

# School Strategic Plan 2020-2024

Kew Primary School (1075)



Submitted for review by Peggy Mourelatos (School Principal) on 13 December, 2021 at 10:02 AM

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Endorsed by Mic Wagner (School Council President) on 11 February, 2022 at 08:41 AM

# School Strategic Plan - 2020-2024

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| <b>School vision</b>               | 'Be Worthy' learners who strive to achieve their personal best in all areas whilst showing care, empathy and respect towards others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>School values</b>               | <p>Kew Primary School embraces the CARE Values which promote positive academic, social, emotional and interpersonal learning.</p> <p>COMMUNITY      We work together to provide quality learning and teaching opportunities for all.<br/>         ACHIEVEMENT      We constantly strive to achieve our personal best.<br/>         RESILIENCE      We are inquiring learners who can bounce back and learn from challenges.<br/>         EMPATHY      We seek to understand, respect and learn from others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Context challenges</b>          | <ul style="list-style-type: none"> <li>• Ensure that a distributed leadership structure is in place.</li> <li>• Refine and embed the use of a core instructional model which can be applied to all Victorian Curriculum areas consistently across the school.</li> <li>• Delivery of a differentiated curriculum program that caters to all students ZPD (Zone of Proximal Development) particularly those identified as being well above expected levels.</li> <li>• Collaborative and effective use of data to inform planning, implementation and evaluation practice.</li> <li>• Ensure the inquiry approach is embedded and understood school wide</li> <li>• Promote authentic student voice, agency and leadership in curriculum planning, learning, assessment and reporting.</li> <li>• Build a positive, safe and inclusive classroom, playground and online environment for all.</li> <li>• Ensure parents/carers have an informed view of the learning and teaching process and are actively involved in school life.</li> </ul> |
| <b>Intent, rationale and focus</b> | <p>To maximise student learning performance and growth in English and Mathematics.<br/>         To ensure that all students are engaged in their learning and showing appropriate growth and development.<br/>         We are prioritising writing, spelling and mathematics, as reading was a priority area for the last strategic plan.<br/>         A four-year professional learning program will be provided to staff that develops knowledge, skills and capabilities in these focus areas.</p> <p>To foster and develop curious, critical and creative learners.<br/>         To ensure all students are active and engaged inquirers who are given opportunity to connect and apply meaningful learning</p>                                                                                                                                                                                                                                                                                                                          |

experiences.  
We are prioritising the implementation of an Inquiry Program and Model with staff undertaking ongoing professional learning and students engaging in Units of Inquiry that connect with the local and global community.  
To further develop the specialist and extracurricular programs offered at KPS to meet the diverse creative pursuits and interests of students.

To develop healthy, happy and resilient students who display growth mindsets and behaviours and attitudes that reflect the school CARE values.  
The school has identified the need to enhance the student wellbeing programs to ensure students are feeling more healthy, happy and resilient.  
Our goal is to build a CARE culture that promotes positive growth mindsets, behaviours and attitudes.  
Over the coming four years the focus will be on embedding Respectful Relationships, Circle Time, and School Wide Positive Behaviours.  
Enhance and develop the transition programs from Pre-School to Foundation, across year levels and into Secondary School.

