



KEW PRIMARY SCHOOL – STRATEGIC PLAN 2017-2020

Goal #1: To improve student achievement in English & Maths (Literacy & Numeracy) for all students.

FISO – Excellence in Teaching & Learning

- Building Practice Excellence
- Curriculum Planning and Assessment

2019 AIP

RATIONALE

By the end of 2019 students will have developed:

- strategies that allow them to be independent and effective readers
- a wide reading repertoire
- the ability to critically think about their reading
- the ability to form opinions and analyse what they are reading
- a love of reading

TARGETS

NAPLAN – Top 2 Bands

To increase the percentage of students achieving in the Top 2 Bands of NAPLAN to:

	YEAR 3 Predicted 2018	Year 3 Actual 2018	Year 3 2019 Target	Year 3 Strategic Plan Target	YEAR 5 Predicted 2018	Year 5 Actual 2018	Year 5 2019 Target	Year 5 Strategic Plan Target
READING	60%	65%	75%	75%	60%	55%	65%	65%
WRITING	60%	49%	65%	75%	60%	23%	65%	65%
SPELLING	60%	55%	65%	75%	60%	47%	60%	65%
NUMERACY	60%	54%	65%	75%	60%	51%	65%	65%

KEY IMPROVEMENT STRATEGIES

LITERACY

- Continue to develop, refine and implement rich pedagogical practises in the literacy block (eg -Gradual release of responsibility, teaching practices in reading and writing)
- Develop a consistent Workshop Model with a focus on the High Impact Teaching Strategies (feedback and lesson structure), across PLT's that contain elements of the Big 6. (E.g. mini lesson, small group focus, whole group focus, conferencing, vocab, phonics, phonemic awareness, fluency etc.).
- Continue to develop and build our knowledge of the Big 6, by focusing on another 2 elements of the Big 6 – phonemic awareness, fluency
- Appoint 2 teachers to attend Bastow Leading Literacy

NAPLAN – Top 3 Bands

To increase the percentage of students achieving in the Top 3 Bands of NAPLAN to:

	YEAR 3 Predicted 2018	Year 3 Actual 2018	Year 3 2019 Target	Year 3 Strategic Plan Target	YEAR 5 Predicted 2018	Year 5 Actual 2018	Year 5 2019 Target	Year 5 Strategic Plan Target
READING	85%	87%	95%	95%	85%	84%	90%	90%
WRITING	85%	79%	95%	95%	85%	53%	85%	90%
SPELLING	85%	71%	85%	95%	85%	76%	85%	90%
NUMERACY	85%	85%	90%	95%	85%	79%	85%	90%

PLT's to link in with Library Specialist program (specific planning, curriculum links, high quality mentor texts) Eg. Paragraphing, sentence structure.

Complete the documentation of the English Curriculum, including writing

Review usage of Words Their Way – as an assessment for spelling.

Revisit spelling strategies and spelling scope and sequence.

Develop reading protocols for literacy block in PLT's

Increase and further develop expertise around data literacy and “Case Management Model” via PLC intake 3 PL

NUMERACY

Continue to develop rich learning tasks for Maths, documenting on google drive

Moderation of maths samples

Revisit Numeracy protocols in PLT's



KEW PRIMARY SCHOOL – STRATEGIC PLAN 2017-2020

GOAL #2: To develop a high functioning and positive learning community.

FISO – Excellence in Teaching & Learning

- Evidence Based High Impact Teaching Strategies
- Evaluating Impact on Learning

2019 AIP

RATIONALE

To focus on the essential elements for school improvement:

