**School Strategic Plan 2019-2023**

Kurunjang Primary School (5256)



Submitted for review by Jennifer Robinson (School Principal) on 12 October, 2019 at 11:32 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 17 October, 2019 at 08:36 AM
Endorsed by Elizabeth Bajada (School Council President) on 29 April, 2020 at 03:26 PM

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| School vision | Our vision is to achieve high levels of learning for all students. |
| School values | At Kurunjang Primary School we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success. Six values: respect, excellence, resilience,effort, responsibility and empathy are identified as the most important and relevant to our community. |
| Context challenges | The overall socio-economic profile of Kurunjang Primary School is categorized as low and remains relatively static. More than half of the student population is eligible for Equity Funding for disadvantage. Approximately 2.5% of students is living in out of home care. The percentage of students with English as an additional language has increased from 5% to 18% in 4 years. The percentage of students of Aboriginal or Torres Strait Islander descent has decreased from 4% to 2%. The number of students eligible for additional funding under the Program for Students with Disabilities has almost doubled from 14 to 27 in 4 years. Approximately one third of all students access external supports and interventions. Enrolments at Kurunjang Primary School have increased by approximately 19% over the past 4 years, necessitating an additional 6 classes. This trajectory is projected to continue with a further 250 students enrolling in the next 5 years.  |
| Intent, rationale and focus | The review identified that an agreed pedagogical and instructional model is in place and that some classrooms demonstrated a strong understanding and delivery of the model. We are therefore intent on increasing the consistency in the use of the agreed model to support the diverse range of learning needs of our students and to ensure greater differentiation and high expectations. Analysis of NAPLAN data has identified a high proportion of Year 5 students achieving in the bottom 2 bands for Writing, and that the percentage of students achieving in the top 2 bands in Year 3 is not being maintained in Year 5. Additionally the percentage of students in the bottom 2 bands has increased in Year 3 Reading. An increase in Year 5 students in the bottom 2 bands in numeracy and a decrease in the percentage making medium growth in numeracy is also evident. Priority focus will therefore continue with Reading, Writing and Numeracy. The 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 confident using the data of their own 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 is 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 the 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. Key improvement strategies to achieve our goals are to:- Embed the agreed instructional model in Reading Writing and Numeracy across the school- Build teacher capacity to use data to inform planning and differentiation- Embed a high performing PLC model that supports teacher collaboration and accurate assessment- Build staff and student capacity in making learning explicit and purposeful, using research-based, evidence informed teaching practices- Embed consistent, agreed school wide behavior expectations- Develop, Implement and document opportunities to explicitly amplify student voice and agency in teaching and learning- Build teacher and student capacity in the giving and receiving of feedback and feedforward. |

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| Goal 1 | To improve student growth in Reading and Writing  |
| Target 1.1 | By 2023 the percentage of students:* in the bottom two bands of Writing in Year 5 will decrease from 53% to 28%
* achieving high relative growth in Writing to increase from 11% to 25%
* achieving below the expected level in Victorian Curriculum standards in Writing to decrease from 53% to 28%
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| Target 1.2 | By 2023, the percentage of students:* in the bottom two bands in Reading in Year 5 will decrease from 28% to 20%
* in Year 5 achieving below the expected level in Victorian Curriculum standards in Reading to decrease from 41% to 20%.
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| Target 1.3 | By 2023, increase the positive endorsement for the following factors of the SSS:* Academic emphasis from 45% to 70%
* Teacher collaboration from 59% to 70%
* Collective efficacy from 49% to 70%
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| Key Improvement Strategy 1.aEvidence-based high-impact teaching strategies  | Embed the agreed instructional model in Reading and Writing across the school |
| Key Improvement Strategy 1.bEvaluating impact on learning  | Build teacher capacity to use data to inform planning and differentiation  |
| Key Improvement Strategy 1.cBuilding practice excellence  | Embed a high performing Professional Learning Community model that supports teacher collaboration and accurate assessment.  |
| Goal 2 | To improve student growth in Numeracy  |
| Target 2.1 | By 2023, the percentage of students* in the top two bands of Numeracy in Year 5 will increase from 6% to 15%
* in Year 5 achieving low relative growth in Numeracy to decrease from 35% to 25%.
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| Target 2.2 | By 2023, the percentage of Year 5 students achieving above the expected level in Number and Algebra in the Victorian Curriculum standards to increase from 5% to 15%. |
| Key Improvement Strategy 2.aEvidence-based high-impact teaching strategies  | Embed the agreed instructional model in Numeracy across the school |
| Key Improvement Strategy 2.bEvaluating impact on learning  | Build teacher capacity to use Numeracy data to inform planning and differentiation |
| Key Improvement Strategy 2.cEvidence-based high-impact teaching strategies  | Build staff and student capacity in making learning explicit and purposeful, using research–based evidence informed teaching practices in Numeracy. |
| Goal 3 | To improve student engagement in learning |
| Target 3.1 | * Reduce the percentage of unapproved students’ absence from 8.4 days to 4 days
* Reduce the percentage of students arriving late to school to less than 10% as measured by Compass data.
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| Target 3.2 | By 2023, improve the positive endorsement for the following factors of AToSS:* Student voice and agency from 65% to 80%
* Effective classroom behaviour from 66% to 80%
* Sense of connectedness from 66% to 80%.
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| Target 3.3 | Staff Opinion Survey* By 2023, improve the positive endorsement for collective focus on student learning. Increase feedback to improve practice from 48% to 70%.
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| Key Improvement Strategy 3.aSetting expectations and promoting inclusion  | Embed consistent, agreed school wide behaviour expectations |
| Key Improvement Strategy 3.bEmpowering students and building school pride  | Develop, implement and document opportunities to explicitly amplify student voice and agency in teaching and learning |
| Key Improvement Strategy 3.cIntellectual engagement and self-awareness  | Build teacher and student capacity in the giving and receiving of feedback and feedforward |