

# School Strategic Plan 2022-2026

Kingsville Primary School (3988)



**Kingsville**  
Primary School

Submitted for review by Kathleen Ginnane (School Principal) on 21 November, 2022 at 09:39 AM

Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 12 December, 2022 at 11:58 AM

Endorsed by Glen Yates (School Council President) on 14 December, 2022 at 03:00 PM

# School Strategic Plan - 2022-2026

Kingsville Primary School (3988)

<b>School vision</b>	To build a purposeful community of active learners who can meet the challenges of a rapidly changing world and become responsible global citizens.
<b>School values</b>	<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. 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> <p>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. Our values align with and encompass the attributes of the IB Learner Profile.</p>
<b>Context challenges</b>	<p>The school has identified the following as key directions and challenges for the future:</p> <ul style="list-style-type: none"> <li>- a focus on improving student learning growth in English and Mathematics</li> <li>- a focus on improving student wellbeing outcomes, with a particular focus on voice, agency and leadership</li> <li>- developing the collaboration of teachers through the continued implementation of the PLC initiative</li> <li>- further developing the data literacy capacity of all staff</li> <li>- refining the consistency of practice across all levels through the further development and embedding of the instructional model</li> </ul>
<b>Intent, rationale and focus</b>	<p>An analysis of the school's NAPLAN data identified that students' learning benchmark growth was comparatively high in Reading, Writing and Numeracy. Learning growth was strongest in Reading and lowest in Writing. There was a decrease in students making low growth and an increase in students making high growth during the period of the previous SSP (2018-2022). Sustaining this improvement in students learning growth in English and Mathematics is a key focus for this SSP, with a focus on the area of Writing. Student engagement in their learning through voice, agency and leadership opportunities actively involves the learner in the process, leading to improved outcomes. The School Review panel found that students were provided with opportunities to take responsibility for their learning and receive feedback on their progress through the school's implementation of the PYP (IB) inquiry based approach to learning. Analysis of AtoSS survey data and School Review panel fieldwork highlighted opportunities for further strengthening students' engagement and wellbeing outcomes, with a focus on voice, agency, leadership and resilience.</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 for students and improves learning outcomes. The panel recognised that the school implemented a range of strategies to support the development of positive home-school partnerships. Strengthening current strategies and developing new strategies with parents/carers would enhance partnerships and support student learning, engagement and wellbeing.</p>
--	---

# School Strategic Plan - 2022-2026

Kingsville Primary School (3988)

<b>Goal 1</b>	Maximise the learning growth of every student in English and Mathematics.
<b>Target 1.1</b>	<p>By 2026, the percentage of students in the top two NAPLAN bands will increase:</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"><li>• Reading—71% (2022) to 76%</li><li>• Writing—58% (2022) to 65%</li><li>• Numeracy—48% (2022) to 60%</li></ul> <p><u>Year 5</u></p> <ul style="list-style-type: none"><li>• Reading—60% (2022) to 70%</li><li>• Writing—39% (2022) to 45%</li><li>• Numeracy—44 % (2022) to 55%</li></ul>
<b>Target 1.2</b>	<p>By 2026, the percentage of Year 5 students achieving above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"><li>• Reading—62% (2021) to 72%</li><li>• Writing—43% (2021) to 50%</li><li>• Numeracy—56% (2021) to 65%</li></ul>

<b>Target 1.3</b>	<p>By 2026, increase the average percentage of Foundation to Year 6 students working above the expected level against the Victorian Curriculum (teacher judgement):</p> <ul style="list-style-type: none"> <li>• Reading and Viewing—45% (2021) to 65%</li> <li>• Writing—22% (2021) to 40%</li> <li>• Number and Algebra—36% (2021) to 50%</li> </ul>
<b>Target 1.4</b>	<p>By 2026, the percentage of positive endorsement for the School Staff Survey factors will increase:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation—27% (2021) to 60%</li> <li>• Teacher collaboration—54% (2021) to 70%</li> <li>• Time to share pedagogical content knowledge—46% (2021) to 70%</li> <li>• Skills to measure impact—50% (2021) to 70%</li> </ul>
<b>Key Improvement Strategy 1.a</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	Develop the capacity of all staff to implement consistent approaches to school improvement that embed a culture of collaboration, learning and accountability.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement a shared and responsive teaching and learning model that is informed by evidence-based teaching strategies.
<b>Key Improvement Strategy 1.c</b>	Apply assessment practices to obtain and provide feedback on student attainment and learning growth.

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	<p>Improve students' engagement and wellbeing.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, the percentage of positive endorsement for the AtoSS factors will increase:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—60% (2022) to 75%</li> <li>• Sense of confidence—72% (2022) to 85%</li> <li>• Sense of connectedness—69% (2022) to 80%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, the percentage of students indicating low resilience on the AtoSS will decrease:</p> <ul style="list-style-type: none"> <li>• Low resilience—29% (2022) to 10%</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2026, the percentage of positive endorsement for the School Staff Survey factor will increase:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement—67% (2021) to 77% (2026)</li> </ul>
<p><b>Target 2.4</b></p>	<p>By 2026, the percentage of students with the following number of days absent annually will be:</p> <ul style="list-style-type: none"> <li>• 5–9.5 days absent—65% (2021) to 68%</li> </ul>

	<ul style="list-style-type: none"> <li>• 10–19.5 days absent—24% (2021) to 21%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Activate student voice, leadership and learner agency so that students can act as partners in improving outcomes.</p>
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Implement strategies to foster students' resilience, connectedness and wellbeing.</p>
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen partnerships with parents and carers to enhance student learning, engagement and wellbeing.</p>