School Strategic Plan 2023-2027

Kurunjang Primary School (5256)

School Strategic Plan - 2023-2027

Kurunjang Primary School (5256)

School vision	Our vision is to achieve high levels of learning for all students.
School values	At Kurunjang Primary School our vision is 'We are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success'. We have six values: Respect, Excellence, Resilience, Effort, Responsibility and Empathy which were identified as the most important and relevant to our community. Our 6 values are personified as child super heroes.
Context challenges	The COVID-19 pandemic has been a barrier to achieving the goals and targets in the previous Strategic Plan and AIP, as it seriously impacted teacher ability to collaborate and also how teachers felt about collective efficacy amongst staff. School staff along with our community also felt that COVID and the move to remote learning had negatively impacted the success and wellbeing outcomes for our students. Staffing difficulties, with high absence rates of absence for teachers and limited casual relief teacher availability which impacted daily operations in 2022 and 2023. The overall socio-economic profile of Kurunjang Primary School is categorized as low and remains relatively static. The Student Family Occupation Education (SFOE) index was 0.5705 in 2021, 0.5569 in 2022 and 0.5350 in 2023. More than half of the student population is eligible for Equity Funding for disadvantage, with 12.52% of students having access restrictions in place. The percentage of students 61.23% are driven to / from school. Enrolments at the time of the review were approximately 585 students. Over the past four years, enrolments have fluctuated between 570 and 630 students. Student gender ratio consists of 54.89% male and 45.11% female. Approximately 3% of students are living in out of home care. The percentage of 128 students who speak a language other than English has increased slightly over the 4 years to 21.96% of the student body. 91 of these students were born in Australia but speak a language other than English at home. They represent 15.61% of the student body. The percentage of students of Aboriginal and / or Torres Strait Islander descent has remained around 2%. All of the buildings at Kurunjang Primary School are named after Aboriginal words - Gurborra (koala), Mirrm (kangaroo), Warrh (earth), Bunjil (wedged tail eagle), Wurru Wurru (sky).

	The number of students eligible for additional funding under the Program for Students with Disabilities has decreased from 27 students to 22 in 4 years. Approximately one third of all students access external supports and interventions.
Intent, rationale and focus	The review identified that having multiple instructional models for each curriculum area was causing a level of confusion for some staff, which may have been hindering the ability to have a consistent approach to a highly effective teaching and learning model across all year-level and specialist areas – including all lesson aspects and timings. We are therefore intent on increasing the consistency in the use of a reviewed and stream-lined model to support the diverse range of learning needs of our students and to ensure greater differentiation and high expectations. This will also involve a range of professional learning and development for staff members to build their understanding around each of the sections of the instructional models and the high-impact teaching strategies that support each area. Due to the change in the NAPLAN data from bands to proficiencies, comparing growth to previous years was unable to happen due to the inability to compare the proficiencies with the previously used bands. Analysis of the 2023 NAPLAN data has identified a significant percentage of students in the proficiencies of Developing & Needs additional support in Year 3 Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy. Additionally, a very small percentage of students are identified as Exceeding across all NAPLAN assessments. Further analysis of the grade 5 data has also identified a large percentage of students in grade 5 identified as developing & needing support across all NAPLAN assessments. Priority focus will therefore continue with Reading, Writing, and Numeracy. An audit of planning documentation and PLC processes for planning and collective efficacy demonstrated that whole school documentation is very thorough and demonstrates strong processes for targeted teaching. Teachers are developing confidence when working with leadership team members to use the data of their students to inform their teaching and learning but greater collaboration in utilizing data from whole year levels and across the school is imperative for improved outcomes. Although opportunities for authentic student voice and agency are evident in reading goals, Inquiry units, and lesson reflection and sharing; it is important to plan and enable deeper and explicit opportunities for students to consistently influence curriculum design, have greater engagement with and understanding of their progress, and to receive and give feedback on the impact of teaching and learning. Analysis of the school's attendance data and student survey data has identified a high percentage of students with 20 or more absence days and a high percentage of students making negative or neutral responses for student voice and agency, effective classroom behavior, and a sense of connectedness. Student engagement is therefore identified as an area requiring focus over the next 4 years.

School Strategic Plan - 2023-2027

Kurunjang Primary School (5256)

Goal 1	To improve student outcomes in reading.
Target 1.1	By 2027, increase the percentage of students reading at or above the expected benchmark level as measured against a school-based continuum (Fountas and Pinnell independent and instructional reading level assessments) in Reading from 19% (2023) to 27%.
Target 1.2	By 2027, increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in in NAPLAN for: • Year 3 Reading from 50% (2023) to 58% • Year 5 Reading from 48% in (2023) to 56%.
Target 1.3	By 2027, decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum in Reading from 62% (2022) to 50%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build knowledge and capabilities of staff to deliver data driven differentiated curriculum and high-level classroom practice.
Key Improvement Strategy 1.b	Build capabilities in staff for accurate data analysis and understanding including triangulation of data sets across the school to drive whole school improvement.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Modify and embed the use of the school's instructional model across F-6.
Goal 2	To improve student outcomes in numeracy.
Target 2.1	By 2027, increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in NAPLAN for: • Year 3 Numeracy from 45% (2023) to 53% • Year 5 Numeracy 39% (2023) to 47%.
Target 2.2	By 2027, 100% of Year 1 students will move one growth point per year as measured by the Maths Online Interview from a baseline figure to be established in 2024.
Target 2.3	By 2027, decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum: • Number and Algebra from 39% (2022) to 31%.

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.c 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 teacher capabilities through targeted professional learning and coaching strategies.
Goal 3	To improve student wellbeing and mental health.
Target 3.1	By 2027, the percentage of Year F-6 students with 20+ days absence in F-6 students will decrease from 66% (2022) to at or below 54%.

Target 3.2	By 2027, the percentage of Year 4-6 students reporting positive endorsement in the following Attitudes to School Survey factors:
	• Student voice and agency from 63%(2023) to 67%
	• Managing bullying will increase from 66% (2023) to 72%
	• Sense of connectedness will increase from 70% in (2023) to 74%.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school wide wellbeing program including the implementation of mental health strategies.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed effective communication strategies with all stakeholders.
Key Improvement Strategy 3.b 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	
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a school wide approach and strategies to address student management and attendance.