

# 2018 Annual Implementation Plan

## for improving student outcomes

Kingswood Primary School (5106)



Submitted for review by Rosemary Cosentino (School Principal) on 13 November, 2017 at 08:54 AM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 08 December, 2017 at 01:21 PM

Endorsed by Simon Lees (School Council President) on 12 December, 2017 at 06:14 PM

# Self-evaluation Summary - 2018

Kingswood Primary School (5106)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding	<p>Teams have been working on Inquiry Change Challenge Improvement Cycle (ICC) this year based on improving student outcomes in writing and mathematics. Teacher judgements of student writing and links between the proficiencies in Mathematics and student outcomes have improved. There have been observed improvements in teaching practice and capacity by the Instructional Leaders, as documented by reflection notes. Team and whole school professional learning is driven by the ICC. The dialogue taking place within teams and through the PDP process also demonstrates improved teacher capacity.</p>
	Curriculum planning and assessment	Evolving moving towards Embedding	<p>Curriculum Leaders and Instructional Leaders have begun auditing the Victorian Curriculum across all subject areas. This has presented a whole school picture of teaching and learning from Prep to Grade 6. Literacy Leaders have been working on a whole school approach to writing using the 6+1 traits and reading (CAFE, Daily 5). In Mathematics, Instructional Leaders have been reviewing the whole school Mathematics structure. The Kingswood Victorian Curriculum Overview has been developed and is a living document, which is constantly reviewed and adapted. The school has consulted with students, teachers and parents regarding reporting to parents and will implement continuous reporting in 2018. Our school management system, Compass, has enabled us to introduce a continuous reporting system.</p>

	Evidence-based high-impact teaching strategies	Embedding	Performance and Development Plans are aligned to the improvement of student outcomes in writing. Teachers use data effectively to drive the teaching and learning and plan for differentiation and cater for the individual child work programs document this differentiation. . Observation and feedback is embedded in the work of the teachers in Kingswood Primary School. The school has developed an explicit teaching model and teachers are expected to adhere to that model in all lessons. Instructional Leaders observation and Principal Class walk-throughs document the observations.
	Evaluating impact on learning	Embedding moving towards Excelling	Teaching focuses reflect the observational notes and continua used to monitor learning and drive the next phase. The ICC process provides a structure for teams to engage in a reflective cycle, which includes team planning, evidence based teaching strategies and team data meetings. Whole school and team developed rubrics and continua are in place in both Mathematics and Writing.

<b>Professional leadership</b>		Building leadership teams	Embedding moving towards Excelling	<p>School Council Sub Committees reports reflect the school vision, values, culture and priorities, strategic plan and AIP. Team meetings, IL meetings, SIT meetings and minutes demonstrate the collaborative approach, challenges encountered and support structures in place. Meeting protocols assist teams to build safe, purposeful and inclusive learning environments.</p> <p>Feedback from teachers in relation to their Instructional Leaders demonstrates improved leadership capacity within teams and PLCs. Staff Opinion Surveys demonstrates ???</p>
		Instructional and shared leadership	Embedding moving towards Excelling	<p>Professional Learning is led from within the school by school leaders. Each level has an Instructional Leader who spend 58% of their time engaging in coaching, observing, co-teaching, mentoring and providing feedback. Instructional Leaders also attend PL sessions in order to build their own capacity as leaders.</p> <p>There is a distributed leadership model in Kingswood Primary School. There is a community of practice, where curriculum roles are shared, responsibilities delegated and professional learning communities are established.</p> <p>Student school leaders report on teaching and learning at Kingswood to School Council at every meeting and actions are followed up.</p>

