

# School Strategic Plan 2019-2023

Kerang Primary School (1410)



Submitted for review by Brenton Taylor (School Principal) on 31 January, 2020 at 10:32 AM

Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 31 January, 2020 at 10:50 AM

Endorsed by Tony Pearson (School Council President) on 31 January, 2020 at 02:58 PM

# School Strategic Plan - 2019-2023

Kerang Primary School (1410)

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| <p><b>School vision</b></p>      | <p>At KPS we create a safe and caring learning environment where every child is respectfully included and provided the opportunity to learn and prepare for their future.<br/>A Better Tomorrow Starts Today!</p>  |
| <p><b>School values</b></p>      | <p>Team Values</p> <p>Compassion<br/>Accountability<br/>Respect<br/>Inclusive<br/>Nurturing<br/>Gratitude.</p>   |
| <p><b>Context challenges</b></p> | <p>Kerang Primary School is located within the central business district of Kerang and has strong Community ties. The school was established in 1874 and has a long, proud tradition in the local community. We have a vision for the future that includes further development and integration of information and communication technologies, high quality explicit teaching in learning neighborhoods and a policy of putting the student at the centre of learning in a safe, pleasant and friendly learning environment.</p> <p>Specialist lessons for students consist of weekly MARC Van Literature Appreciations lessons in the school library, Specialist Physical Education lessons and Science lessons. The school also runs a Stephanie Alexander Kitchen Garden program, and participates in Energy Breakthrough. The use of ICT and touchscreen Promethean Boards with a comprehensive iPad and Netbook program has ensured students are being prepared for 21st Century learning. A Conferencing unit has continued to allow students and staff to participate in a number of diverse communicative and learning activities with people and programs on a global scale.</p> <p>The School Council and Parents Club are actively engaged in school activities and fundraising. Book Parade is a highlight with the whole school community, as is the Mother's Day High Tea. The reintroduction of an annual school concert is a real hit with the whole school community and looks like becoming a regular feature on the school calendar.</p> <p>Kerang Primary School is committed to continuous improvement in all areas of the curriculum. A strong emphasis has been placed on Numeracy, Literacy and ICT which was enhanced by our participation in Professional Learning Teams and Literacy/ICT Professional Learning and Specialist Staff within our school.</p> |

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|   | <p>The school is located in the centre of the Kerang township and is within walking distance of many local facilities such as the Local Library, Swimming Pool, Sporting Venues/Grounds, Kindergarten and Secondary School. The Primary School utilises these venues frequently to enhance the Learning Programs of the students.</p> <p>The School is striving to create a challenging and supportive learning environment encompassing all members of our community based on the school values of Teamwork, Respect, Responsibility, Resilience and Honesty.</p>   |
| <p><b>Intent, rationale and focus</b></p> | <p>The School Review Panel recommends the following key directions for the next SSP:</p> <ul style="list-style-type: none"> <li>• Improving learning growth in Literacy and Numeracy</li> <li>• Consistent, whole-school approaches to teaching and learning, including High Impact Teaching Strategies</li> <li>• Teacher collaboration on assessment, curriculum and pedagogy, including peer observation and coaching</li> <li>• Learner agency</li> <li>• Feedback to students and to teachers</li> <li>• Positive behaviour and wellbeing</li> <li>• Motivation and engagement</li> <li>• Creative arts and high-interest co-curricular programs</li> <li>• Attendance, particularly for students with high numbers of absence days</li> </ul> <p>It is the intention that these key directions will lead to improved school data in the specified areas.</p> <p>Through consultation the 3 main key improvement strategies that should lead to improved learning, wellbeing and parent satisfaction in the school are to:</p> <p>1a Embed an agreed instructional model, incorporating HITS, consistently across the school. (EBHIS)<br/> 1b Build a team culture in which teachers work collaboratively (using strategies such as coaching and peer observations) on consistent approaches to pedagogy, planning, intervention and support for students. (BPE)<br/> 1c Build teacher capacity to use data and a range of assessment strategies to teach to each student's point of learning. (EIL)</p> <p>2a Develop and implement a Kerang PS Student Learning Model that clearly identifies the characteristics of highly effective learners who are self-directed, track and celebrate their own learning growth and solve their own problems. (ESBSP/BPE)<br/> 2b Build teacher capacity to design opportunities for students to exercise authentic agency in their learning. (ESBSP/BPE)<br/> 2c Enhance feedback to students from teachers, and to teachers from students. (IESA)</p> <p>3a Implement a whole-school approach to positive behaviour and wellbeing. (IESE)<br/> 3b Further develop the creative arts programs. (IE&amp;SA)</p> |

