

School Strategic Plan 2018-2022

Kingsville Primary School (3988)



Submitted for review by Kathleen Ginnane (School Principal) on 09 October, 2018 at 03:38 PM

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Endorsed by Glen Yates (School Council President) on 14 November, 2018 at 10:19 AM

School Strategic Plan - 2018-2022

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School vision	To build a purposeful community of active learners who can meet the challenges of a rapidly changing world and become responsible global citizens
School values	<p>Teaching and Learning is our core business and we aim to build a community of active, engaged and compassionate lifelong learners, equipped to meet the challenges of our rapidly changing world. We want our students to live and learn within a safe, nurturing, challenging environment which works to support students' optimum participation, engagement, achievement and success. Kingsville Primary is authorised to offer a program of the International Baccalaureate Organization, being the "Primary Years Programme", which is a curriculum framework for international primary education.</p> <p>Being part of a community is important to us and we value very highly the assistance and participation of parents and members of the local community. In partnership with our staff, parents, extended families and members of this community and others, we come together to provide a rich learning environment for our students.</p>
Context challenges	<p>The School has identified the following as key directions and challenges for the future:</p> <ul style="list-style-type: none"> • build a culture of collective efficacy to impact positively on effective and shared leadership throughout the school • a focus on improving student learning growth in Literacy and Numeracy • the expansion of opportunities for students to have a voice and agency in their learning • refining the use of explicit teaching practice and develop skills, knowledge and ability to differentiate for improved student learning • the further development of data literacy capacity for all staff • the continued implementation and development of the Professional Years Program (PYP) determined by the five year action.
Intent, rationale and focus	<p>An analysis of the school's NAPLAN and school-based benchmarking data identified an increase in proportion of students demonstrating low to medium growth and, a decline in high growth in reading and writing and numeracy. Literacy and numeracy were therefore identified as areas requiring focus for the next SSP, particularly in the areas of numeracy and writing.</p> <p>When students are challenged and cognitively engaged in the learning process then outcomes are enhanced. Analysis of the data through student surveys and focus group discussion indicated that there was varied opportunity for students to receive and provide feedback regarding their learning and, to access learning at their particular point of need. Panel discussion also affirmed the school's commitment to the PYP (IB) philosophy and the Learner Attributes.</p> <p>Parent and carer involvement in a child's education along with established links with a broad range of people and organisations expands opportunities and improves outcomes. It was recognized that the school sees building on their current level of parent and community engagement as a priority along with, developing a greater parent understanding of the learning process and how to effectively support students.</p>

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Goal 1	To build student achievement in literacy and numeracy.
Target 1.1	By 2022 to have less than half of the decline than the State average for students assessed in the top two bands in NAPLAN Reading, Writing and Numeracy from Year 3 to Year 5.
Target 1.2	By 2022 95% of students, deemed capable, will show 12 months or more growth for teacher judgements in Reading, Writing, and Number and Algebra.
Target 1.3	50% of students deemed capable working more than six months below expected level will make 18 months growth, shown by teacher judgements in Reading, Writing and Number and Algebra.
Target 1.4	Student AtoSS data in High Expectations for Success, Learning Confidence and Self Regulation and Goal Setting to show at least 90% positive response.
Key Improvement Strategy 1.a Building practice excellence	Refine the operation of the Professional Learning Communities (PLCs) to optimise their effectiveness and ensure a line of sight to the SSP (BPE)
Key Improvement Strategy 1.b Building practice excellence	Build the coaching capacity within the school (BPE)
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Enhance the differentiation practices within the school (HITS)
Key Improvement Strategy 1.d Curriculum planning and assessment	Develop and embed approaches to writing and mathematics that enrich skills and provide authentic opportunities for expression and practice (CPA)

Goal 2	For all students to see themselves as global citizens who can make a difference through improved learning and agency.
Target 2.1	Framework for Improving Student Outcomes (FISO): To be at the embedding level of the elements of Community Engagement in Learning and Positive Climate for Learning
Target 2.2	Attitudes to School Survey - maintain or increase to above 80% the students positive response in the factors of Learning Confidence, Resilience, Motivation and Interest and Self Regulation and Goal Setting
Target 2.3	FISO: To be at the Excelling level in the dimension of Global Citizenship in the area of Community Engagement in Learning.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement ways of supporting students to embody the IB Learner profile (ESP)
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Increase the school community's understanding and the practice of taking responsible ethical action (EPI)
Key Improvement Strategy 2.c Building communities	Build the school community's inclusiveness and cultural awareness (BC)

Goal 3	To build school community agency to ensure engagement and wellbeing.
Target 3.1	School Staff Survey (SSS): Overall Teaching and Learning positive response to be above 85 per cent.
Target 3.2	Student AtoSS: All elements in Student Voice and Agency, School Connectedness and Sense of Inclusion dimensions to be at or above 85 per cent positive response.
Target 3.3	FISO: To be at the Embedding level in the dimension of Building Communities and Parents and Carers as Partners in the area of Community Engagement in Learning.
Target 3.4	Each student will produce high standard evidence of action that incorporates community agency.
Key Improvement Strategy 3.a Global citizenship	Create opportunities for exploring current community and global issues (GC)
Key Improvement Strategy 3.b Parents and carers as partners	Enhance parent, student and staff ownership of the learning journey (PCP)
Key Improvement Strategy 3.c Empowering students and building school pride	Enhance opportunities for student voice and leadership (ESP)