny Mcculloch</p> <p>Date: December 2016</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name..... Karen Cain AIRD</p> <p>Date..... 20/1/2016</p>



Department of
Education & Training

School Strategic Plan for Kananook Primary School 5418

School Profile

<p>Purpose</p>	<p>Kananook Primary offers a stimulating learning environment that aims to nurture responsible, confident and caring students who have high self-esteem, self discipline and respect for others and their property. Our students become resilient, compassionate, adaptable and well-informed members of their community.</p>
<p>Values</p>	<p>Kananook Primary School has high expectations that the whole school community will work together according to the following agreed set value :</p> <p>Excellence: In the achievement of individual and set goals (Do your very best)</p> <p>Integrity: Of individuals in their words, actions and relationships (Do the right thing)</p> <p>Responsibility: For our words, actions and learning (Be in charge of yourself)</p> <p>Tolerance: Of individual differences (Understand that people are different)</p>
<p>Environmental Context</p>	<p>Uniquely located on the very fringe of the Greater City of beachside Frankston, Kananook Primary School (Kananook PS) opened in 1958 in the suburb of Seaford. The school is set on spacious grounds in the residential area between Kananook Creek and the Frankston Freeway. Kananook PS is a small school with an average enrolment of 200 students. The school community comprises a wide range of cultural and socioeconomic backgrounds. The Kananook Preschool is located adjacent to the Kananook PS and beneficial links exist between the two schools.</p>

The 2015 enrolments sit at 181 at the beginning of term four including three five part-funded Koorie students, five Program for Students with Disabilities (PSD) students and no English as Another Language (EAL) students. The transience factor approximates 10%. The Student Occupation (SFO) rating places the school in the lower 20% socioeconomic domain. It remains static.

There are 12 Effective Full Time (EFT) teachers, an Acting Principal, two EFT Education Support (ES) staff, one part-time ES staff member and two office staff on a 0.6 time fraction.

The school aims to create a caring, harmonious student- centred learning community. It is committed to providing, through purposeful teaching, opportunities for all students to achieve their personal best academically and socially. The school actively supports students to become confident, resourceful and responsible citizens.

Kananook PS is committed to continuous improvement in teaching and learning. The Building the Education Revolution Program (BER Program) building inspired multi-age groupings with teams of teachers planning and working together to deliver programs that cater for all students. The capacity of teachers in using multiple sources of feedback to evaluate student learning and inform targeted teaching underpins staff professional learning.

Curriculum and co-curricular programs at this medium sized school are extensive. Supporting program for students requiring extra assistance includes Speech Therapy Assistant (STA) program. In addition to classroom teaching, students participate in Language Other Than English (LOTE) Japanese, Music and Art classes each week. Through these programs students have been part of community festivals. Classroom teachers organise Library and Physical Education lessons. All students from Prep to Year 6 take part in cooking lessons in the Kids' Kitchen which incorporates a magnificent Kitchen Garden.

Parent involvement is actively sought and is vital to the success of a wide range of extra curricular activities at the school. Parents are encouraged to participate in the Parents Teachers and Friends (PTF) and School Council sub-committees.

The PTF is an integral part of the school and organises fundraisers. School Council relies on the input from its various sub committees, the PTF, the Student Representative Council (SRC) , Principal and staff. Whole-school annual events include an Open Night held during Education Week, a musical production held at the Frankston Arts Centre and a Christmas Concert.

Student voice and leadership is a feature at every year level. Student-led parent meetings are conducted in Term 2. School Captains and SRC members are elected from Years 5 and 6.

Strategic Direction

Achievement		Key improvement strategies
Goals	To ensure that all students achieve optimum learning growth in English and Mathematics	Develop an agreed P-6 model of teaching in English Build teacher capacity through collaborative teams and shared professional learning
Targets	To ensure that a minimum of 75% of students in make medium to high learning growth in Reading and Mathematics based on matched cohort data for years 3 to 5	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Research best programs and teaching strategies based on evidence based outcomes • All staff to attend Professional on the fundamental components of CAFÉ reading • CAFÉ High performing school visit by all staff 	50 % of student achieving middle to high growth in Reading
Year 2	<ul style="list-style-type: none"> • High performing school visits to see CAFÉ reading program in action • Ongoing Professional Development for all staff on CAFÉ model • Draft CAFÉ reading P-6 scope and sequence 	60 % of student achieving middle to high growth in Reading
Year 3	<ul style="list-style-type: none"> • Whole school implementation of CAFÉ reading program • Peer observation of CAFÉ reading program • Ongoing professional development of CAFÉ reading 	70 % of student achieving middle to high growth in Reading
Year 4	<ul style="list-style-type: none"> • Whole school implementation of CAFÉ reading program • Peer observation of CAFÉ reading program • Ongoing professional development of CAFÉ reading 	75 % of student achieving middle to high growth in Reading

Kananook Primary School has excellent grounds and facilities which include:

- Four double-sized classrooms and a Language classroom in the main building, fully carpeted, heated and air conditioned.
- Three double-sized classrooms in the 21st Century Learning Centre.
- Two dedicated Prep and Year 1 classrooms enclosed by an attractive fence with their own courtyard, playground, sandpit and play equipment.
- Interactive whiteboards (IWBs) and a trolley of notebooks for each year level in the school.
- Mirrabooka Arts Wing containing well equipped Music and Arts rooms.
- Large multi-purpose hall.
- Library/community meeting room
- Kitchen Garden and Kids' Kitchen (which uses produce from the garden when available).
- Courtyard with gazebo and gas BBQ.
- Soccer, football oval, Tennis Court and basketball court.
- Large shade covered adventure playground.
- Extensive displays or students' achievements and artwork.
- Colourful Year 6 Graduation Murals overseen by a local artist.
- Before and After School Care (name KOOSH) for Kananook students.

