

School Strategic Plan 2020-2024

Kororoit Creek Primary School (5499)



Submitted for review by Bethany Riseley (School Principal) on 16 November, 2020 at 02:03 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 17 November, 2020 at 06:04 PM

Awaiting endorsement by School Council President

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School vision	As outlined in our mission statement Kororoit Creek Primary School facilitates the development of compassionate, autonomous and self-motivated learners who are highly literate and equipped to critically challenge, reflect on and appraise the world in which they live. We will strive to continue to provide a high-quality, comprehensive, meaningful education for all members of our learning community to prepare them to live in, and contribute to, the immediate and broader community. As an IB World school we strive to develop learners that learn about the world from the curriculum and from their interactions with other people. A core component of an IB World School is the development of the The Learner Profile. The Learner Profile concisely describes the attributes for creating internationally-minded students who are global thinkers that can make authentic connections beyond their own experience. The aim of the IB Primary Year Programme is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
School values	The IB Learner Profile provides a clear framework for how we as a community work together to achieve the best possible outcomes for our students and wider community. At Kororoit Creek Primary school we aim to build learners and a community that are caring, knowledgeable, principled, strong and effective communicators, thinkers, risk takers, inquirers and are open-minded about the world around them. Through a strong and embedded culture of learning and high expectations for all members of the community we strive to develop globally minded citizens who appreciate and challenge the world around them. The IB Learner Profile is the basis for all decision making and action to ensure we have shared expectations across and within our learning community. The Learner Profile is embedded within all areas of our community including teaching and learning, student wellbeing and staff shared expectations and understandings.
Context challenges	Key Challenge for KCPS moving forward 1. To ensure we continue to maintain our results and ensure all students show optimal learning growth. With a clear and focussed learning model we will work towards ensuring all students show growth placing a strong focus on high ability students both in Literacy and Numeracy 2. To build teacher understanding and capacity to deliver high quality teaching and learning that places a strong emphasis on student voice and agency. 4. Providing a rich and personalised learning program for our EAL students, ensuring our staff are well equipped to cater for their needs and implement the EAL curriculum 3. Managing an evolving workforce with both part time and full time staff, with many staff transitioning to and from family leave.

Intent, rationale and focus

What are we trying to achieve?

As Kororoit Creek Primary School our priority is to build on the teaching and learning practices and school structures to ensure that all students show learning growth over the life of our strategic plan. We will continue to develop the skills of our teachers and leaders to extend children in their learning, ensuring that all students show their full potential. Resources will be strategically managed to ensure maximum potential across all areas of the school. Over the course of the next four years we will develop our student leadership profile as well as ensuring student agency takes a front seat in teaching and learning.

Why is this important?

Whilst our results are strong we need to place an emphasis on how we are extending students in their learning and ensuring all students are achieving maximum learning growth. Through our leadership structure and coaching model we will focus on ensuring all students have the opportunity to show learning growth from Prep to Grade 6.

Student agency and voice, whilst evidenced throughout the review and PRSE is still a key area of focus and development at KCPS as we work within the IB PYP framework embedding the Victorian curriculum along with other DET initiatives such as RRRR (Resilience, Rights and Respectful Relationships)

What are we prioritising ?

Short term-

We will be placing a strong emphasis on a consistent model for managing behaviour, strengthening our already established practices and understandings around the IB Learner Profile. We will use this to develop school wide expectations and documentation to support consistency in process and management for all stakeholders.

Beginning in 2021 we will place a strong emphasis on building our knowledge and understanding around supporting our EAL students as well as the implementation of the EAL curriculum and allocating human resources to support this change.

We will continue to build our student leadership and student empowerment group as well as building the capacity of our teachers to activate authentic learner agency in the classroom.

2021 will also begin a focus on how we are challenging our high achieving students to show above expected learning growth.

Long Term

As we move further into the Strategic plan we will continue to build our understanding of student voice and agency through the implementation of the IB PYP Programme.

We will work towards building our leadership capacity including development of Team Leaders, Learning Specialists and Leading Teachers roles.

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Goal 1	To maximise learning growth in literacy and numeracy for all students
Target 1.1	By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN): <ul style="list-style-type: none">• numeracy: from 20% (2019) to 25%• reading: from 22% (2019) to 25%• writing: from 18% (2019) to 25%
Target 1.2	By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN): Year 3: <ul style="list-style-type: none">• numeracy: from 55% (2019) to 57%• reading: from 65% (2019) to 67%• writing: from 76% (2019) to 77% Year 5: <ul style="list-style-type: none">• numeracy: from 41% (2019) to 45%• reading: from 39% (2019) to 45%• writing: from 30% (2019) to 30%
Target 1.3	By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing:

	<ul style="list-style-type: none"> • number: from 53% (2019) to 56% • reading: from 59% (2019) to 65% • writing: from 45% (2019) to 50%
Key Improvement Strategy 1.a Curriculum planning and assessment	Monitor and refine effective curriculum, instruction and assessment whole-school practices in teaching and learning
Key Improvement Strategy 1.b Building practice excellence	Build teacher knowledge and capability in numeracy and literacy delivery to improve student learning
Key Improvement Strategy 1.c Evaluating impact on learning	Strategically allocate resourcing to target specific student learning needs
Goal 2	To improve student engagement
Target 2.1	<p>By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 71% (2019) to 75% • self-regulation and goal setting from 89% (2019) to 92% • stimulating learning from 85% (2019) to 90% • sense of confidence from 82% to 86% • student motivation from 83% to 87%
Target 2.2	<p>By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for:</p> <ul style="list-style-type: none"> • parent and community involvement from 78% to 80% • promote student ownership of learning goals 94% to 94%

	<ul style="list-style-type: none"> • support growth and learning of the whole student 85% to 87%
Target 2.3	<p>By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • student voice and agency from 84% (2019) to 86%
Key Improvement Strategy 2.a Building practice excellence	Build teacher capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build student capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing