

School Strategic Plan 2019-2023

Kyneton Primary School (0343)



Submitted for review by Alistair Rayner (School Principal) on 15 October, 2019 at 05:03 PM

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School vision	At Kyneton Primary School we believe our children are entitled to a high quality education that is respectful of, and responsive to, their existing competencies, cultural heritage and histories. We want our children to learn to their full potential in an inspiring, challenging and supportive environment. Our families are entitled to be confident that their children will have access to an education that promotes equity and excellence whilst attending to the wellbeing of all children.
School values	<p>Respect, persistence, pride, responsibility, personal excellence and care for others are critical to our children's success and to our success as a school.</p> <p>Respect – caring for yourself, others, property and the environment. Persistence - continuing to do something or to try to do something even though it is difficult. Pride - feeling happy when you or someone you know does something good or difficult for others. Responsibility – for our belongings, our actions and ourselves. Excellence - trying hard to do your best in everything. Care – feeling and showing concern for others.</p>
Context challenges	<p>School Context</p> <p>The school is situated in Kyneton a town approximately 89 kilometres north east of Melbourne. It is located in the town's education precinct and was established in 1856. The school has grown from 275 enrolments in 2014 to currently 336 students with anticipated further growth over the next 5 years.</p> <p>At the start of Term 2 2018 we relocated to a new school in Edgecombe Street. The new Kyneton Primary School has been hailed as a "benchmark for educational design". The school has embraced 21st century learning and ventured beyond the traditional classroom. The layout is flexible, sustainable and allows educators to perform at the cutting edge of teaching and learning. The result is a design that embraces technology but treats every space within the school and its grounds as a place to learn. The learning environments encourage students to become independent and creative with spaces that accommodate small or large groups so children can work according to their needs and abilities.</p> <p>The school identified a number of key challenges from our own evaluation and fieldwork findings. These key challenges are: * to develop consistency across all of classes through the implementation of a whole school instructional model, with a focused professional learning program focused on the use of high impact teaching strategies and a shared understanding of the datasets the</p>

	<p>school could further develop the practices to support point of need learning</p> <ul style="list-style-type: none"> * further development in building a whole school approach to student voice and agency within the classroom to enhance the capacity of students to become more independent and self-regulated learners * a need for further understanding of how to develop strong success criteria that is tailored to individual students * the school does not have a formal peer observation model in place with the last round held at the end of 2018, however the suggestion was that more frequent opportunities would be advantageous to the staff.
<p>Intent, rationale and focus</p>	<p>Our intent over the 4 years of this SSP is to:</p> <ol style="list-style-type: none"> 1. Increase the percentage of students achieving above age expected level Prep - Year 6 in Reading, Writing and Numeracy (Teacher Judgements Semester 2). 2. Increase NAPLAN medium and high relative growth Year 3 to Year 5 in Reading, Writing and Number. 3. Reduce the percentage of students with 20 or more days absent. 4. Increase the percentage of Year 4-6 students responding positively in the Learning characteristics and disposition domain and the Social engagement domain contained in the Attitudes to School survey. 5. Increase the percentage of Year 4-6 students responding positively in the Teacher-student relations and the Learner characteristics and disposition domain contained in the Attitudes to School survey. <p>Rationale for this intent:</p> <ol style="list-style-type: none"> 1. The PRSE, datasets and FISO assessment in relation to the student learning outcomes indicated a high proportion of students demonstrating low growth in both literacy and numeracy. 2. With steady improvement in the student attitudes to school data there was a need to focus on activating student voice and agency with limited evidence in the classroom of student voice and agency connected with teaching and learning. 3. The outcomes in the PRSE data sets along with the feedback on the implementation of the respectful relationships program indicated there was scope to further develop effective partnerships with the community to support and enhance the resilience of students in their learning. <p>Our focus to achieve the goals of the SSP will be:</p> <ol style="list-style-type: none"> 1. To maximise student learning outcomes. <ul style="list-style-type: none"> * Develop and embed a whole school instructional model in Literacy and Numeracy consistently across the school. * Build teacher capacity in data literacy to use in evaluating student learning growth and improve teacher practice. * Build the instructional capacity of all staff that supports the use of a range of teaching strategies. 2. To improve student engagement and motivation in their learning. <ul style="list-style-type: none"> * Develop a whole school approach to build student voice and agency in the teaching and learning.

3. To develop students who are resilient learners.

* Further develop effective partnerships with parents/carers to support their child's learning.

* Evaluate and embed the whole-school framework for respectful relationships.

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Goal 1	To maximise student learning outcomes.
Target 1.1	<p><u>Teacher Judgement: Reading, Writing and Numeracy</u> Increase the percentage of students achieving above age expected level in Years P-6 (Semester 2)</p> <ul style="list-style-type: none"> • Reading - from 38% (Sem 1, 2019) to 47% (2023) • Writing - from 15% (Sem 1, 2019) to 21% (2023) • Number - from 19% (Sem 1, 2019) to 30% (2023) • Measurement - from 14% (Sem 1, 2019) to 25% (2023) • Statistics - from 6% (Sem 1, 2019) to 25% (2023)
Target 1.2	<p><u>NAPLAN: Increase medium and high Relative growth Year 3 to Year 5</u></p> <ul style="list-style-type: none"> • Reading - from 69% in 2019 to 75% in 2023 • Writing - from 87% in 2019 to 90% in 2023 • Number - from 73% in 2019 to 80% in 2023 (75% in 2018)
Key Improvement Strategy 1.a Building practice excellence	Develop and embed a whole school instructional model in Literacy and Numeracy consistently across the school.

Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capacity in data literacy to use in evaluating student learning growth and improve teacher practice.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build the instructional capacity of all staff that supports the use of a range of teaching strategies.
Goal 2	To improve student engagement and motivation in their learning.
Target 2.1	<u>Attendance:</u> Reduce the percentage of students with 20 or more days absent from 19% in 2019 to 15% in 2023. (10 % of students with 20-29 days absent in 2019 and 9% of students with 30 plus days absent in 2019).
Target 2.2	By 2023 the percentage of Years 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be: <ul style="list-style-type: none"> • Learner characteristics and disposition domain <ul style="list-style-type: none"> - Motivation and interest from 87% (2019) to 90% - Attitudes to attendance from 85% (2019) to 90% • Social engagement domain <ul style="list-style-type: none"> - Student Voice and agency from 70% (2019) to 75% - Sense of connectedness from 82% (2019) to 87%
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school approach to build student voice and agency in teaching and learning.

Goal 3	To develop students who are resilient learners.
Target 3.1	<p>By 2023 the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:</p> <ul style="list-style-type: none"> • Teacher-student relations domain <ul style="list-style-type: none"> - Teacher concern from 79% (2019) to 84% • Learner characteristics and disposition domain <ul style="list-style-type: none"> - Sense of confidence from 79% (2019) to 84% - Resilience from 80% (2019) to 85%
Key Improvement Strategy 3.a Parents and carers as partners	Further develop effective partnerships with parents/carers to support their child's learning.
Key Improvement Strategy 3.b Health and wellbeing	Evaluate and embed the whole-school framework for respectful relationships.