	Strategic resource management	Embedding moving towards Excelling	<p>PDP goals are aligned to priorities and strategies included in the SSP. School leaders conduct performance reviews at team level.</p> <p>Induction sessions for new staff on school priorities, e.g. Habits of Mind, Visible Thinking and Curiosity and Powerful Learning, are held to ensure consistency.</p> <p>The whole school professional learning plan is consistent with school priorities. The school has invested hugely in the appointment of instructional leaders, 58% out of the classroom.</p> <p>The SIT supports school improvement priorities by engaging in the Curiosity and Powerful Learning (CPL) project and targeting theories of action to build teacher capacity.</p>
	Vision, values and culture	Embedding moving towards Excelling	<p>The school has a strong brand. All policies and documents explicitly refer to school vision and values. Snapshot surveys are distributed every fortnight and actively engage the community. The language of our values is embedded into the culture of the school.</p> <p>The school recruitment and induction practices are strongly aligned to the school values and each school year begins with an overview of the values.</p> <p>School tours are pitched to the brand.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive climate for learning</p>	<p>Empowering students and building school pride</p>	<p>Evolving moving towards Embedding</p>	<p>There are a wide range of opportunities for students to participate in leadership roles in Kingswood Primary School - both formal an informal. The SRC surveys the student body and presents their findings at each School Council meeting, where their suggestions and ideas are considered and actioned up, where appropriate (e.g. bike shed). They also come up with fundraisers and implements them as a group.</p> <p>Other leadership opportunities include PLAY Leaders, Sustainability Team, Green Team and RACV Team. Senior students are in the process of contributing to new playground ideas.</p> <p>Students from the senior class are surveyed: PIVOT, Student Opinion Survey, Resilience Survey. The data is discussed with the students from Grades 5 and 6 and focus groups are formed for further action (e.g. Students Create the Future).</p> <p>Students set learning goals that determine a course of action and present their work at Student Led Conferences. All students measure themselves against a success criteria in all lessons. Students from Years 5 and 6 participate in Makey Makey and Lifeworthy Literacy. Students have choice and voice over topics and the learning is self-directed.</p> <p>All students from Grades 5 and 6 have the opportunity to demonstrate their school pride through conducting tours for prospective parents.</p> <p>Teachers are developing greater opportunities for self-directed inquiry.</p>
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	<p>Setting expectations and promoting inclusion</p>	<p>Embedding moving towards Excelling</p>	<p>PLAY Leaders are supported to foster inclusion and engagement during play times. The students are also involved in improving the school experience through the Students Create the Future program.</p> <p>The results from the Attitudes to School Survey demonstrate that there is a sense of inclusion across students in Grades 4, 5 and 6 (85%, 88%, 95% respectively).</p> <p>The school has worked in collaboration with Andrew Fuller and Resilient Youth and the other local primary schools in the Resilience Project. Parents have been involved through a information evening on building resilience in children.</p> <p>The school has appointed a wellbeing coordinator.</p>
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	Health and wellbeing	Embedding	<p>The school out-sources counselling services to promote the emotional wellbeing of the students. We have held wellbeing morning activities including dance, athletics and playground games. Extra curricular activities are held before school and during lunch times (Mindfulness Colouring) and achievements are celebrated in newsletters and at assembly.</p> <p>Student support group meetings are held termly and involve parents and staff in creating developmentally appropriate programs for students with special needs. Ride and Walk to School programs are promoted through the school's Wellbeing Sub Committee and reports are prepared for School Council.</p>
	Intellectual engagement and self-awareness	Evolving moving towards Embedding	<p>The school embeds the Habits of Mind from Prep through Grade 6. Awards are presented at assembly each week. We engage with a Habits of Mind coach and hold international accreditation as the first school in Victoria.</p> <p>Students are organised into flexible groupings according to abilities and interests. Lessons are designed to scaffold learning using a range of teaching approaches and best practice. A wide range of resources are used to engage, support and extend student learning. Purposeful and varied assessment practices are used to identify prior knowledge and determine learning goals and lesson sequences for students.</p>

Community engagement in learning	Building communities	Embedding moving towards Excelling	<p>Parents are surveyed regularly regarding school programs and events. This feedback is then used to improve the school experience for the students, staff and parents. Students present their work at presentation days and expos.</p> <p>The school builds community partnerships. For example, students involved in the RACV write letters to local organisations, local sporting organisations present at assemblies and are involved in special days, such as footy day.</p> <p>The school has appointed a community engagement officer to liaise with parents, students and the wider community. The school builds community relationships through partnerships. Our recently installed digital sign is used to promote community links and events.</p> <p>The Parent Club actively promotes school events.</p>
	Global citizenship	Evolving moving towards Embedding	<p>The school has been participating in the Resilience Project this year in collaboration with Andrew Fuller. This has involved networking with the other 2 local primary schools.</p> <p>The school achieved its second star as part of the Resource Smart initiative. The focus was on conservation of energy. This was achieved through the involvement of the sustainability team and the school council sub committee.</p> <p>The Stephanie Alexander Kitchen Garden Program promotes sustainable practice.</p> <p>Teams plan for global perspective through inquiry topics and the impact of our actions on the world.</p> <p>The RACV Energy Breakthrough Challenge focuses on sustainability opportunities for the students and their engagement in the wider community.</p> <p>Students study tours to Japan promote cultural awareness alongside Japanese Day.</p>

