School Strategic Plan 2022-2026

Kilmore Primary School (1568)

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School vision	Kilmore Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Vision Kilmore Primary School's vision is to 'Foster a community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment Mission Kilmore Primary School's mission is to provide the best learning opportunities and experiences for all students so that they can reach their full potential.
School values	Values At Kilmore Primary School we endeavour to promote a healthy, supportive and secure environment for all members of the community. The following values are seen as central to the life of our school and provide a strong foundation for social and emotional learning and values education, high expectations for academic achievement, pride in ourselves, our learning achievements and our learning environment, and the provision of a safe and secure learning environment for the whole school community. Our Start-Up programs at the beginning of each year focus strongly on these behavioural and academic expectations. This enables us to create a community of learners who have shared goals and expectations of themselves and others, which in turn promotes an environment that supports and encourages our students to achieve their full potential. Kind, Proud and Safe Kind – Social and Emotional Learning and Values Education, being a Responsible and Active member of a Learning Community Proud – High Expectations for Academic Learning, Positive involvement in all School Activities, Pride in our School and in our Learning Environment, Pride in Self

	Safe – Safe and Secure Learning Environment, Safe Practices, Student Engagement and Wellbeing

In our community these values are also demonstrated when:
• Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners
• Diversity is seen as enriching our school and is valued and respected
• Partnerships between students, staff, parents and the wider community are fostered and valued
• Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active responsible citizens
• Students are expected to take responsibility for their learning and their behaviour
• All community members are working towards a shared goal
• Students and staff work hard despite problems or obstacles. |
| **Context challenges** | Through the process of completing the Pre-review Self Evaluation and School Review Report, the following areas were highlighted as context challenges most relevant to the strategic planning and implementation approach of Kilmore Primary School:

• The SFOE profile of the school is becoming less advantaged rising from 0.4378 in 2018 to 0.4567 in 2022. This increase in SFOE is projected to trend upwards.
• The demographic data for Kilmore Primary School (extracted from the Mitchell Shire data) reflects key liveability gaps, including fewer opportunities for local employment, higher levels of mortgage stress and higher levels of psychological stress. Incidents of family violence within the Kilmore community are significantly higher than the state average. This has resulted in an increase in wellbeing related presentations amongst the student population.
• The trend English Online Interview data shows that the entry level oral language skills of Foundation students are significantly below the expected level of achievement. The Australian Early Development Census (AECD) data also indicates an increased number of students starting school with severe developmental delays in their social and pragmatic language skills.
• During the previous Strategic Plan, there has been an increase in students from a Language Background Other Than English (LBOTE), which is line with the wider Mitchell Shire trend. The demographic projections demonstrate that this trend will continue and that English as an Additional Language (EAL) practices will become increasingly important to support the change in the composition of the student population.
• During the previous Strategic Plan, the number of students funded through the Program for Students with Disabilities (PSD) increased from 9 to 33, with Severe Behaviour Disorder (SBD) forming the largest category within the |

	PSD student population. Continuing to implement inclusive practices and wellbeing structures to support the increasing proportion of students accessing Disability and Inclusion resources will be a key factor within all of the school's future improvement strategies. - Supporting the academic and wellbeing transition of students entering Kilmore Primary School in middle primary school is a specific context challenge related to the growth patterns in the Kilmore community. From 2020-2022, over 180 students transitioned to Kilmore Primary School in middle primary school and the current data indicates that this trend will continue for the life of the next Strategic Plan. Identifying and supporting the learning and wellbeing needs of students in these circumstances is critical to the school improvement work for Kilmore Primary School
Intent, rationale and focus	The strategic intent of Kilmore Primary School over the life of this Strategic Plan can be summarised as follows: • To embed the school's pedagogical models • To strengthen high-impact teaching strategies • To improve data literacy to inform differentiation • To develop student voice and agency • To strengthen multi-tiered approaches to wellbeing • To enhance support for health and wellbeing, with a particular emphasis on transient students. These key directions and strategies build upon foundational school improvement work which has been completed over the last four years and place an emphasis on the intersection between learning and wellbeing which is context specific to the demographic profile of the Kilmore Primary School community. The sequence of school improvement work, as expressed through consecutive Annual implementation plans, will see the following annual foci foregrounded: 2023 - Embed the school's pedagogical models and improve data literacy to inform differentiation. 2024 - To develop student voice and agency and strengthen high-impact teaching strategies 2025- To develop student voice and agency and strengthen high-impact teaching strategies 2023-2026 - To strengthen multi-tiered approaches to wellbeing & To enhance support for health and wellbeing, with a particular emphasis on transient students.

