

School Strategic Plan 2019-2023

Knox Central Primary School (5429)



Submitted for review by Lisa Burt (School Principal) on 15 November, 2019 at 12:40 PM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 25 November, 2019 at 01:58 PM

Endorsed by Tash Kidman (School Council President) on 03 December, 2019 at 12:07 PM

School Strategic Plan - 2019-2023

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School vision	<p>To develop all students to become lifelong learners and meet the challenges of a rapidly changing society.</p> <p>Our School Philosophy</p> <ol style="list-style-type: none">1.The students are at the heart of everything we do.2.Everything we do, is based on evidence and a whole school approach.3.We share collective responsibility for student success. <p>We are committed to fully developing the academic, social and personal skills of all our students. We provide them with opportunities to excel, to continue to improve and strive to achieve their full potential within a caring environment.</p>
School values	<p>Our values as a school reflect those of our students, parents and staff. They are a collective agreement on what we should stand for:</p> <p>Integrity - Acting in accordance with our values Respect - Treating others with consideration and regard Courage - To stand up for what is right and look after our friends and family Excellence - Always strive for your personal best Teamwork - Working together to make KCPS a better place.</p> <p>The school motto (Learning @ Heart) describes the very nature of what we hope our students aspire to in a digital age.</p> <p>The school fosters these values through:</p> <ul style="list-style-type: none">* A focus on the Tribes Program which promotes consistent language across the school based on shared agreements: Attentive Listening, Appreciation/No Put Downs, Mutual Respect, the Right to Pass and Safety First* Student leadership encompassing Junior School Council, Year 6 Student Leadership, Captains' Roles and Buddies* Student of the Week and Tea Pot awards
Context challenges	<p>Knox Central P.S. is located in the heart of Knox. Our school is committed to student wellbeing and the delivery of research based teaching and learning, that utilises each student's strengths to drive improvement in areas of need. We are determined to develop personal relationships with every student, as knowing each child enables us to understand their educational needs and creates an environment where students love to come to school and love to learn.</p> <p>The school's approach to teaching and learning identifies those areas of education that have the greatest impact on improved student learning. This, in conjunction with a range of intervention programs for those students who find school challenging, enables</p>

	<p>the school to seek continual improvement. In addition, the use of multimedia technologies is embedded in the curriculum and further enhances student learning in all areas.</p> <p>We recognise the diversity of learning styles, interests and talents of our students and offer Specialist subjects in Physical Education, Visual Art and Spanish. We also provide a camping program and access to a range of sporting programs.</p> <p>Challenges:</p> <p>Our key challenge exists in attracting enrolments in Foundation. Promotion of our school and publicising the events and experiences that our school has to offer is an ongoing priority with our School Council. Open Days, visits to local kindergartens and invitations to our school events is often met with a poor response. We continue to explore opportunities such as promotional boards in partnership with local real estate agents and letter box drops as well as regularly update our Facebook page and website to engage prospective families.</p> <p>The opportunities for planning and moderation with colleagues who are teaching the same grade level is difficult at our school. We have tried to overcome this our participation in the BSN (local small schools network) which has proven to be beneficial in developing professional partnerships as well as support with other schools of similar enrolment.</p> <p>The main focus of our school is to achieve at least 12 months growth in our students in Reading, Writing, Spelling and Mathematics. Our small cohorts and in some cases non-matched cohorts from Year 3 to Year 5 can make it difficult to track our 'value added'. We need to maintain accurate teacher judgement against the Victorian Curriculum and to increase the number of students achieving in the top two bands in NAPLAN in both Year 3 and Year 5. To ensure that we are differentiating the curriculum and catering for our high performing students by providing feedback and co-constructing learning goals is an area we will continue to work on.</p> <p>Providing opportunities for students to collaborate and make decisions about what and how they learn and how their learning is assessed needs to be explored. Teachers also need to build their capability around allowing students the responsibility to direct their learning creating independent and self-regulating learners.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>We promote social responsibility, resilience, perseverance and independence to prepare our students for an ever-changing world and to be responsible global citizens.</p> <p>Underpinning this is:</p> <ul style="list-style-type: none"> * the nourishment of community harmony while maximising the benefits and opportunities to be derived from social and cultural diversity * sound understandings of the wider global context of which our community is a part * the development of each child to their full potential <p>Rationale</p> <p>The 'three Rs' simply aren't enough. Our students need new skills to prepare them for further study and jobs – many of which have</p>

not yet been created. Developing students' ability to think both critically and creatively, to set goals, to manage and reflect on their learning, to work both cooperatively and independently and to have sensitivity and awareness about when to apply these learning skills appropriately are transferable to all aspects of life.

