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## Our Vision

*Working collaboratively to ensure that each student is prepared for our ever-changing world.  
Promoting the skills of Problem Solving, Innovation, Creativity, Critical Thinking, Collaboration,  
Imagination and Inquiry.*

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## Our Targets

**STEM** - Future innovation will require STEM-related knowledge, problem-solving, critical and creative thinking skills and the ability to work collaboratively and solve emerging world problems and give students opportunities to apply learned skills and knowledge through Powerful Learning Pedagogies.

**LITERACY** - Using 21<sup>st</sup> century pedagogies to develop growth mindsets, executive functioning, critical and creative thinking.

**NUMERACY** - Using 21<sup>st</sup> century pedagogies to develop growth mindsets, executive functioning, critical and creative thinking.

**ABORIGINAL STUDIES** – Develop Kilkenny Primary Schools cultural competencies.

Priority Area 1 STEM – Future innovation will require STEM related knowledge, problem solving, critical and creative thinking skills and the ability to work collaboratively and solve emerging world problems. We aim to give students opportunities to apply learned skills and knowledge through Powerful Learning pedagogies.

Action Strategies – Related to targets	Key Tasks – What needs to be done?	Responsibility – Whom?	Timeframe – By when?	Measures – Evaluate
Establish a committee dedicated to STEM	Discuss the formation of a committee with all staff	Leadership	T1 2017 (By week 11)	Committee meets regularly and decides the direction of STEM for our site, T/D opportunities
1 x STEM project throughout the term R-7	Design stem learning project collaboratively	Teachers to organise / discuss needs and work with peers to implement	TBA by staff involved in consultation with others and timetable requirements	Formative / ongoing and summative assessment tasks to be completed
Develop STEM skills for students	Decide using DECD STEM priorities areas for further development	Teachers to skill up students on the Plan – Design – Make - Evaluate task design model (Example)	As per TT – on-going throughout the year	Assessment of skills to be developed (PLC) via investigation of the Critical and Creative thinking continuum.
Provide professional development for whole staff in STEM pedagogy	Source suitable opportunities throughout the year	Leadership / Staff / PLC	On-going throughout the year	Staff are confident in applying STEM pedagogies throughout their classroom spaces.
Showcase	Organise activities, timetables etc	Classroom Teachers	T3 – Early discussions	Feedback sought from students, staff and parents to improve process etc.
Investigate funding opportunities for STEM resources	Approach DECD – Private suppliers – community to source required resources.	Leadership / Staff	On-going throughout the year	Required resources are always on hand and readily available

Priority Area 2 – Using 21<sup>st</sup> century pedagogies to develop growth mindsets, executive functioning, critical and creative thinking in Literacy

Action Strategies – Related to targets	Key Tasks – What needs to be done?	Responsibility – Whom?	Timeframe – By when?	Measures – Evaluate
Using Literacy Pro to develop students love and frequency of reading and increase comprehension strategies with specific attention paid to Interpreting, inference identifying relevant parts of text, interpreting figurative language	Support teachers and use related TD services to implement the Literacy Pro program across classes 3-7	Library staff and leadership to monitor and ensure all teachers and engaging with and using the Literacy Pro resources	Early T1 2016 (by week 11)	Increased reading commitment by those reluctant readers. Increase in ability to comprehend texts – PATR/C data and NAPLAN band increase as measures of growth. Along with Lexile growth across the year. Monitored and tracked.
Continue the WTW spelling	Support new and existing staff via classroom support to continue the WTW program	Corey to support staff with implementation	Early T1 2016 (by week 4) Timetables organised	Staff confidently engaging in all aspects of the WTW program – Growth measured via increase in – PATR/C data and NAPLAN band increase as measures of growth.
Continue the use of Multi-Lit intervention program – extension of the program into Sight words and Reinforced reading	Withdrawal of ‘at risk’ students for participation in the Multi_Lit program. Data looked at via scorelink and students selected based on data.	Oksana and Angela and Leadership	Data analysed and students grouped by week 2 T1 2017. Program to start early T1 2017	Confidence and use of greater variety of words. WTW testing to show development. Students’ progress to higher bands in spelling in PAT and NAPLAN (Staff and Student feedback)
Develop Guided reading across the site in a more formal way	Source and organise teachers interested in running a GR program in their room. Source and Fund TD for 2017	Leadership to organise and source TD for staff	Early in T12017 – begin discussions around the opt-in and around training and organise	Reading scores and band shift increase in PAT-R/NAPLAN data. (Staff and Student feedback)
Continue building on Jolly Phonics skills in JP	Seek guidance from JP staff and organise related TD around the Jolly Phonics Program	Leadership to manage and organise resources and training	Early in T1 2017, then termly	Development of skills in JP related to phonics and word testing (Waddington’s oxford word lists)
Intervention strategies to cater for the needs of newly exited IELC students into mainstream	Ensure that IELC students are supported through the Multi-Lit program to engage.	Oksana, Angela and Karyn to meet and discuss needs of newly exited IELC students		Development of skills related to sight words and sounds, phonics and use of language in written tasks.