- Curriculum
- Academic Emphasis
- Teacher Collaboration
- Data
- Feedback

TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Increase the percentage endorsement scores on the School Staff Survey as follows:</p> <p><u>GUARANTEED AND VIABLE CURRICULUM</u> 2019 Target 80% (2018 Actual 73% / Strategic Plan Target 85%)</p> <p><u>ACADEMIC EMPHASIS</u> 2019 Target 80% (2018 Actual 71% / Strategic Plan Target 80%)</p> <p><u>TEACHER COLLABORATION</u> 2019 Target 80% (2018 Actual 71% / Strategic Plan Target 80%)</p> <p><u>UNDERSTAND HOW TO ANALYSE DATA</u> 2019 Target 80%</p>	<p><u>PROFESSIONAL LEARNING COMMUNITIES</u></p> <p><input type="checkbox"/> Continue to maintain consistent protocols and agendas items within PLCs to further ensure conversations and decisions are informed by student data, evidence and work samples</p> <p><input type="checkbox"/> Further develop staff capacity and understanding of the PLC framework through the PLC intake 3</p> <p><u>ASSESSMENT</u></p> <p><input type="checkbox"/> Build staff confidence to assess student current understanding and next steps for learning by using multiple sources of evidence</p> <p><input type="checkbox"/> Develop an understanding with staff that student learning can be demonstrated through ‘Make, Say, Write and Do’</p> <p><input type="checkbox"/> Continue to ensure high quality assessments are used</p> <p><input type="checkbox"/> Ensure ongoing moderation of student learning in literacy and numeracy to become an ongoing component of PLC structure</p>

(2018 Actual 71% / Strategic Plan Target 80%)

USE STUDENT FEEDBACK TO IMPROVE PRACTICE

2019 Target 80%

(2018 Actual 71%)

SCHOOL CLIMATE (overall)

2019 Target 90%

(2018 Actual 81.5% / Strategic Plan Target 90%)

PEDAGOGY

- Refine and build on teacher knowledge on the High Impact Teaching Strategies (HITS) of 'Feedback' and 'Lesson Structure' with a specific focus on Feedback to improve student achievement

- Explore strategies and provide timely, specific feedback and feed forward to students about their current understanding and next steps for learning

- Explore opportunities to use student feedback to improve teaching practice



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Goal #3: To improve student engagement in their learning.

FISO – Positive Climate for Learning

- Empowering Students and Building School Pride
- Intellectual Engagement and Self-Awareness

2019 AIP	
RATIONALE	
<p>To build teacher capacity to enhance student engagement in their learning through:</p> <ul style="list-style-type: none"> - Development of teacher understanding of the PYP process - Implementation of a consistent approach in the management of student behaviour 	
TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Increase the percentage endorsement scores on the Student Attitudes to School Survey as follows:</p> <p>DOMAIN: <u>EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT</u> 2019 Target - 90% overall</p> <p>Differentiated Learning Challenge 2019 Target 90% (2018 Actual 85%)</p> <p>DOMAIN: <u>EFFECTIVE TEACHER-STUDENT RELATIONS</u> 2019 Target - 90% overall</p> <p>Teacher Concern 2019 Target 85% (2018 Actual 76%)</p> <p>DOMAIN: <u>SOCIAL ENGAGEMENT</u> 2019 Target - 85% overall</p> <p>Student Voice & Agency</p>	<p><u>BEHAVIOUR MANAGEMENT</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Renew focus on restorative practices, circle time and students with challenging behaviour through whole school professional learning <input type="checkbox"/> Establish a whole school approach to behaviour management with clear guidelines and consequences <input type="checkbox"/> Establish a clear system to collect and analyse data on student behaviour <input type="checkbox"/> Further develop teacher capacity in differentiation through Professional Learning and the Observing to Learn peer coaching model <input type="checkbox"/> Use Pivot data to inform teacher practice relating to teacher concern and feedback evident in the Attitudes to Schools survey <p><u>PYP</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue the journey to become a PYP school through accreditation in 2020, PYP professional learning and increased teacher capacity in using the inquiry model <input type="checkbox"/> Explore strategies to involve the parent community in understanding the PYP model, language and underlying philosophy

2019 Target 85% (2018 Actual 72%)

DOMAIN:

EXPERIENCE OF BULLYING

2019 Target 80% (2018 Actual 62%)

(Percentage who have not experienced bullying)

Continue with leadership model within each PLT e.g. PYP leaders.