

School Strategic Plan 2022-2026

Kangaroo Flat Primary School (0981)



Submitted for review by Kim Saddler (School Principal) on 27 November, 2022 at 07:56 AM

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School vision	<p>Our school's vision is to prepare young people to become active, engaged and responsible citizens capable of successfully interacting and learning in our local and the wider global community. Students are at the centre of our learning community and the decisions we make. Kangaroo Flat Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Every member of our school community both individually and collectively has a responsibility to ensure we are the best that we can be! Together we can always do better!</p> <p>Our mission is to be an outstanding primary school that empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.</p> <p>At Kangaroo Flat Primary School, we develop and foster opportunities to support and grow resilience and relationship skills in every learner enabling them to thrive socially and emotionally.</p> <p>At Kangaroo Flat Primary School, we provide access to learning opportunities and experiences that help all children achieve their personal best.</p>
School values	<p>Promoting healthy, safe and respectful school communities.</p> <p>Our school values of- Respect, Teamwork, Responsibility and Being Your Best capture the spirit of the way we go about our work and our commitment to continuous improvement.</p> <p>These school values underpin our school philosophy in all that we do. Our overarching school mantra is: Imagine, Believe, Achieve, which is introduced/ revised in our quality beginning work at the start of each school year.</p> <p>Kangaroo Flat Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments that have a 'zero tolerance' for abuse of children and young people.</p> <p>Kangaroo Flat Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.</p> <p>Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn. Alignment of school resources, strategic thinking, building the capacity of staff, along with explicit review and self-improving processes are the powerful tools we use to enact our vision. Our learning architecture is based around our Professional Learning Communities and our School Improvement Team directly linked to our Annual Implementation Plan. A rigorous professional learning cycle and an embedded peer coaching model, a commitment to communities of practice supports ongoing staff learning.</p> <p>Our vision, values and philosophy is enacted from the very beginning of the school year with a whole school quality beginning</p>

	<p>program that sets our expectations in all areas of our school. Students are encouraged to review the learning mantra of our school and set their individual learning goals.</p> <p>Teachers, encourage our students to aspire to higher levels of achievement, and then work with their Professional Learning Communities (PLC) members to implement the consistent teaching and learning practices that best suit the needs of their students. The School Improvement Team has a consolidated focus on the use of our resources and teaching practices in line with our current School Strategic Plan.</p>
<p>Context challenges</p>	<p>Currently our school enrolment is at 284 of which 189 students are Equity funded. Within our student population we have 37 Aboriginal students, 35 English as Additional Language students, 12 students in formalised Out of Home Care arrangements and according to the Nationally Consistent Collection of Data we also have 55 students with either a disability or requiring a level of adjustment in order to participate in schooling successfully. Although there has not been any identified trends or challenges with these specific cohorts, it has been noted that the oral language development of children enrolling into Foundation into our school continues to be low. Over the 3 years of the pandemic children have had inconsistent pre-schooling or schooling experiences and this has also impacted on attendance data at our school. Combatting chronic absences for a number of our families is an ongoing challenge.</p> <p>Children's stamina for learning has been somewhat impacted and the school's Writing and Numeracy data needs a renewed focus. Reviewing our approach to Writing will need to be a priority as we are well below state, network and similar schools results. Our Numeracy results have started an upward trend in 2022 but we need to shift more students into the Top 2 bands in NAPLAN achievement.</p> <p>Embedding student voice has been a challenge for our school as a whole and we will need to find how student voice can be addressed in a purposeful manner across the entire school, where feedback to and from students and use of regular survey is part of teacher practice.</p> <p>With an increase in work across the Mental Health and Wellbeing space, our school will need to ensure that we are able to understand and meet the growing mental health challenges of our students and families.</p>
<p>Intent, rationale and focus</p>	<p>With the focus on FISO 2 being both learning and wellbeing, our intent is to engage, develop and embed the key improvement strategies over the life of the strategic plan that improve student outcomes in both these areas.</p> <p>Our academic focus will be to maximise the learning growth of every student in Literacy and Numeracy.</p> <p>LEARNING PLC:</p> <p>Through renewed support and professional learning we will be continuing to refine our practices using the PLC inquiry approach. We will continue to work with Mel Hunter PLC coach in 2023, enabling more teams to work with her around the inquiry cycle and consistent use of norms and protocols within PLC planning meetings. Working with Mel Hunter will be imperative in our effort to embed our collaborative teamwork approach and to have a strong and consistent approach to the PLC work across the school, ensuring that all PLCs operate with norms, protocols and expectations.</p>

STUDENT VOICE:

The school review identified that there are pockets of strong student voice and agency but this was not consistent across the school with little understanding as to what was expected in this area.

