

6. STEM & ICT

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 1, 2, 3, 4, 5, 6 & 7 • Staff survey results	<ul style="list-style-type: none"> Develop a Scope and Sequence Participate in outside classroom activities and competitions Science Week (T4) STEM focus Include and report on digital and design technologies Include robotics and coding Include unplugged activities 	<ul style="list-style-type: none"> Share resources and strategies with parents through newsletters, website etc.

7. Early Years

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 3, 4, 5, 6, 7, 8 & 9 • National Quality Standards	<ul style="list-style-type: none"> Cross setting for literacy and numeracy based on regular assessment of needs Literacy and Numeracy Blocks Include explicit instruction and practice of skills Play based programs Develop Kindergarten program from Kindergarten Guidelines Introduce standard DoE kindergarten report format Monitor and implement strategies required for NQS compliance 	<ul style="list-style-type: none"> Parent Information session Parent – teacher meetings Literacy and Numeracy parent sessions

8. Formative Assessment

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 1, 2, 3, 4, 5, 6, 7, 8 & 9 • System - NAPLAN & On Entry • Standardised Assessments tools • School assessment tools • Student Voice	<ul style="list-style-type: none"> Use a variety of minute by minute, day by day and diagnostic assessments to guide lessons. Use whole school standardized assessments to guide classroom and school planning Moderate assessment judgements Consistent understanding of reporting terms Reporting to parents - informal and formal including digital and face to face 	<ul style="list-style-type: none"> Biennial Community Survey

Glossary

ABE	<i>Attitude, Behaviour and Effort</i>
AIEO	<i>Aboriginal and Islander Education Officer</i>
CCQ	<i>Classroom Climate Questionnaire</i>
ECE	<i>Early Childhood Education</i>
FSP	<i>Friendly Schools Plus</i>
ICT	<i>Information Communication Technologies</i>
NAPLAN	<i>National Assessment Program Literacy and Numeracy</i>
OET	<i>On Entry Testing</i>
P & C	<i>Parents and Citizens</i>
PAT	<i>Progressive Achievement Tests</i>
PSL	<i>Personal and Social Learning</i>
SEL	<i>Social Emotional Learning</i>
STEM	<i>Science, Technology, Engineering and Mathematics</i>
TLC	<i>Teacher Learning Community</i>
WHITS	<i>What's Happening in This School?</i>



together we achieve
together we achieve



Kensington Primary School - An Independent Public School

Business Plan 2018-2020

Kensington Primary school became an Independent Public School in 2015. As part of the operating arrangements as agreed with the Department of Education in the school's Delivery and Performance Agreement, a Business Plan is required. The Business Plan outlines the long term direction of the school, supported by what we would like to achieve in the next three years.

Since 2014, the Business Plan has been prepared in collaboration with the teaching and non-teaching staff and members of the School Board. It is consistent with the Department of Education's overarching values and priority areas of excellence and equity in student education as well as addressing the unique strengths and challenges that shape the character of our school.

Kensington Primary School's Business Plan is designed to encourage student success in its many forms. This is underpinned by excellence in teaching and effective parental and community engagement. It outlines the key priority areas, strategies, school performance and student improvement targets intended to maximise the success of all of students learning by focusing on their academic, social, physical and creative potential to achieve the following vision.

Our Vision

To ensure all students of Kensington Primary School develop the understandings, skills and attitudes relevant to their individual needs, thereby enabling them to fulfil their potential and contribute to the ongoing development of our society

Our Values

Learning Excellence Equity Care

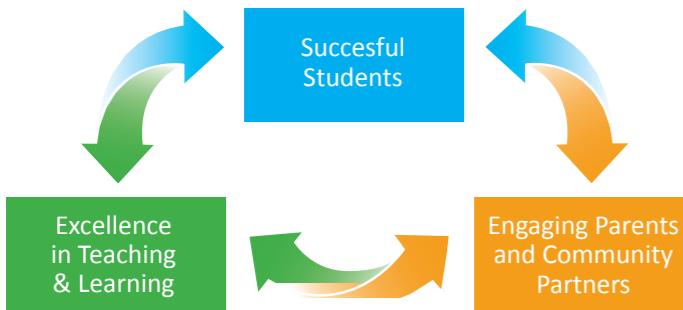
Our Mission

To provide a learning environment of choice for all students from Kindergarten to Year 6.



Kensington Primary School
PLAY THE GAME

Strategic Priorities



Our main focus is on developing successful students. We do this through excellence in teaching and learning and engaging parents and community partners.

Our priorities in this plan for ensuring successful students is in two key areas: Literacy and Values & Social Emotional Learning. We also have six supporting foci: - numeracy, engagement & retention, cultural recognition, STEM & ICT, the Early Years and Formative Assessment.

We have set our targets around the main focus area - successful students and our two key priorities. The school will report to the School Board on the progress towards the implementation of the plan and the performance of the key targets.

