

# School Strategic Plan 2018-2022

Kilmore Primary School (1568)



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# School Strategic Plan - 2018-2022

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<b>School vision</b>	<p>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.'</p> <p>Kilmore Primary School's motto is 'Building dreams for a brighter future.'</p>
<b>School values</b>	<p>At Kilmore Primary School we endeavour to promote a healthy, supportive and secure environment for all members of the community. The values listed below are seen as central to the life of our school and provide a strong foundation for social and emotional learning and values education and underpin high expectations for academic achievement. They instil pride in ourselves, our learning achievements and our learning environment, and support the provision of a safe and secure learning environment for the whole school community. Our 'Ready, Set, Go' start-up program at the beginning of each year focuses strongly on these behavioural and academic expectations. It 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.</p> <p>Kind, Proud and Safe</p> <p>Kind – Social and Emotional Learning and Values Education, being a Responsible and Active member of a Learning Community</p> <p>Proud – High Expectations for Academic Learning, Positive involvement in all School Activities, Pride in our School and in our Learning Environment, Pride in Self</p> <p>Safe – Safe and Secure Learning Environment, Safe Practices, Student Engagement and Wellbeing</p> <p>In our community these values are also demonstrated when:</p> <ul style="list-style-type: none"><li>- Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners</li><li>- Diversity is seen as enriching our school and is valued and respected</li><li>- Partnerships between students, staff, parents and the wider community are fostered and valued</li><li>- Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community and to be active, responsible citizens</li><li>- Students are expected to take responsibility for their learning and their behaviour</li></ul>

	<ul style="list-style-type: none"> <li>- All community members work towards a shared goal</li> <li>- Students and staff work hard despite problems or obstacles.</li> </ul>
<p><b>Context challenges</b></p>	<p>The self-evaluation and review identified the school's key challenges in the below areas:</p> <p>Growth of school/induction of new staff - Throughout the term of our previous SSP (2014-2018), Kilmore Primary School grew from 18 classes to 25. Each year this has required the upskilling of a new group of staff. The school has an induction process that outlines an agreed set of policies and practices to ensure a safe and orderly learning environment. The challenge in this space centres on delivering a full induction in a timely manner that covers behaviour management and all teaching and learning practices. A further challenge in this area, is providing coaching for new teachers to the profession/school whilst also assisting existing staff to build their capacity.</p> <p>Maintaining momentum - Whilst Kilmore Primary School did not meet all targets through the review process, the school made significant improvement in a number of areas. The school significantly improved its image in the wider community, evident in our total enrolments increasing from 380 students in 2015 to 530 students in 2019. The school is working towards addressing areas for improvement identified through the review, although it will be important to continue the trajectory of improvement in the areas in which we have already shown progress, whilst they are not necessarily seen as a future focus.</p> <p>Continued use of Inquiry Cycle - As a Professional Learning Community Link School, we will be leading the work in our cluster of schools and modelling best practice. A challenge for our school, and in particular our Link Leader, will be to support other schools whilst also maintaining our own progress. The continual upskilling of new/incoming staff in PLC norms, protocols and expectations will be incredibly important to maintain consistency and continue to drive improvement in student outcomes.</p> <p>Teacher judgement compared to other data sets - Through the review process and the school's own data analysis, it was recognised that there is a considerable contrast between 'Teacher Judgement' and NAPLAN data. The school is aware of the discrepancy and has identified this as area to target through both our literacy and numeracy Strategic Plan goals. This has led to the school further analysing current moderation and assessment practices to identify how teachers are interpreting student achievement levels.</p> <p>Limited financial resources to support a strong literacy and numeracy intervention program - Kilmore Primary School has an intervention program in literacy and numeracy, however, with limited financial resources, the programs only allow for work with small groups of students. With additional resources, we would be able to target a greater number of students needing support and reduce the amount of students receiving lower results in teacher judgement, NAPLAN and other data sets.</p> <p>Providing a quality language program - There are significant challenges in providing a quality language program at Kilmore Primary School. This is partially due to the program being part-time, specialising in Spanish and the semi-rural location of the school. We were unable to hire a language teacher in 2019 and are currently developing a plan to re-implement a language program in 2020.</p>

## Intent, rationale and focus

### Intent:

Kilmore Primary School is aiming to improve student outcomes in Literacy (Goal 1) and Numeracy (Goal 2). The school will focus on increasing the number of students working 'above level' and achieving high relative growth in all areas of Literacy and Numeracy, whilst reducing the difference between teacher judgement and NAPLAN data. Another key area of work will be improving student voice and agency (Goal 3). The school will focus on improving school connectedness with all students, providing a stimulating learning environment and improving the amount of student feedback that teachers use to improve teacher practice and student outcomes.

### Rationale:

In Literacy, student outcomes have improved in Reading, however, Writing outcomes have not made the same progress. High Relative Growth in NAPLAN Writing met the state benchmark on a single occasion in the preceding four years. There has also been misalignment between teacher judgement and NAPLAN results in Reading and Writing.

