School Vision Statement
At Killara Public School, we believe that by working in partnership within and beyond the school in a strategic, positive and purposeful way, we will inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers, and engaged learners, responsible and productive citizens. We will work together to build a community of engaged and future focused learners.

Our decision making processes are built around our core values.

These core values include;
- Opportunities for All
- Well-equipped Modern Facilities
- Creating Citizens for the 21st Century
- Beautiful Green Spaces
- The Heart of our Community
- Safe and Secure Environment for All
- Strong Educational Leadership

School Context
Killara Public School is a primary school in the Northern suburbs of Sydney with an enrolment of 380 students across 15 classes.

At Killara Public School, we inspire students through high quality educational programs delivered by professional and supportive staff. The teachers at Killara Public School are highly skilled and passionate about achieving the best learning outcomes for every one of our students. Student learning is enriched by high expectations and personalised learning in an integrated, engaging environment. The core values of the school are to be respectful, to endeavour and to be mindful. These values are embedded into our school culture and are explicitly taught in all classrooms.

At Killara Public School we have quality literacy and numeracy programs tailored to individual students through our collaborative approach to teaching and learning and deep knowledge of the learning continuums. The school is fully equipped for 21st century learning in the area of technology. We are a welcoming school which actively builds relationships with families and the wider community. The parent community has high expectations of the school and is heavily involved in their children’s schooling through an active P&C association which works collaboratively with the school to improve learning outcomes for students.

School Planning Process
In 2014, a comprehensive process was undertaken across the school to review current practices including survey data from staff, students and parents and community forums. This evidence was used to identify the priorities for the 2015-2017 School Plan.

This process included an examination of recent research into student learning and opportunities and areas for development across the school. As a result, three key strategic directions were identified as a basis for a shared commitment to future development at Killara Public School.

These three strategic directions are based around an unrelenting core focus on learning as we embrace, as a school community, a commitment to building an engaged and student-centred community of learners.

Our three key strategic directions include;
- Successful and Confident Learners
- Innovative and Collaborative Professionals
- Engaged Community in the Language of Learning

The Killara Public School 2015-2017 School Plan flows from these key strategic directions and sets clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years in partnership with all members of the school community. Each strategic direction provides details of the purpose, people and processes as well as products and practices that are to be realised through implementation of the plan.
**Overall Purpose – Building an engaged, student-centred community of learners**

**STRATEGIC DIRECTION 1**
SUCCESSFUL AND CONFIDENT LEARNERS

**Purpose**
To develop learning programs that explicitly reflect innovative evidenced-based pedagogies that result in improvements in student learning outcomes in literacy and numeracy and provide students with the opportunity to be successful and confident learners.

**STRATEGIC DIRECTION 2**
INNOVATIVE AND COLLABORATIVE PROFESSIONALS

**Purpose**
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, innovation and future-focused practices.

**STRATEGIC DIRECTION 3**
ENGAGED COMMUNITY IN THE LANGUAGE OF LEARNING

**Purpose**
Establish a clear structure to engage all members of the school community in the language of learning, through embedded practices, to collect, analyse and report on student performance.
Strategic Direction 1: Successful and confident learners

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| To develop learning programs that explicitly reflect innovative evidenced-based pedagogies that result in improvements in student learning outcomes in literacy and numeracy and provide students with the opportunity to be successful and confident learners. | **Students:** Students will develop skills, knowledge and understanding to self-evaluate their learning and set specific learning goals in literacy and numeracy.  
**Staff:** Staff will develop their understanding and ability to embed evidenced-pedagogies into literacy and numeracy programs through working collaboratively in classrooms to support the implementation of these strategies.  
**Parents:** Parents will be engaged in collaboration with teachers and students in developing an understanding of evidenced-based pedagogies.  
**Leaders:** Leaders will build capacity and provide support and modelling of evidenced-based pedagogies in classroom literacy and numeracy programs. |  
- Build staff understanding of quality pedagogies through participation in a literacy and numeracy two year classroom program focusing on five key evidenced-based strategies including:  
  1. Clarifying, understanding and sharing learning intentions.  
  2. Engineering effective classrooms discussions, tasks and activities that elicit evidence of learning.  
  3. Providing feedback that moves learners forward  
  4. Activating students as learning resources for one another.  
  5. Activating students as owners of their own learning. |  
**Products:**  
90% of Kindergarten students will achieve Cluster 4 in Reading Texts.  
80% of Year 2 students will achieve Cluster 8 in Writing.  
90% of Kindergarten students at exit level EAS Perceptual. 85% of Year 2 students at exit EAS level Counting On and Back.  
To increase the number of students who demonstrate above average growth between Year 3 and 5 in reading from a 3-year average of 61% to a 3-year average (2015-2017) of 70% and in numeracy from 66% to a 3-year average (2015-2017) of 75%. |

