

# School Profile

<p><b>Purpose</b></p>	<p>To provide a cooperative, supportive learning environment which assists students and staff to achieve personal excellence by fostering respect for ourselves, others and the environment while celebrating achievement and success in learning.</p> <p style="text-align: center;">Our School Motto is “Empowerment and Excellence for all.”</p>
<p><b>Values</b></p>	<p>The following values are central to us providing a cooperative, supportive learning environment which empowers the students, staff and parents of the Kismet Park learning community.</p> <p>Respect                      Demonstrating behaviours that promote positive relationships</p> <p>Integrity                     Honest and open communication between community members</p> <p>Confidence                 Having confidence in ourselves and others in our approach to new and familiar challenges</p> <p>Teamwork                    Working and learning together to achieve shared goals</p> <p>Learning                     Learning to know, to think, to do and to live together</p> <p>Through our daily activities we demonstrate and promote the ‘You Can Do It!’ foundations which we believe are essential to achieving personal excellence.</p> <p style="text-align: center;">Confidence Getting along Organisation Persistence Resilience</p>

<p><b>Environmental Context</b></p>	<p>Kismet Park Primary School was established in 1980 and is situated in a housing estate near the historic Kismet House at Sunbury which is about 37 kilometres from Melbourne. The current school buildings comprise a core building plus several relocatable modules on the site. Work is about to commence on an extensive new building project which will consist of 2 pods of 5 classrooms clustered around learning galleries, with each classroom having access to an external education area. In addition to its 19 classrooms, the school has an excellent central library, an advanced IT setting, an art room, a reading recovery area, a full sized gymnasium and an excellent music room and stage for the performing arts. The grounds and gardens are well maintained with modern play equipment and well-designated active and passive play areas. The sustainability of gardens and ovals through drought conditions will see the school investigating options to save and recycle water across the site. An oval adjacent to the school, which is used extensively by the school for sport and recreational activities, is currently being upgraded by Hume City Council</p> <p>With an enrolment of 460, the current class structure includes 3 X prep classes, 6 X 1 /2 classes, 5 X 3 /4 classes, and 5 X 5 /6 classes. Specialist programs are provided in PE, Art, Music, and Reading Recovery. The school has an experienced staff which includes the Principal, Assistant Principal, 4 Leading Teachers, 19 expert teachers, 2 accomplished teachers and 4 graduate teachers. Five of the teachers are employed on a part time basis. In addition to this, there are 5 teaching support staff and 9 teacher aides.</p> <p>In recent years there have been some significant demographic changes that have occurred. These changes are influenced by the close proximity to metropolitan Melbourne, the lower housing prices in Sunbury compared with suburbs closer to Melbourne, an increase in rental accommodation in Sunbury, an increase in families with both parents working, and a small increase in the cultural diversity of parents. Recent Prep results indicate a need for further support strategies/ programs at this crucial stage of student development. Anecdotally, it has been evident that an increasing number of new enrolments have not had a stable educational or home environment and are in need of additional support when entering Kismet Park. A number of these students present with associated behavioural and emotional difficulties. Although not clearly identified through the data, of particular concern is the fine motor and oral language development of an increasing number of students. This has strong implications for the future teaching and learning of these students in all curriculum areas.</p> <p>Kismet Park has a strong focus on developing a positive educational partnership within the school and with the community. The school is also actively involved in the local Innovations and Excellence cluster. The school is well supported by an effective School Council and a very active PTA.</p> <p>The school motto of “Empowerment and Excellence for All” guides the school ethos.</p>
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# Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To improve student learning outcomes in <b>English</b> .	<ul style="list-style-type: none"> <li>▪ To increase the percentage of students at the expected standards in Reading, Writing and Speaking and Listening across the school to 80%.</li> <li>▪ To have mean scores in Year 3 AIM of 2.5 or better &amp; Year 5 of 3.3 or better in Reading and Writing.</li> <li>▪ To increase to 20% the percentage of students above the expected standards across the school in Reading and Writing.</li> <li>▪ To focus on improving growth patterns between Year 3 to Year 5 based on AIM data. (Currently .6 CSF units)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The development of a shared vision and goals statement for school based expectations of students as expressed in VELs and in line with the Effective Schools Framework.</li> <li>▪ To develop a plan towards establishing and sustaining a performance and development culture in the school which promotes best outcomes for all students.</li> <li>▪ To improve then school’s capacity to use assessment data to inform teaching practices.</li> </ul>
	To improve student-learning outcomes in <b>Mathematics</b> .	<ul style="list-style-type: none"> <li>▪ To increase the percentage of students at the expected standards in Mathematics across the school to 80%.</li> <li>▪ To be consistently at or above mean scores of 2.4 in Year 3 and 3.3 in Year 5 in AIM in number</li> <li>▪ To increase to 20% the percentage of students above the expected standards across the school in number.</li> </ul>	
<b>Student Engagement and Wellbeing</b>	To strengthen the students’ sense of connectedness to teachers, connectedness to school, to promote a stronger sense of student safety, and to improve perceptions of self esteem.	<ul style="list-style-type: none"> <li>▪ To improve the variable scores in the Feelings about yourself and school survey. Student survey results to reflect improvements in the following areas:               <ul style="list-style-type: none"> <li>○ Connectedness to school to 4.2 (3.94 in 2006)</li> <li>○ Stimulating learning to 3.9 (3.61 in 2006)</li> <li>○ Student safety to 4.2 (3.92 in 2006)</li> <li>○ Learning confidence to 4.1 (3.82 in 2006)</li> <li>○ Student distress to 5.6 (5.27 in 2006)</li> </ul> </li> <li>▪ To improve parent opinion survey variables of school climate to 5.3 (5.17 currently) and general satisfaction to 5.4 (5.21 currently)</li> <li>▪ To achieve improved variable scores in the POLT Student Learning Survey administered in grades P-6. ( Base line data to be established in 2007)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Providing a Learning and Teaching environment that is challenging, engaging, relevant and strongly based on student learning styles and perceptions of learning.</li> <li>▪ To develop ways to increase student involvement in school activities via an increase in leadership positions, responsibilities and decision making across the school.</li> <li>▪ Continue to promote and refine a consistent approach to our anti-bullying policy across the whole school community.</li> </ul>

<p><b>Student Pathways and Transitions</b></p>	<p>To further enhance our transition processes for students moving from kindergarten to school.</p>	<ul style="list-style-type: none"> <li>▪ 90% of parents will report satisfaction with the kindergarten to school transition program through our prep entry questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To review and evaluate the existing kindergarten-school transition practices and implement agreed changes which enhance the partnership between the local kindergarten and the school.</li> <li>▪ To develop a program of transition that involves the support of the kindergarten staff and promotes parent education sessions regarding school readiness.</li> </ul>
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