Focus

Throughout the School Strategic Plan we aim to implement the following Key Improvement Strategies:

- * Develop whole school scope and sequence documents that promote high quality teaching in Reading, Writing and Numeracy
 - * Develop the capacity of all teachers to consistently deliver an agreed instructional model for literacy and numeracy
 - * Build and develop clarity around agreed staff performance expectations and associated processes of accountability
 - * Develop and implement a whole school approach to the collecting, analysing and interpreting of student achievement data in order to inform point of need teaching and learning
 - * Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning -
 - * Develop collaborative decision-making processes that promote whole school approaches to teaching and learning
 - * Develop and build teacher expertise to deliver effective STEM teaching and learning programs as outlined in the Victorian Curriculum
- Curriculum
- * Embed an explicit whole school positive behaviour model
 - * Develop, implement and monitor a consistent whole school student wellbeing approach

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Goal 1	To improve literacy and numeracy outcomes for all students																										
Target 1.1	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 25% by 2023.																										
Target 1.2	The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 85% by 2023.																										
Target 1.3	The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 40% by 2023.																										
Target 1.4	<p>By 2023, 90% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress in each school year during the SSP period.</p> <p>Benchmark Learning Growth – Semester 1 2018 – Semester 1 2019</p> <p>% of students making at least one VC level in each school year.</p> <table border="1" data-bbox="669 1163 2085 1358"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Reading and Viewing</td> <td>57%</td> <td>77%</td> <td>68%</td> <td>75%</td> <td>70%</td> <td>90%</td> </tr> <tr> <td>Speaking and Listening</td> <td>75%</td> <td>89%</td> <td>84%</td> <td>88%</td> <td>93%</td> <td>100%</td> </tr> </tbody> </table>							Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reading and Viewing	57%	77%	68%	75%	70%	90%	Speaking and Listening	75%	89%	84%	88%	93%	100%
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Key Improvement Strategy 1.a Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching in Reading, Writing and Numeracy																												
Key Improvement Strategy 1.b Building practice excellence	Develop the capacity of all teachers to consistently deliver an agreed instructional model for literacy and numeracy																												
Key Improvement Strategy 1.c Instructional and shared leadership	Build and develop clarity around agreed staff performance expectations and associated processes of accountability																												
Key Improvement Strategy 1.d Evaluating impact on learning	Develop and implement a whole school approach to the collecting, analysing and interpreting of student achievement data in order to inform point of need teaching and learning																												
Goal 2	To empower students to be active participants in their own learning																												
Target 2.1	<p>For each year of the SSP, the percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting - (100% in 2019) • Student voice and agency - (96% in 2019) 																												

	<ul style="list-style-type: none"> Differentiated learning challenge - ((100%in 2019)
Target 2.2	For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Student agency and voice' will be at or above 90%.
Target 2.3	For each year of the SSP, the percentage of parents responding positively to the POS survey domain 'Student cognitive engagement' factors: - 'High expectations for success' - 'Student motivation and support' - 'Stimulating learning environment' - 'Effective teaching' will be at or above 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, setting individual learning goals; authentic learning partnerships – feedback, conferencing; promotion of student self-regulation)
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop collaborative decision-making processes that promote whole school approaches to teaching and learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop and build teacher expertise to deliver effective STEM teaching and learning programs as outlined in the Victorian Curriculum
Goal 3	To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values

Target 3.1	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 75%.
Target 3.2	For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%
Target 3.3	For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%
Target 3.4	For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Resilience' will be at or above 90%
Key Improvement Strategy 3.a Empowering students and building school pride	Embed an explicit whole school positive behaviour model
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop, implement and monitor a consistent whole school student wellbeing approach