

## KENT PARK PRIMARY SCHOOL Strategic Plan 2017-2020

<b>Endorsement</b> Principal: ALISON MACAULEY School council president: JOSEF BORTIGNON endorsed by School Council on 24 <sup>th</sup> April 2017 Delegate of the Secretary: JUSTIN BUTLER (SEIL)	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed) .....[name].....[date] .....[name].....[date] .....[name].....[date]	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed) .....[name].....[date] .....[name].....[date] .....[name].....[date]
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SCHOOL VISION	SCHOOL VALUES	CONTEXT AND CHALLENGES	INTENT, RATIONALE AND FOCUS
<p>Kent Park Primary School will empower our students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.</p> <p>We recognize the importance of the partnership between schools and parents to support student learning, engagement and wellbeing.</p> <p>The school community shares a commitment to, and responsibility for ensuring a safe, inclusive, engaging and collaborative environment for our students.</p>	<ul style="list-style-type: none"> <li>• <b>Mutual Respect</b></li> <li>• <b>Resilience</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Honesty and Integrity</b></li> <li>• <b>Caring and Empathy</b></li> </ul>	<p>Kent Park Primary School (KPPS), established in 1975, is located in Ferntree Gully. It is situated in a residential area triangle bounded by Burwood Highway, Scoresby and Ferntree Gully Roads. The school grounds are compact and include both purpose built and learning spaces and various areas adapted to cater for the current student enrolment and learning needs.</p> <p>The school's enrolment over the 2012–2016 period has declined from 520 in 2012 to 385 in 2017, a result of the changing demographics of the surrounding neighbourhood area. The school has ongoing links with the local preschools, particularly West Gully pre-school, located on the northern boundary of the school. Kent Park Primary currently has 17 classes. The Student Family Occupation (SFO) density has ranged from 0.3916 in 2014 to 0.3812 in 2016, indicating that the socio-economic status of the families at the school remained steady within the middle range.</p> <p>The school teaching team comprises 21.1 full time equivalent (EFT) teaching staff, including a principal and assistant principal, and support staff numbering 5.1 EFT. Parents support the school through various roles including assisting in classrooms, excursions, the School Council and in facilitating the Uniform Shop, Canteen, School Banking and Bookclub.</p> <p>The school's curriculum framework incorporates the eight learning areas<sup>1</sup> required by the Education and Training Reform Act 2006 and is aligned with the new Victorian Curriculum. In addition, a broad range of opportunities are provided to students. These include specialist programs in Performing Arts, Visual Arts, Physical Education and Japanese. A range of extra-curricular activities complement the program, including: Junior, Middle and Senior Choirs, Middle and Senior Dance, Chess, Gymnastics, house sports activities and literature enrichment activities, and a wide range of sporting activities.</p>	<p>The school's <b>priorities and initiatives</b> have been clearly identified as a result of the 2016 <b>Self – Evaluation and Peer Review</b>. The school has ascertained that it is fundamental to build a <b>sustainable leadership structure</b> to ensure whole school improvement. The role of the <b>Whole School Improvement</b> team (established In December 2015) will be to continue to lead the implementation of the <b>KPPS Instructional Model</b>.</p> <p>The whole school Instructional Model will</p> <ul style="list-style-type: none"> <li>• support the school in continuing to develop a <b>shared language</b> and <b>clear understanding</b> about <b>best practice</b> and how to <b>maximise student learning outcomes</b></li> <li>• support <b>teacher reflection</b> and inform the professional learning needed</li> <li>• engage and motivate teachers to <b>passionately consider how their teaching practice can best support student learning</b></li> <li>• ensure a <b>consistent approach to the teaching</b> of English and mathematics F to 6.</li> </ul> <p>The identified key to improving student performance is to <b>sustain a clear focus on achieving the expected learning growth and performance for all students, through setting and establishing annual three tier effective growth targets for English and mathematics</b></p> <p>When students are cognitively, emotionally and behaviourally engaged with their schooling, learning outcomes will improve. Our focus is to strengthen student engagement in their learning and develop creative, curious and motivated learners. The school will continue to focus on problem solving and critical thinking by planning challenging tasks that align with the Victorian curriculum.</p> <p>A positive climate for learning encourages confident, resilient and confident learners. By ensuring all interactions and practices across the school community align with the school's vision and values, communication, relational trust and strong partnerships within the community will be enhanced.</p>