The priority for the first year of the strategic plan will be to agree upon a common definition and expectation for student voice, student agency and student leadership. Students co-creating their learning goals where students can articulate their goals, proactively show evidence of achievement of these goals and to understand their next level of learning.

WRITING:

Our initial focus for the School Improvement and Literacy teams will be to research various writing approaches, analysing and comparing the model we currently have to other writing models or approaches. Building connections with schools that have strong NAPLAN writing results will be key to gathering information and to making decisions as to what writing approach would best fit our context. School visits will be imperative in the first 12 months of the Strategic Plan. The first cycle of the Tutor Learning Initiative will have a focus on writing for grade 3&5 students to give the boost in confidence and capacity prior to NAPLAN. Building staff capacity in the teaching of writing will be the focus for years 2&3 of our Strategic plan.

NUMERACY:

Our partnership with MAV will continue in 2023 and this will form the basis for much of our professional learning for staff. Ongoing webinars and coaching will continue each term for the entire 2023 year. The Tutor Learning Initiative will continue to have a numeracy focus from Term 2 2023 with an intervention approach. In 2023 our Numeracy leader will be provided with time release to support team planning, data analysis and to take some maths extension groups. The Implementation of the new Maths Instructional Model during 2023 will require a supportive planned approach for staff.

It has been through our school review that has helped sharpen our focus on the above areas of writing and mathematics.

WELLBEING

Our goal that was established through the school review process was to optimise the health and wellbeing of all students.

The most important priority will be to address student attendance with measures put into place to combat the growing absences across the school, particularly in the junior area of the school. A PLC inquiry into attendance data will be a focus for early 2023.

Continuing to strengthen support pathways for families to gain support from external agencies will continue to be a focus for this next strategic plan.

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Goal 1	Maximise the learning growth of every student in Literacy and Numeracy
Target 1.1	<p>By 2026, increase the percentage of Year 3 students assessed in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none">• Writing from 28% in 2021 to 35%• Numeracy from 32% in 2021 to 36%. <p>By 2026, increase the percentage of Year 5 students assessed in the top two NAPLAN bands in:</p> <ul style="list-style-type: none">• Reading from 28% in 2021 to 32%• Writing from 6% (*2 students) in 2021 to 13%• Numeracy from 20% in 2021 to 25%
Target 1.2	<p>By 2026, increase the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• Reading from 70% in 2021 to 75%• Writing from 62% in 2021 to 66%• Numeracy from 68% (2018 - 2022 four year average) to 75%
Target 1.3	<p>By 2026, increase the percentage of F-6 students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• Reading and viewing from 71% in 2021 to 76%• Writing from 61% in 2021 to 70%• Measurement and Geometry from 59% in 2021 to 70%

	<ul style="list-style-type: none"> • Number and Algebra from 64% in 2021 to 75%
Target 1.4	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Academic emphasis from 52% in 2021 to 70% • Collective efficacy from 59% in 2021 to 70% • Shielding and buffering from 57% to 65% • Trust in students and parents from 51% to 60%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher practice through the embedding of the Professional Learning Communities
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student agency in the classroom learning experiences
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the whole school approach to Writing
Key Improvement Strategy 1.d	Further develop the whole school approach to Numeracy

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Optimise the health and wellbeing of all students</p>
<p>Target 2.1</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <p>Teacher- Student Relations domain:</p> <ul style="list-style-type: none"> • Teacher concern from 82% in 2022 to 86% <p>Learner Characteristics and Disposition domain:</p> <ul style="list-style-type: none"> • Sense of confidence from 74% in 2022 to 84% • Attitudes to attendance from 86% in 2022 to 92% <p>Social Engagement domain</p> <ul style="list-style-type: none"> • Student voice and agency from 67% in 2022 to 72%
<p>Target 2.2</p>	<p>By 2026, decrease the percentage of P-6 students with 20 or more absence days from 34% in 2021 to 26%.</p>
<p>Target 2.3</p>	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measure:</p> <p>Student Development domain module:</p> <ul style="list-style-type: none"> • Student voice and agency from 78% in 2021 to 80%

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen and broaden partnerships with parents, carers and local healthcare providers
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Optimise the whole school approach to health and wellbeing