The school is currently in the process of finalising plans to bring one end of the Light Timber Construction (LTC) buildings into a 21st Century Learning Space. Kananook PS has continued to enhance the learning environment at this attractive school site and is hopeful of a gradual increase in student numbers over the next few years.

Engagement		Key improvement strategies.
Goals	To improve levels of student connectedness, motivation and engagement with the school	Work with the whole school community to ensure positive behaviour expectations
Targets	<p>Parent opinion of the school and Teaching and Learning programs and General Satisfaction be above state means and improve annually.</p> <p>Parent opinion of the school Transitions program to be above state means and improve annually.</p> <p>Annual improvement in attitudes to school survey variable means including stimulating learning, teacher effectiveness student motivation and school connectedness</p>	<p>Engage in targeted professional learning to build teachers' understanding of positive classroom behaviour and engagement practices</p> <p>Develop implement and monitor a new Kananook PS Instructional model which underpins all future curriculum</p> <p>Undertake a review of all Kananook PS curriculum programs and scope and sequence planners with a view to providing a consistent and coherent program which engages all students</p>
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Research best instructional models based on evidence • All staff to attend professional development on high performing school instructional model implementation 	50 % of student achieving middle to high growth in Reading
Year 2	<ul style="list-style-type: none"> • Ongoing Professional Development for all staff on instructional model implementation • Draft school instructional model document 	60 % of student achieving middle to high growth in Reading
Year 3	<ul style="list-style-type: none"> • Draft implementation of School instruction model • Agreed school wide pedagogy on Teaching and Learning 	70 % of student achieving middle to high growth in Reading
Year 4	<ul style="list-style-type: none"> • Ongoing Professional Development on school instruction model • Prep-6 Implementation of Instructional model 	75 % of student achieving middle to high growth in Reading

Wellbeing		Key improvement strategies
Goals	To provide a safe, inclusive and stimulating environment in order that all students have a positive learning experience	Work with the whole school community to ensure positive behaviour expectations
Targets	<p>Ensure that the school records indicate lower punctuality incidents based on previous baseline data</p> <p>Ensuring parent opinion of the school 'Wellbeing' domains remains beyond state means for each year of the strategic plan</p>	<p>Engage in targeted professional learning to build teachers' understanding of positive classroom behaviour and engagement practices</p> <p>To develop and implement a whole school student attendance strategy plan that minimises student absences and leads to increased student well being</p>
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Research practice to specifically target higher engagement levels as a means for improving student absences Implement "Real Schools" positive culture. All staff to attend Restorative Practice Professional Development – purpose – to provide practical tools, models and frames through which to build more consistent responses to student misbehaviour and promote higher level of engagement 	Average absence days per child below 20
Year 2	<ul style="list-style-type: none"> Draft documentation of specific engagement practices that improve attendance Ongoing professional development models including Understanding Human Behaviour, Succeeding with Angry and Aggressive Students, Individual Behaviour Planning, Co-Teaching, Cooperative Learning, Differentiating Instruction and Classroom Management Planning In class support for staff focusing on Early intervention strategies and approaches to be established as a preventative approach to improving engagement and learning 	Average absence days per child below 18
Year 3	<ul style="list-style-type: none"> Implement specific engagement practices that specifically target higher engagement levels as a means for improving attendance Ongoing professional development models including Understanding Human Behaviour, Succeeding with Angry and Aggressive Students, Individual Behaviour Planning, Co-Teaching, Cooperative Learning, Differentiating Instruction and Classroom Management Planning 	Average absence days per child below 16

<p>Year 4</p>	<ul style="list-style-type: none"> • In class support for staff focusing on Early intervention strategies and approaches to be established as a preventative approach to improving engagement and learning 	<p>Average absence days per child below 14</p>
	<ul style="list-style-type: none"> • Peer observations of engagement strategies that specifically target higher engagement levels for improving attendance • Ongoing professional development models including Understanding Human Behaviour, Succeeding with Angry and Aggressive Students, Individual Behaviour Planning, Co-Teaching, Cooperative Learning, Differentiating Instruction and Classroom Management Planning 	

Productivity		Key improvement strategies
Goals	To ensure that school human resource processes and provision of physical resources and school organisation maximise student-learning outcomes at all year levels.	Review the allocation of resources and impact on student learning outcomes; refine and implement recommendations Extend staff coaching, mentoring, support and observations across all year levels Prep to Year 6
Targets	For all teachers to include the school goals in the PDP - (Performance and Development Plan) over the 4 years of the strategic plan	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • School to attend and be part of the Victorian Principal Association Small School Reference Group meetings • Like school visit to research SRP implementation and strategies to best utilise resources, facilities and HR to achieve optimal student outcomes • Application for Bastow Leadership Coaching program • Research high performing school peer observation programs 	50 % of student achieving middle to high growth in Reading
Year 2	<ul style="list-style-type: none"> • Leadership to attend Victorian Principal Association Small School Reference Group meetings • Draft documentation of Peer Observation Program • Bastow Leadership Coaching Program 	60 % of student achieving middle to high growth in Reading
Year 3	<ul style="list-style-type: none"> • Implementation of School Peer observation program • Continue with coaching opportunities through Bastow 	70 % of student achieving middle to high growth in Reading
Year 4	<ul style="list-style-type: none"> • Implementation of School Peer observation program • Continue with coaching opportunities through Bastow 	75 % of student achieving middle to high growth in Reading