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Goal 1	Maximise the learning growth for every student.
Target 1.1	NAPLAN: Benchmark Growth : By 2026, increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for: • Reading from 25 per cent in 2021 to be above 30 per cent • Writing from three per cent in 2021 to be above 16 per cent • Spelling from nine per cent in 2021 to be above 18 per cent • Numeracy from 21 per cent in 2021 to be above 26 per cent.
Target 1.2	Victorian Curriculum: By 2026, to increase the percentage of Foundation to Year 6 students at each year level, making at or above expected growth over one year, as assessed by teachers in Semester 2 for: • Reading and Viewing from 74 per cent in 2022 to 79 per cent • Writing from 69 per cent in 2022 to 75 per cent • Number and Algebra from 59 per cent in 2022 to 65 per cent.
Target 1.3	School Staff Survey: By 2026, increase the positive endorsement by staff for the factors of: • Collective efficacy from 37 per cent in 2022 to 70 per cent • Academic emphasis from 42 per cent in 2022 to 70 per cent • Moderate assessment tasks together from 37 per cent in 2022 to 80 per cent.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical models.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capacity to implement the high impact teaching strategies within the instructional models.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teachers' data literacy to ensure the learning is differentiated.
Goal 2	Empower all students as active learners.
Target 2.1	Attitudes To Schools Survey: By 2026, increase the percentage of positive endorsement for the factors of: • Sense of confidence from 68 per cent in 2022 to 75 per cent • Student voice and agency from 59 per cent in 2022 to 65 per cent • Sense of connectedness from 70 per cent in 2022 to 76 per cent.
Target 2.2	School Staff Survey: By 2026, increase the positive endorsement by staff for the factor of 'Use of student feedback to inform practice' from 37 per cent in 2022 to 62 per cent.

Target 2.3	Victorian Curriculum: By 2026, increase the percentage of Foundation to Year 6 students achieving at or above expected level, as assessed by teachers in Semester 2 for: • Reading and Viewing, from 71 per cent in 2022 to 76 per cent • Writing, from 62 per cent in 2022 to 67 per cent • Number and Algebra from 72 per cent in 2022 to 77 per cent.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a whole-school understanding of student voice and agency.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop teaching approaches to empower students to have voice, agency and ownership.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop students' understanding of themselves as learners to enhance learner agency.
Goal 3	Maximise the wellbeing of every student.
Target 3.1	Attitudes To Schools Survey: By 2026, increase the percentage of positive endorsement for the factors of:

	- Resilience from 64 per cent in 2022 to 69 per cent
	- Emotional awareness and regulation from 60 per cent in 2022 to 65 per cent
	- School stage transitions from 58 per cent in 2022 to 63 per cent
	- Advocate at school 82 per cent in 2022 to 87 per cent.
Target 3.2	School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of: - Trust in students and parents from 41 per cent in 2022 to 62 per cent - Parent and community involvement from 53 per cent in 2022 to 69 per cent.
Target 3.3	Parent Opinion Survey: By 2026, increase the percentage of positive endorsement for Confidence and resiliency skills from 78 per cent in 2022 to 83 per cent.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a multi-tiered approach to promoting, monitoring and responding to wellbeing.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the school's transition processes.
Key Improvement Strategy 3.c	Continue to strengthen the school's processes for inclusion, health and wellbeing.

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