# KINGSTON COMMUNITY SCHOOL
## STRATEGIC PLAN
### 2012-2015

### Strategic Direction 1: EXCELLENCE IN EDUCATION AND CARE

**QUALITY TEACHING AND LEARNING**  
**DIAF Focus on Learning**

Performance Development and Growth procedures support teacher professional growth through expectations, student feedback, personal goal setting, and links to the National Standards for teachers.

Learning Communities – Literacy, Numeracy, and Student Well being direct reflecting on pedagogy, site resourcing, curriculum agreements, teacher professional growth and strategic directions.

Improved learning outcomes for students with disabilities, aboriginal students; GOM students are mapped out in individual education plans and/or negotiated education plans.

Aboriginal Perspectives and teaching strategies in Australian Curriculum English, Maths, Science and History recognize indigenous cultures and supportive intervention strategies for aboriginal students.

PALL, SPALL, Early Years Reading Support Teacher, Tactical Teaching Reading Teacher, R-9 Teaching and Learning coordinator, and 6-10 Numeracy Coach provide professional learning for effective teaching at site level.

A range of technologies are utilized across the site to develop expert learners and personalise and connect learning.

### Strategic Direction 2: EVERY CHILD ACHIEVES THEIR POTENTIAL

**CURRICULUM COHERENCE STUDENT WELL BEING**  
**DIAF Attend to Culture**

Deep pedagogical and content knowledge is facilitated through implementation of Australian Curriculum Maths, Science English and History.

Transition to School – (single intake per year) procedures and processes are documented.

Site Anti bullying Policy and procedures, information, data and trends are presented quarterly to Governing Council and staff and reviewed annually by staff parents and students.

Parent Complaints and Assaults in the school yard are deal with promptly, professionally, and according to DECD and site procedures.

### Strategic Direction 3: A SUCCESSFUL AND SUSTAINABLE ORGANISATION

**LEARNER OUTCOMES**  
**DIAF Make Data Count and Continuously Improve**

Site Reading Intervention and Support procedures (Waves 1, 2, 3.) create rigorous conditions for learning.

Site Data collection Literacy and Numeracy is mapped and used effectively for teaching purposes.

A culture of continuous improvement is fostered through increased time allocated to professional learning during staff meeting times.

Consistent Literacy and numeracy demands in all curriculum areas challenge students to achieve high academic standards.

### Strategic Direction 4: CONNECT WITH COMMUNITIES

**LEADING IMPROVEMENT**  
**DIAF Share Leadership, Set Directions, Listen, Respond**

Leaders encourage and support staff to develop researched pedagogical expertise.

Leaders’ roles are transparent, understood and published each year through an annual review process.

New leaders are supported with site induction procedures.

Leadership at the school facilitates and sustains a culture of continuous improvement planning.

Site improvement planning and improvement goals are understood in the school and community and aligned to annual reporting and strategic planning at regional and state level.

Performance development and growth fosters a culture of reflection and improvement aligned to site improvement planning.

Processes are established for teachers and families to work together to maximise student learning outcomes and engage the community.