	<p>Networks with schools, services and agencies</p>	<p>Excelling</p>	<p>Links to community supports are provided by the community engagement coordinator, when necessary and appropriate, including the Student Support Services. The school partners with the Life Ed van and other health providers such dental and optometry services.</p> <p>The school is an active participant in many network projects, such as Curiosity and Powerful Learning, Curriculum Networks, etc.</p> <p>The school engages international speakers through the two conferences - Thinking and STEAM - to build teacher capacity and global learning.</p>
	<p>Parents and carers as partners</p>	<p>Excelling</p>	<p>The Parent Club is heavily involved in the promotion of events, such as morning teas, fundraisers, etc. Classroom helper sessions are run every term to ensure consistency in approach across the school. Relevant policies are sent to the parent body for their input as part of the review process.</p> <p>Student Support Groups are held every term to develop goals for students with special needs. Parents are an integral part of the process. This process involves agreeing strategies for both school and home.</p> <p>At least one information session is held per term for parents to learn about how best to support their children.</p>

<p><b>Enter your reflective comments</b></p>	<p>End of Year Comments:  Work on the Theories of Action has continued to be developed and explored at whole-school Professional Learning sessions. These have included Teaching Protocols and Challenging Learning Tasks. At team levels, discussions take place on inquiry focused teaching.  The continuum has been distributed and work on planning and assessment against it will continue for the remainder of the school year and into next year.  Ryan Dunn ran a professional learning for the instructional leaders. Maths Leaders have supported some of the</p>
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	<p>Instructional Leaders in developing teacher capacity in Mathematics.</p> <p>Evaluations of the ICC has demonstrated improvements in teacher capacity, measured at team level. This has involved rubrics, annotated work samples, before and after assessments and student surveys. These are shared at IL meetings. One of the Instructional Leaders has benefitted from mentoring from the Principal. Coaching with the IL Coach, Noelle Burdekin has taken place twice through the year. Recommendations made by Noelle have been taken on board by the ILs and progress has been observed.</p> <p>The Theories of Action survey was completed and reviewed by the Principal Class. The data was not discussed with the ILs.</p> <p>Mid Year Comments:</p> <p>Work has commenced on the implementation of consistent protocols and expectations. Work has not yet commenced on the Learner Profiles but plans are in place to correlate Thinking Dispositions with the Kingswood Learner Profile and the Capabilities from the Victorian Curriculum.</p> <p>The Literacy Coordinators have been working with the staff (professional development) and have begun the writing continuum for Ideas &amp; Sentence Fluency. Word Choice and Conventions will be developed during the second half of the year.</p> <p>Staff are at different stages with regard to the implementation of the maths proficiencies. The Mathematics Coordinators have begun observing lessons based on the agreed structure in some classes.</p> <p>Instructional</p>
<p><b>Considerations for 2019</b></p>	<p>Instructional Leaders will continue to explore Theories of Action and embed High Impact Teaching Strategies and language into planning and teaching at team and whole school level.</p> <p>Consistent approach to text type and genre scope and sequence will be built and developed.</p> <p>Mathematics Leaders will continue their work in supporting Instructional Leaders, by request. They will also attend SIT meetings to discuss and plan.</p> <p>ICC improvement model will continue in 2018.</p> <p>The focus for the Mathematics Leaders will be on one specific proficiency – understanding, including assessment tasks and the continuum in conceptual understanding (concrete, pictorial, abstract).</p> <p>In-house coaching for the ILs – Principal Class and each other.</p> <p>Theories of Action survey will be repeated and data discussed in 2018.</p>
<p><b>Documents that support this plan</b></p>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Kingswood Primary School (5106)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
<p>Achievement: To extend levels of student achievement through high quality teaching in a stimulating environment.</p>	<p>NAPLAN 90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Reading &amp; Writing as measured by NAPLAN results                      NAPLAN 90% students in Year 3 and Year 5 to be at or above the state mean in Reading &amp; Writing as measured by NAPLAN results                      Victorian Curriculum 99% of students in cohort groupings to show at least 12 months or more of learning growth in Reading &amp; Writing as measured by Victorian Curriculum data teacher judgements                      Victorian Curriculum 95% of students in cohort groupings to be at or above the expected level in Reading &amp; Writing as measured by Victorian Curriculum data teacher judgements</p>	<p>Yes</p>	<p>90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Writing as measured by NAPLAN results</p> <p>To remain in the 'high performing' quadrant in Writing as determined by NAPLAN results.</p> <p>99% of students, P-6, to show at least 12 months or more of learning growth in Writing as measured by Victorian Curriculum teacher judgements.</p> <p>95% of students, P-6, to be at or above the expected level in Writing as measured</p>	<p>Curriculum planning and assessment</p>