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| <b>Goal 1</b>                                                             | To maximise student learning performance and growth in English and Mathematics.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Target 1.1</b>                                                         | <p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase:</p> <ul style="list-style-type: none"> <li>• in the English Language Reading and Viewing Mode from a 2017-20 average of 61 per cent to 64 per cent</li> <li>• in the English Language Writing Mode from a 2017-20 average of 44 per cent to 50 per cent</li> <li>• the Mathematics Number and Algebra Strand from a 2017-20 average of 56 per cent to 60 per cent.</li> </ul> |
| <b>Target 1.2</b>                                                         | <p>By 2024, the percentage of students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> <li>• in Reading and Viewing Mode from 63 per cent in 2020 to 100 per cent</li> <li>• in Writing from 67 per cent in 2020 to 100 per cent</li> <li>• in Number and Algebra from 57 per cent in 2020 to 100 per cent.</li> </ul>                                                                |
| <b>Target 1.3</b>                                                         | <p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase:</p> <ul style="list-style-type: none"> <li>• in Reading from a 2017-19 average of 52 per cent (2019-44%) to a 2021-24 average of 55 per cent</li> <li>• in Writing from a 2017-19 average of 26 per cent (2019-16%) to a 2021-24 average of 30 per cent</li> <li>• in Numeracy from a 2017-19 average of 51 per cent (2019-41%) to a 2021-24 average of 55 per cent.</li> </ul>                                               |
| <b>Key Improvement Strategy 1.a</b><br>Building practice excellence       | Consistently implement and embed the Learning and Teaching Model in all Year Levels and learning areas for all student cohorts.                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Key Improvement Strategy 1.b</b><br>Curriculum planning and assessment | Planning, Practice, Assessment, and Reporting is based on the Victorian Curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Key Improvement Strategy 1.c</b><br>Evaluating impact on learning       | Ensure the Data Triangulation Methodology is understood and embedded school wide.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key Improvement Strategy 1.d</b><br>Instructional and shared leadership | Continue to provide distributed instructional leadership that guides, supports and directs improvement in teaching practice and student learning (through PLCS and the Instructional Model).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Goal 2</b>                                                              | To foster and develop curious, critical and creative learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Target 2.1</b>                                                          | <p>By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase from 84 per cent at end Semester 2 2019 to 100 per cent.</p> <p>Note: The benchmark of 84 per cent of students at or above the expected Victorian Curriculum Critical and Creative Thinking capability levels at end Semester 2 2019 was calculated by literally defining 'at' level, and did not include those students assessed as being half a VC level/six months below expected level</p>                                                                                                                                                                                  |
| <b>Target 2.2</b>                                                          | <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• in the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> <li>○ Learning confidence factor from 81 per cent in 2019 to at or above 85 per cent</li> <li>○ Self-regulation and goal setting factor from 83 per cent in 2019 to at or above 85 per cent</li> <li>○ Motivation and interest factor from 68 per cent in 2019 to at or above 85 per cent</li> </ul> </li> <li>• in the Social engagement domain <ul style="list-style-type: none"> <li>○ Student voice and agency factor from 55 per cent in 2019 to at or above 80 per cent</li> </ul> </li> </ul> |
| <b>Key Improvement Strategy 2.a</b><br>Building practice excellence        | Inquiry learning is embedded in the school learning culture and each classroom's practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key Improvement Strategy 2.b</b><br>Curriculum planning and assessment  | Formulate and enhance a curriculum and extracurricular program tailored to student learning needs and interests.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>Key Improvement Strategy 2.c</b><br>Empowering students and building school pride | Develop a shared understanding of student voice, agency and leadership that is implemented and evident in planning, practice, assessment and reporting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Key Improvement Strategy 2.d</b><br>Parents and carers as partners                | The school-parent partnership provides opportunities for the community to be actively involved in the learning process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Goal 3</b>                                                                        | To develop healthy, happy and resilient students who display growth mindsets and behaviours and attitudes that reflect the school CARE values.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Target 3.1</b>                                                                    | By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: <ul style="list-style-type: none"> <li>• In the Learner Characteristics and Dispositions domain <ul style="list-style-type: none"> <li>○ Resilience—from 72 per cent in 2019 to 80 per cent</li> </ul> </li> <li>• Student safety domain <ul style="list-style-type: none"> <li>○ Respect for diversity—from 71 per cent in 2019 to 80 per cent</li> </ul> </li> <li>• Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> <li>○ Classroom Behaviour, Students at this school treat each other with respect item—from 46 per cent in 2019 to 80 per cent</li> </ul> </li> <li>• Social engagement domain <ul style="list-style-type: none"> <li>○ School Connectedness (Sense of belonging)—from 75 per cent in 2019 to 80 per cent</li> </ul> </li> </ul> |
| <b>Target 3.2</b>                                                                    | By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Personal and Social Capability achievement standards will increase from 92 per cent benchmark at end Term 2 2019 to 100 per cent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Key Improvement Strategy 3.a</b><br>Health and wellbeing                          | Embed the CARE program featuring Respectful Relationships and Circle Time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key Improvement Strategy 3.b</b><br>Setting expectations and promoting inclusion  | Document, implement, and embed the School Wide Positive Behaviours Program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Key Improvement Strategy 3.c**  
Empowering students and building school pride

Document and embed the school Transition Program.