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|  | <p>3c Implement a comprehensive series of high-interest co-curricular programs across the school. (IE &amp; SA)</p> <p>Systematically working through these Priority Areas over the life of the plan and supported by the Annual Implementation Plans will lead to further improvement in student learning, student wellbeing and school climate.</p> |
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| <b>Goal 1</b>     | Improve learning growth in Literacy and Numeracy for all students  |
| <b>Target 1.1</b> | <b>NAPLAN—bottom two bands</b> <ul style="list-style-type: none"><li>• The proportion of student results in the bottom two bands in Year 5 to reduce:<ul style="list-style-type: none"><li>• Year 5 Numeracy: from 20% in 2018 to below 10% in 2022</li><li>• Year 5 Reading: from 18.2% in 2018 to below 10% in 2022</li><li>• Year 5 Writing: from 9.1% in 2018 to below 5% in 2022</li><li>• Year 5 Spelling: from 9.1% in 2018 to below 5% in 2022</li></ul></li></ul> |
| <b>Target 1.2</b> | <b>NAPLAN—bottom two bands</b> <ul style="list-style-type: none"><li>• The proportion of student results in the bottom two bands in Year 5 to reduce:<ul style="list-style-type: none"><li>• Year 5 Numeracy: from 20% in 2018 to below 10% in 2022</li><li>• Year 5 Reading: from 18.2% in 2018 to below 10% in 2022</li><li>• Year 5 Writing: from 9.1% in 2018 to below 5% in 2022</li><li>• Year 5 Spelling: from 9.1% in 2018 to below 5% in 2022</li></ul></li></ul> |
| <b>Target 1.3</b> | <b>NAPLAN—relative growth</b> <ul style="list-style-type: none"><li>• High relative growth 3–5 to be:<ul style="list-style-type: none"><li>• Numeracy: from average 11% 2016–18 to above 20% in 2022</li><li>• Reading: from average 10% 2016–18 to above 20% in 2022</li><li>• Writing: from average 16% 2016–18 to above 25 in 2022</li></ul></li></ul>  |

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|   | <ul style="list-style-type: none"> <li>• Low relative growth 3–5 to be: <ul style="list-style-type: none"> <li>• Numeracy: from average 2016–18 of 47.2% to 30% or lower in 2022</li> <li>• Reading: from average 2016–18 of 48.3% to 30% or lower in 2022</li> <li>• Writing: from average 2016–18 of 28.8% to 25% or lower in 2022</li> </ul> </li> </ul> |
| <b>Target 1.4</b>   | <p><b>Aim On Demand</b></p> <ul style="list-style-type: none"> <li>• That individual student tracking show a measured one year growth or more in the one year</li> </ul>  |
| <b>Key Improvement Strategy 1.a</b><br>Evidence-based high-impact teaching strategies | Embed an agreed instructional model, incorporating HITS, consistently across the school   |
| <b>Key Improvement Strategy 1.b</b><br>Building practice excellence                   | Build a team culture in which teachers work collaboratively (using strategies such as coaching and peer observations) on consistent approaches to pedagogy, planning, intervention and support for students   |
| <b>Key Improvement Strategy 1.c</b><br>Evaluating impact on learning                  | Build teacher capacity to use data and a range of assessment strategies to teach to each student's point of learning  |
| <b>Goal 2</b>   | Enhance learner agency  |
| <b>Target 2.1</b>   | <p><b>Student Attitudes</b></p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency: from 65% in 2018 to 80% in 2022</li> <li>• Learning confidence: from 68% to 80% in 2022</li> </ul>  |

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| <b>Target 2.2</b>  | <p><b>Staff Opinion</b></p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice: from 70% in 2018 to 80% in 2022</li> </ul>  |
| <p><b>Key Improvement Strategy 2.a</b><br/>Empowering students and building school pride</p> | <p>Develop and implement a Kerang PS Student Learning Model that clearly identifies the characteristics of highly effective learners who are self-directed, track and celebrate their own learning growth and solve their own problems</p>   |
| <p><b>Key Improvement Strategy 2.b</b><br/>Empowering students and building school pride</p> | <p>Build teacher capacity to design opportunities for students to exercise authentic agency in their learning</p>  |
| <p><b>Key Improvement Strategy 2.c</b><br/>Intellectual engagement and self-awareness</p>    | <p>Enhance feedback to students from teachers, and to teachers from students</p>   |
| <b>Goal 3</b>  | <p>Improve the wellbeing, engagement and motivation of all students</p>  |
| <b>Target 3.1</b>  | <p><b>Student Attitudes</b></p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Effort: from 70% in 2018 to 80% in 2022</li> <li>• Motivation and interest: from 73% in 2018 to 80% in 2022</li> <li>• Connectedness: from 69% in 2018 to 80% in 2022</li> </ul> |

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| <b>Target 3.2</b>   | <b>Absences</b> <ul style="list-style-type: none"> <li>• Absence days: from average 21 (2016–18) to below 17 in 2022</li> <li>• Students with 20 or more absence days: from average 37% (2016–18) to below 25% in 2022</li> </ul> |
| <b>Key Improvement Strategy 3.a</b><br>Intellectual engagement and self-awareness | Implement a whole-school approach to positive behaviour and wellbeing   |
| <b>Key Improvement Strategy 3.b</b><br>Intellectual engagement and self-awareness | Further develop the creative arts programs  |
| <b>Key Improvement Strategy 3.c</b><br>Intellectual engagement and self-awareness | Implement a comprehensive series of high-interest co-curricular programs across the school  |