English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><b>To maximise the learning growth and achievements of every student in English and mathematics F to 6</b></p>	<ul style="list-style-type: none"> <li>• <b>EXCELLENCE IN TEACHING and LEARNING</b> <ul style="list-style-type: none"> <li>- Building practice excellence</li> <li>- Curriculum planning and assessment</li> </ul> </li> <li>• <b>PROFESSIONAL LEADERSHIP</b></li> </ul>	<p>Embed the agreed whole school differentiated Visible Teaching and Learning instructional model and continue the role of the whole school improvement team (WSI team) in leading the implementation</p> <p>Implement agreed whole school models of practice for English and mathematics <i>and</i></p> <p>Build instructional practice and teacher capacity through professional learning teams (PLTs), structured modelling/peer observation, feedback and coaching forums</p> <p>Further develop and embed whole school assessment (Three Tier) and moderation practices to identify student point of need, track growth and explicitly plan for targeted teaching</p>	<p><b>F to 6 ANNUAL GROWTH TARGETS</b> – Foundation to Year 6 students deemed capable students to make <i>at least one year's progress each year</i> in English and mathematics (as measured by teacher judgement and school based assessments against Victorian Curriculum standards – as below).</p> <p><b>TIER ONE</b> – Two Year <i>growth</i> targets based on NAPLAN Reading, Writing, Spelling, Grammar, Punctuation and Numeracy matched cohort data</p> <p><b>TIER TWO</b> – One year <i>growth</i> targets based on PATR and PATM, and teachers judgements in Reading, Writing, Speaking and Listening and Number</p> <p><b>TIER THREE</b> – Ongoing 12 month + <i>growth</i> targets using effect size of greater than 0.6 for Reading, Writing and mathematics</p> <p><b>NAPLAN TARGETS</b> - The proportion of Year 5 students achieving at NAPLAN Bands 7 and 8 for Reading, Writing and Numeracy <b>at or above 70%</b>.</p> <p>NAPLAN Year 3 to 5 Relative Gain measures to show:  <b>Less than 25%</b> of students making low relative gain.  <b>More than of 25%</b> of students making high relative gain.</p>
<p><b>To strengthen student engagement and develop creative, curious and self-regulated learners and thinkers</b></p>	<ul style="list-style-type: none"> <li>• <b>POSITIVE CLIMATE for LEARNING</b> <ul style="list-style-type: none"> <li>- Learning priority</li> <li>- Empowering student initiative</li> </ul> </li> </ul>	<p>Develop and implement curriculum that stimulates curiosity and critical thinking through authentic and purposeful learning</p> <p>Further develop and implement inquiry approaches that promote student voice and incorporate:</p> <ul style="list-style-type: none"> <li>- the ongoing sustainability program</li> <li>- the use of digital technologies in learning</li> <li>- global perspectives.</li> </ul>	<p>To improve the <b>Student Attitudes to School</b> Survey data by achieving the <i>Stimulating Learning</i> measure mean score '<i>at or above</i>' <b>4.20</b> on the five-point scale</p>
<p><b>To develop resilient, emotionally intelligent school community members who display growth mindsets, and behaviours and attitudes that reflect the school's vision and values</b></p>	<ul style="list-style-type: none"> <li>• <b>POSITIVE CLIMATE for LEARNING</b></li> <li>• <b>COMMUNITY ENGAGEMENT in LEARNING</b></li> </ul>	<p>Review and refine the school values to create the language for a coordinated and consistent whole school approach to student wellbeing programs (<i>based on TRIBES and KidsMatter</i>).</p> <p>Continue to consolidate and strengthen home/school partnerships with parents and the community</p>	<p>To improve the <b>Student Attitudes to School</b> Survey data by achieving <b>Student Relationships</b> mean factor scores of:</p> <ul style="list-style-type: none"> <li>• Classroom Behaviour - 3.50</li> <li>• Connectedness to Peers and Student Safety - 4.20</li> </ul> <p>To improve the <b>Student Attendance</b> data for student absenteeism days to be 12 days or less, reducing the upwards trend (14 days) between 2013-2016</p> <p><b>School Staff Survey 2017 to 2020 percentage of positive scores</b> –</p> <ul style="list-style-type: none"> <li>• <b>School Climate</b> to increase to <b>85%</b>, with an increase to 75% in <i>Academic emphasis</i></li> <li>• <b>Trust in students and parents</b> to increase to <b>75%</b></li> </ul> <p><b>Parent Opinion 2017-2020</b> mean factor score</p> <ul style="list-style-type: none"> <li>• <b>Parent Input</b> to be an average of <b>5.5</b> or higher</li> </ul>