			by Victorian Curriculum teacher judgements	
Engagement: To improve student engagement by extending opportunities for personalised learning.	<p>ATTITUDES TO SCHOOL SURVEY Teacher Effectiveness variable to be above 50th percentile.</p> <p>PARENT OPINION SURVEY Stimulating Learning , Extra Curricula &amp; Student Motivation variables to be above state mean with a percentile rank in the 3rd quartile and a mean score above 6.0</p> <p>STAFF OPINION SURVEY Increase Academic Emphasis variable from a whole school percentage of endorsement of 85% to 90%</p> <p>AusVELS 80% of students in cohort groupings to show at least 12 months or more of learning growth in Thinking &amp; ICT as measured by AUSVELS data teacher judgements</p> <p>AusVELS 90% of students in cohort groupings to be at or above the expected level in Thinking &amp; ICT as measured by AUSVELS data teacher judgements</p>	No		
Wellbeing: To improve student wellbeing through further development of structures and programs	<p>ATTITUDES TO SCHOOL SURVEY Student Distress variable to be above 50th percentile. Teacher Empathy variable to be above 50th percentile.</p> <p>PARENT OPINION SURVEY School Improvement, Approachability, Parent Input &amp; General Satisfaction variables to be above state mean with a percentile</p>	No		

	rank in the 3rd quartile and a mean score above 6.0			
Productivity: To allocate resources to better support improvement in student learning	PARENT OPINION SURVEY Stimulating Learning , Extra Curricula & Student Motivation variables to be above state mean with a percentile rank in the 3rd quartile and a mean score above 6.0 STAFF OPINION SURVEY Increase Academic Emphasis variable from a whole school percentage of endorsement of 85% to 90%	No		

Improvement Initiatives Rationale
<p>With the introduction of Instructional Leaders at each year level, there has been a strong focus on building capacity of teachers and supporting the implementation of Professional Learning Communities (PLCs). Their role is to work closely with teachers to build capacity and improve student learning outcomes for every student through a consistent approach to disciplined, collaborative inquiry. Instructional Leaders will evaluate impact and differentiate support to ensure all teachers are continuously improving their skills. They are directly involved in the design, implementation and monitoring of curriculum instruction and assessment, and providing hands-on support for teachers. This is a huge resource investment for the school and equity funding will be used to support this.</p> <p>The 2017 evaluation of NAPLAN writing results showed that we are in the renewing stage and require further work to consolidate the teaching and learning. NAPLAN writing targets for 2017 were 90% of Year 5 students showing medium to high growth; the school achieved 82.3%. We aimed to increase high relative growth in Year 5 from 20 to 25%; however, we achieved 18.39%. The high relative growth rate in Year 3 remained consistent at 70%.</p> <p>The next phase for the school is to build knowledge and skills in curriculum planning and assessment with a focus on writing, given that Kingswood is in its final year of its Strategic Plan. The FISO continua self assessment data indicated that curriculum planning and assessment was in the 'embedding' phase (2.3).</p> <p>We want to continue our work with the Curiosity and Powerful Learning Project and build on our capacity to 'Adopt Consistent Teaching Approaches'. This will support the development of 'High Impact Teaching Strategies'.</p>

<b>Goal 1</b>	Achievement: To extend levels of student achievement through high quality teaching in a stimulating environment.
<b>12 month target 1.1</b>	<p>90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Writing as measured by NAPLAN results</p> <p>To remain in the 'high performing' quadrant in Writing as determined by NAPLAN results.</p> <p>99% of students, P-6, to show at least 12 months or more of learning growth in Writing as measured by Victorian Curriculum teacher judgements.</p> <p>95% of students, P-6, to be at or above the expected level in Writing as measured by Victorian Curriculum teacher judgements</p>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Develop the capacity of teachers to evaluate and assess students' writing to inform teaching and learning.