1. Literacy

2. Values and Social Emotional Learning

3. Numeracy 4. Engagement & Retention 5. Cultural Recognition

6. STEM & ICT

7. Early Years

8. Formative Assessment

1. Literacy

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 1, 2, 3, 4 & 5 <ul style="list-style-type: none"> NAPLAN results in Reading, Writing, Grammar & Punctuation and Spelling PAT - Reading PAT - Grammar & Punctuation PAT - Early Years On Entry Testing in PP Brightpath writing scales South Australian Spelling tests MultiLit 	<ul style="list-style-type: none"> Whole school approaches to pedagogy <ul style="list-style-type: none"> Literacy Blocks - an agreed structure Guaranteed uninterrupted time Authentic literature as well as phonic based readers/reading books Visible learning strategies Oral language Scope and Sequences Common instruction programs Writing competitions Explicit teaching Share resources Formative Assessment is integral to teaching and learning - informs what you teach Moderation of evaluations, especially writing and grammar & punctuation Reading remediation programs 	<ul style="list-style-type: none"> Promote & implement homework policy Provide information on how parents can support their child's learning Share resources and strategies with parents through newsletters, website etc. Ensure parents are aware of their child's achievements and educational needs

Targets for Successful Students

We set our targets around our main focus - successful students.

Literacy

- The comparative performance of the Year 3 and 5 in Writing and Grammar and Punctuation is as expected (within one standard deviation of the predicted school mean).*
 - The average gain for the Year 3 and 5 stable cohort is equal to or greater than like schools' average NAPLAN progress in Writing and Grammar and Punctuation.*
 - Brightpath is used by all classroom teachers (including ECE) to establish learning intentions and success criteria in Writing and to achieve an effect size of 0.4 per year.*
 - At least 90% of students achieve a C grade or higher in English in each year level.*
 - At least 80% of students 'consistently' demonstrate appropriate effort on average in English in each year level.*
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- ### Values and Social Emotional Learning
- At least 80% of students 'consistently' demonstrate the appropriate attitude, behaviour & effort (ABE) or Personal & Social Learning (PSL) in perseverance (ABE7 and PSL4).*
 - At least 70% of parents rate the school's programs and activities as good – excellent.*
 - Establish a baseline for students feeling safe, happy and supported (helped) at school and target a 10% improvement.*
 - At least 85% of students attend regularly (90%).*

2. Values and Social Emotional Learning

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 5, 6, 8 & 9 <ul style="list-style-type: none"> Moderated reports in ABE/PSL and effort Staff and student FSP surveys 	<ul style="list-style-type: none"> A whole school, evidence based approach to Social Emotional Learning (SEL) is adopted and implemented within the class rooms - Friendly Schools Plus (FSP) Whole school values are developed and virtues linked to these Strengths and growth mindset focus Buddies and mentors Philosophy is taught in Year 4-6 Leadership roles in Year 6 Include the following across the years in Health <ul style="list-style-type: none"> - Protective Behaviours - Self-Management/regulation - Sex Education - E-safety Follow revised Child Protection Policy 	<ul style="list-style-type: none"> Develop and promote whole school values Provide SEL information for parents (information session and newsletter)

3. Numeracy

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 6 <ul style="list-style-type: none"> NAPLAN results in Mathematics PAT - Maths PAT - Early Years On Entry testing in PP BEBRAS 	<ul style="list-style-type: none"> Whole school numeracy block structure and fundamental beliefs outlined <ul style="list-style-type: none"> - Explicit teaching - Warm up activities included in each lesson - Build understanding from concrete - representational - symbolic - Formative Assessment is integral to teaching and learning - informs what you teach - Teach fluency (mental computation) and number fact strategies - Teach problem solving strategies - Include financial literacy Share and use online resources Ensure full benefits of Mathletics are understood and utilised Develop Scope and Sequences Participate in BEBRAS (Year 4-6) for computational thinking Moderated evaluation of common assessment tasks Maths enrichment program 	<ul style="list-style-type: none"> Promote & implement homework policy Provide information on how parents can support their child's learning, including through Mathletics Share resources and strategies with parents through newsletters, website etc. Ensure parents are aware of their child's achievements and educational needs

4. Engagement and Retention

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 5, 6, 8 & 9 <ul style="list-style-type: none"> Attendance records Moderated reports in ABE/PSL and effort Student surveys (CCQ & WHITS) 	<ul style="list-style-type: none"> Whole school attendance monitoring and rewards Attendance contracts for at risk students Year 4-6 leadership and philosophy Self & peer assessment - engagement in learning Safe learning environment - positive behaviour policy, individual behaviour plans as required, explicit SEL education Provide opportunities in non-academic fields such as The Arts and PE, e.g. : <ul style="list-style-type: none"> - Carnivals - Art Day (Term 3) & competitions - Running Club - Artist in Residence program - Dance/Circus skills - Choir & Band - Gardening Club - Art Club - Instrumental music - Chess Club 	<ul style="list-style-type: none"> Inform parents of attendance and unexplained absences Case management meetings with parents for students with low attendance Promote importance of perseverance and effort

5. Cultural Recognition

Student Monitoring	Excellence in Teaching and Learning	Engaging Parents and Community
Targets: 8 <ul style="list-style-type: none"> Student survey results on affirming diversity (WHITS) 	<ul style="list-style-type: none"> Leadership roles to include cultural focus Celebrate cultures - e.g. Harmony Day (T1) NAIDOC (T2) Maintain AIEO Link to curriculum and provide in class opportunities to recognise students' cultural heritage 	<ul style="list-style-type: none"> Build relationships - parent and community partners Maintain AIEO and home visits Promote cultural celebrations at assembly and in newsletter