Through the School Review, an analysis of the school's NAPLAN and school-based data identified that the percentage of students achieving high relative growth in Numeracy was below the state benchmark in 2018. The percentage of students working above expected level in Number and Algebra according to teacher judgements against the Victorian Curriculum Prep to Year 6 did not exceed 13 per cent across the term of the review. There was also misalignment between teacher judgement and NAPLAN results.

Student leadership has been established in the school for a number of years, although we are investigating ways for students to have a larger role in school improvement. Through the School Review process, most teachers interviewed understood the purpose of student voice and agency but were not confident in how to develop this with their students. There was insufficient evidence of students having opportunities to influence curriculum design and provide feedback on the impact of teaching and learning. At the time of the review, there was also little evidence of goal selection that was fully owned and tracked by the students.

### Focus:

Kilmore Primary School will further focus on the current work undertaken in Literacy, Numeracy, student voice and agency. The school aims to ensure that each teacher has the necessary skills to plan, develop, differentiate and implement an effective literacy and numeracy curriculum. The focus of Literacy for the next four years will be to continue to develop our reading program, whilst significant time will be spent on developing a whole school approach to the way we are delivering our writing program. The focus of Numeracy over the next four years will be to develop and implement an effective problem-solving process whilst also building teacher capacity to develop specific learning goals that meet the needs of our students. The school will also embed High Impact Teaching Strategies (HITS), work alongside students to develop student voice and agency and develop opportunities for them to co-design their learning experiences.

In each of these areas Kilmore Primary School will firstly build teacher knowledge and capacity so that there is a consistent language across the school. The school will develop implementation plans and investigate best practice, particularly in writing, problem solving and student voice and agency. It will then begin to implement effective practices and provide coaching, mentoring, support and

	professional development. A continued priority is to further embed our PLC work that will drive improvement, with staff continually using the Inquiry Model to achieve improved student outcomes.
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<b>Goal 1</b>	Improve student outcomes in Literacy.
<b>Target 1.1</b>	Increase the percentage of Year 5 students in the top two bands of NAPLAN Writing from 8 per cent (2018) to 18 per cent in 2022.
<b>Target 1.2</b>	Increase the percentage of students who achieve high relative gains in NAPLAN Writing from 16 per cent (2018) to 26 per cent and Reading from 26 per cent (2018) to 32 per cent in 2022.
<b>Target 1.3</b>	Increase the percentage of students Prep to Year 6 working above expected level in Victorian Curriculum from <ul style="list-style-type: none"> <li>• 22 per cent in Reading (2018) to 30 per cent in 2022</li> <li>• 12 per cent in Writing (2018) to 20 per cent in 2022.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop teacher capacity to plan and implement a literacy curriculum that addresses the full range of learning needs for all students.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop and implement practices to promote validity of teacher judgements through moderation.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Investigate, develop and implement a consistent whole school approach to the teaching of writing.

<b>Goal 2</b>	Improve student learning outcomes in Numeracy.
<b>Target 2.1</b>	Improve the percentage of students with relative high gain in Numeracy from 18 percent (2018) to 25 per cent in 2022.
<b>Target 2.2</b>	Reduce the percentage difference between teacher judgement and NAPLAN in Numeracy for students working above expected level from 21 per cent (2018) in Year 3 to 10 per cent in 2022 and from 16 per cent (2018) in Year 5 to 10 per cent in 2022.
<b>Target 2.3</b>	<p>Increase the percentage of students Prep to Year 6 working above expected level in the Victorian Curriculum from</p> <ul style="list-style-type: none"> <li>• 11 per cent (2018) in Measurement and Geometry to 20 per cent in 2022</li> <li>• 13 per cent (2018) in Number and Algebra to 20 per cent in 2022</li> <li>• 8 per cent (2018) in Statistics and Probability to 15 per cent in 2022.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher knowledge and capacity to plan, implement and evaluate a differentiated Mathematics curriculum.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Implement an effective problem-solving process in Mathematics.
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build teacher capacity to set, monitor and evaluate aspirational learning goals with students in Mathematics.
<b>Goal 3</b>	Improve student voice and agency in their learning.

<b>Target 3.1</b>	Improve the percentage positive endorsement in the AtoS in the variables of Student Voice and Agency from 45 per cent (2018) to 60 per cent and School Connectedness from 50 per cent (2018) to 74 per cent in 2022.
<b>Target 3.2</b>	Improve the percentage positive endorsement in the AtoS for boys in the variable of Stimulated Learning from 59 per cent (2018) to 74 per cent in 2022.
<b>Target 3.3</b>	Improve the percentage positive endorsement in the Staff Opinion survey in the component, 'Use student feedback to improve practice', from 59 per cent (2018) to 74 per cent in 2022.
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Develop a whole school understanding of student voice and agency.
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies that support student voice and agency.
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Co-design opportunities for students to exercise authentic agency.