## Define Evidence of Impact and Activities and Milestones - 2018

Kingswood Primary School (5106)

<b>Goal 1</b>	Achievement: To extend levels of student achievement through high quality teaching in a stimulating environment.
<b>12 month target 1.1</b>	<p>90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Writing as measured by NAPLAN results</p> <p>To remain in the 'high performing' quadrant in Writing as determined by NAPLAN results.</p> <p>99% of students, P-6, to show at least 12 months or more of learning growth in Writing as measured by Victorian Curriculum teacher judgements.</p> <p>95% of students, P-6, to be at or above the expected level in Writing as measured by Victorian Curriculum teacher judgements</p>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	Develop the capacity of teachers to evaluate and assess students' writing to inform teaching and learning.
Actions	Support teachers to effectively use a range of data to diagnose individual student's abilities and explicitly target student needs.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>experience success as the teaching of writing will be targeted to their individual needs</li> <li>be stimulated and challenged</li> <li>be able to articulate goals of each lesson and be able to articulate what they need to learn next</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>demonstrate confidence in a range of assessment data to diagnose learning needs</li> <li>scaffold learning to achieve high goals</li> <li>develop rubrics and assessment materials for students to use to self-assess their learning progress</li> </ul> <p>Instructional Leaders will:</p> <ul style="list-style-type: none"> <li>understand the development needs of each staff member and support their knowledge and capacity to effectively evaluate and assess students writing</li> <li>be confident to lead their team through NAPLAN Item Analysis to identify content gaps and build into team planning</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Literacy leaders attending professional learning to lead whole school writing analysis eg Data Literacy workshop (Matt Vines), Literacy Leader Induction (Bastow), Leading Literacy Program (Bastow).	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Instructional Leaders using NAPLAN writing analysis and school developed Writing Rubrics at the team level to guide writing instructional practices.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Instructional Leaders building the capacity of the PLC to make consistent judgements against Victorian Curriculum Standards through moderation, Case Management and use of exemplar writing samples	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate time (1 hour per week) for PLCs to collect, analyse and discuss student data and determine learning needs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Kingswood Primary School (5106)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy leaders attending professional learning to lead whole school writing analysis eg Data Literacy workshop (Matt Vines), Literacy Leader Induction (Bastow), Leading Literacy Program (Bastow).	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Instructional Leaders using NAPLAN writing analysis and school developed Writing Rubrics at the team level to guide writing instructional practices.	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Instructional Leaders building the capacity of the PLC to make consistent judgements against Victorian Curriculum Standards through moderation, Case Management and use of exemplar writing samples	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate time (1 hour per week) for PLCs to collect, analyse and discuss student	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

data and determine learning needs.				<input checked="" type="checkbox"/> PLC/PLT Meeting		
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## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

- [1.1 Rubric Ideas description.docx \(0.03 MB\)](#)
- [1.1 Sentence Fluency ICC.png \(0.2 MB\)](#)
- [1.1 WIN group-Conventions analysis.docx \(0.04 MB\)](#)
- [Classroom Climate Survey Results 2017.pdf \(0.57 MB\)](#)
- [ICC - Conventions - Level 1 Term 3 2017 \(1\).docx \(0.02 MB\)](#)
- [Theories of Action Survey Results 2017.pdf \(0.22 MB\)](#)

### Dimension 2

- [Kingswood Primary School.pdf \(1.32 MB\)](#)
- [Maths Curriculum Audit 2017 .pdf \(0.19 MB\)](#)
- [School Climate Survey Results 2017.pdf \(0.6 MB\)](#)
- [Year 2 Curriculum Overview \(1\).pdf \(0.31 MB\)](#)