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| 90% of Kindergarten students will achieve Cluster 4 in Reading Texts. 80% of Year 2 students will achieve Cluster 8 in Writing.  
90% of Kindergarten students at exit level EAS Perceptual. 85% of Year 2 students at exit EAS level Counting On and Back.  
To increase the number of students who demonstrate above average growth between Year 3 and 5 in reading from a 3-year average of 61% to a 3-year average (2015-2017) of 70% and in numeracy from 66% to a 3-year average (2015-2017) of 75%. |

**Evaluation Plan**  
Student progression in literacy monitored once per term, NAPLAN analysis and feedback from parents.
## Strategic Direction 2: Innovative and collaborative professionals

### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, innovation and future-focused practices.

### People

**Staff:** Staff will be provided with opportunities to engage in collaboration, classroom observation and feedback through participation in the Quality Teaching Rounds.

**Staff:** Staff will develop capacity to identify personal professional learning goals based on the Australian Professional Standard for Teachers, and participate in evidenced-based research to improve their performance and development.

**Community partners:** Capabilities to engage in collaboration and feedback will be developed across Killara Schools Partnership schools through participation in the Quality Teaching Rounds project.

**Leaders:** Leaders will develop capacity to provide individual coaching to teachers to identify and develop individual professional learning programs for each staff member.

### Processes

Quality Teaching Rounds across classrooms at Killara Public School and the Killara Schools Partnership are embedded into annual professional learning programs. Individual professional learning programs for each teacher are established with an emphasis on the collaborative Action Learning model with individual goals established through a process of teacher coaching based on the Australian National Standard for Teachers.

Teachers have the opportunity to engage in collaborative professional learning through the establishment of future-focused learning grants with an emphasis on the establishment of future-focused learning initiatives.

### Products and Practices

#### Products:

Professional learning will be driven by focused feedback based on the Australian Standards for Teachers and the Quality Teaching Framework as evidenced by:

- 100% of permanent teaching staff participation in Quality Teaching Rounds.
- Personal Professional Learning Projects demonstrating above 0.4 effect size in 70% of projects in 2017.

#### Practices:

The school has embedded systems for collaboration, classroom observation and feedback to sustain ongoing school-wide improvement in teaching practice and student outcomes.

Teachers demonstrate and share expertise, have a high level of contemporary content knowledge and teaching practices and rely on evidence-based strategies.

Teachers draw on and implement evidence-based research to improve their performance and development.
## Strategic Direction 3: Engaged community in the language of learning

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| Establish a clear structure to engage all members of the school community in the language of learning, through embedded practices, to collect, analyse and report on student performance. | **Students**: Students will develop their capacity to participate in self and peer assessment in literacy and numeracy.  
**Staff**: Staff capabilities will be developed by designing and implementing quality assessment tasks in literacy and numeracy, and participation in assessment moderating tasks to determine future learning directions.  
**Parents**: Parent engagement will be developed through the provision of opportunities for parents and teachers to work together to improve student performance in literacy and numeracy using data and samples of student work.  
**Leaders**: Leaders will deepen the collective capacity of the staff and school community to use literacy and numeracy data to improve student performance through the development of data literacy analytics. | Assessment frameworks in literacy and numeracy are collaboratively devised and implemented to inform teaching and learning programs.  
Criteria referenced assessments for learning, as learning and of learning, are implemented in literacy and numeracy.  
DEC PLAN, SMART and IMPROVE software are utilised to identify student growth and improvement in literacy and numeracy.  
Student assessment tasks, criteria referenced assessments and student tracking data shared with parents on a regular basis, to provide effective support for student learning. | **Products**:  
To increase parent engagement in the learning progress of their children, from 70% of parents in 2014 reporting they receive clear and effective feedback on student achievement, to 85% of parents by 2017.  
To utilise PLAN, SMART and school-based assessment tools to analyse student learning needs. This will be evidenced in effective use of this data by 85% of teachers in 2017.  
**Practices**:  
Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.  
Teachers collaborate within and across stages to ensure effective assessment, tracking and student analysis systems.  
Teachers clearly understand and utilise a sophisticated range of student assessment and data literacy concepts to determine teaching directions, school performance levels and effectiveness. |

### Improvement Measures

To increase parent engagement in the learning progress of their children, from 70% of parents in 2014 reporting they receive clear and effective feedback on student achievement, to 85% of parents by 2017.

To utilise PLAN, SMART and school-based assessment tools to analyse student learning needs. This will be evidenced in effective use of this data by 85% of teachers in 2017.