Priority Area 3 – Using 21<sup>st</sup> century pedagogies to develop growth mindsets, executive functioning, critical and creative thinking in Numeracy

Action Strategies – Related to targets	Key Tasks – What needs to be done?	Responsibility – Whom?	Timeframe – By when?	Measures – Evaluate
<p>A 3 part numeracy lesson structure incorporated into classrooms. This will consist of a mental routine, problematized or strategy component and reflection.</p>	<p>Ensure that staff understand the pedagogy and provide training if required. Training can be either sourced from the expertise in school, or from an outside TD sources.</p> <p>Release time to work with SLLP Inner West to develop units and competencies within the 3-part numeracy structure.</p>	<p>Leadership to discuss with staff week 1 staff meeting the idea and work organise TD as required</p>	<p>By the end of the year, staff are familiar with and using the pedagogy within their numeracy lessons</p>	<p>Increase in student’s ability to engage and work with problematized situations and multi-step questions. Data in PAT-M/ NAPLAN to reflect growth – increased amounts of students answering these types of questions correctly.</p> <p>Students are more confident and are able to engage with the 3 part numeracy lesson. Data shows improvements in multi-step problem solving results via PAT-M/NAPLAN.</p>
<p>Develop and implement a whole school math agreement</p>	<p>Formalised this agreement related to the pedagogy of a 3-part lesson structure focused on Mental routine , problematized situation or strategy component and a reflective component</p>	<p>Leadership to begin the formalisation process. PLC’s to discuss and work through writing up what the whole school agreement might look like</p>	<p>By the end of the year, KPS staff have a formal Numeracy agreement in place and the whole staff are using the discussed and agreed pedagogy. DECD moderation timeline followed and agreements formulated around assessment of Numeracy tasks</p>	
<p>PBL to be explored and links investigated to STEM</p>	<p>PBL discussions need to take place between teachers in order to promote collaboration and exchange resources</p>	<p>Class teachers to discuss plans to joint plan/teach sessions related to PBL</p>		
<p>Mathletics program to be investigated.</p>	<p>Investigate how this program could help support classroom numeracy practice.</p>		<p>As per agreements between collaborating teachers</p>	<p>PBL experiences to be documented and recorded, rubrics developed and shared,</p>

Priority Area 4 – Develop Kilkenny Primary Schools cultural competencies.

Action Strategies – Related to targets	Key Tasks – What needs to be done?	Responsibility – Whom?	Timeframe – By when?	Measures – Evaluate
Develop Aboriginal and cultural competencies	Present on-going workshops and 1 x lead in day at the beginning of the year. Follow up meetings/workshops during staff meetings throughout the year.	Peter	Day one + bookings across year for staff	T/D sessions for all staff
Utilise AET (Ulla) to oversee the development of plans related to student learning	Ulla to use data and develop IELP's	Michael / Ulla		Increased growth – learning and engagement data as the measure – PAT/ NAPLAN / MDI
Develop a reconciliation action plan	Formation of a RAP committee and ratification of RAP plan	Peter / Michael / Ulla	End of Term 2	Plans formulated by committee and reviewed and developed throughout the year
Develop our Kurna Learning Space in conjunction with our Urban Camp Specialisation Program	Work with school / students / governing council to develop this learning space	Ulla / Peter	End of Term 2	Kurna Learning Space developed for use by students and to be utilised by Urban Camp schools visiting KPS