### Dimension 3

- [1.3 Peer Obs feedback.docx \(0.03 MB\)](#)
- [1.3 Writing observation feedback.docx \(0.03 MB\)](#)
- [Kingswood Explicit Teaching Protocols - Finished.docx \(0.16 MB\)](#)
- [Learning Walk Notes-Jenna Herbet.docx \(0.01 MB\)](#)
- [Theories of Action Teacher Survey Results 2017.pdf \(0.17 MB\)](#)

### Dimension 4

- [1.4 Maths ICC.docx \(0.05 MB\)](#)
- [Kingswood PS Traits Continuum DRAFT.pdf \(1.55 MB\)](#)
- [Maths Continuum Year 2.png \(0.22 MB\)](#)
- [School Improvement Pathwats Survey Results 2017.pdf \(0.17 MB\)](#)

### Dimension 5

- [2.1SDESubCommitteeMinutes-Friday5thMay2017.docx \(0.13 MB\)](#)
- [Me as a Leader Term 1.png \(0.09 MB\)](#)
- [Me as a Leader Term 2.png \(0.09 MB\)](#)

### Dimension 6

- [2.2 Distrubuted Leadership Model.docx \(0.1 MB\)](#)
- [2.2 Whole school PL.docx \(0.32 MB\)](#)

[Distributive Roles.png \(0.14 MB\)](#)

Dimension 7

[2.3 Financial Commitment to support implementation of Instructional Leaders.docx \(0.01 MB\)](#)

[2.3 Karen Boyes-PLC and Induction focus.docx \(0.03 MB\)](#)

[2017 Mid-cycle Louise McLeod \(1\).docx \(0.03 MB\)](#)

[MEETING SCHEDULE T1 2017 v1.4.docx \(0.03 MB\)](#)

[MEETING SCHEDULE T2 2017 v1.2.docx \(0.03 MB\)](#)

[MEETING SCHEDULE T3 2017 v1.2.docx \(0.03 MB\)](#)

[MEETING SCHEDULE T4 2017 v1.1.docx \(0.03 MB\)](#)

Dimension 8

[2.4 Curriculum Day Brand slide show.pptx \(0.34 MB\)](#)

[Anti-Bullying Policy 2017.pdf \(0.14 MB\)](#)

[Engagement in Kingswood Spreadsheet.pdf \(0.05 MB\)](#)

[School Tour 2017 Presentation.pptx \(6.89 MB\)](#)

Dimension 9

[2917 Attitudes to School Survey.pdf \(0.11 MB\)](#)

[Contract, October 2017.docx \(0.03 MB\)](#)

[PIVOT survey results 1.png \(0.1 MB\)](#)

[PIVOT survey results.png \(0.35 MB\)](#)

[School Council.pdf \(0.77 MB\)](#)

Dimension 10

[2917 Attitudes to School Survey.pdf \(0.11 MB\)](#)

[Bully Busters Poster Years 1& 2.pdf \(0.77 MB\)](#)

[Habits of Mind Accreditation.jpg \(0.06 MB\)](#)

[Students Create the Future Flyer.pdf \(0.2 MB\)](#)

Dimension 11

[De-identified Signed ILP, T3, 2017.pdf \(0.18 MB\)](#)

[Mindfulness Colouring Club.docx \(0.2 MB\)](#)

Dimension 12

[HOM Awards.jpg \(2.49 MB\)](#)

Dimension 13

[Facebook.png \(0.49 MB\)](#)

[Get Active in August.pdf \(0.05 MB\)](#)

[School sign.jpg \(0.12 MB\)](#)

Dimension 14

[Japan Tour 2017 - Info Night.docx \(5.26 MB\)](#)

[Resilience Day .png \(0.12 MB\)](#)

[Sustainability Sign.jpg \(0.61 MB\)](#)

Dimension 15

[-Network Maths.pdf \(1.44 MB\)](#)

[Kingswood Conference Links.docx \(0.03 MB\)](#)

[Life Education Timetable v1.1.docx \(0.59 MB\)](#)

[Resilience Day .png \(0.12 MB\)](#)

Dimension 16

[John Hendrey T3.pdf \(0.18 MB\)](#)

[MOTHERS DAY 2017.pdf \(0.11 MB\)](#)

2018 Annual Implementation Plan

[Kingswood Primary School Performance Quadrant Data from NAPLAN 2017.docx \(0.02 MB\)](#)

[KingswoodPS.pdf \(0.69 MB\)](#)