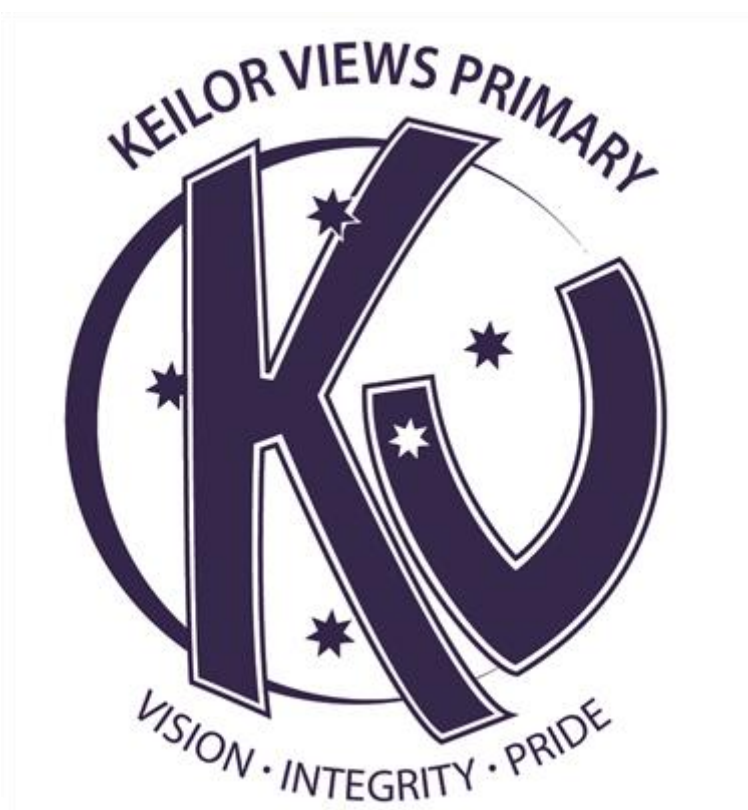


School Strategic Plan 2019-2022

Keilor Views Primary School (5539)



Submitted for review by Helen Butler (School Principal) on 01 December, 2018 at 11:56 AM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 02 December, 2018 at 07:10 AM

Endorsed by Scott Edgar (School Council President) on 24 January, 2019 at 12:09 PM

School Strategic Plan - 2018-2022

Keilor Views Primary School (5539)

<p>School vision</p>	<p>The current vision statement at Keilor Views Primary School emphasises the school's focus on providing a rich learning environment and balanced education, which contributes to all student's development, and encourages them to reach their potential as tolerant, just and responsible members of society. We believe that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and co-operative and can engage effectively in their learning and experience success.</p>
<p>School values</p>	<p>The current agreed values that reflect and guide our school community are underpinned by the nine Values for Australian Schooling: Care and Compassion; Doing Your Best Fair Go Freedom Honesty and Trustworthiness Integrity Respect Responsibility Understanding Tolerance and Inclusion. These are supported by our 6 Effective Learner Qualities: Self Aware, Determined, Persist, Use Feedback, Reflect and Connect and our community values of Vision, Integrity and Pride.</p>
<p>Intent, rationale and focus</p>	<p>The school is in a good position moving forward after spending a year of reflection as part of the school review process, and identifying its strengths and next steps in improvement. As a result of the recommendations in the recent school review, it has been suggested that within the first year of the new strategic plan that the school revisits their vision and values to align with the direction of the next school strategic plan in collaboration with the community. Consistent with the schools philosophical position of giving students the permission to take ownership of their learning, this is an area for development through the next SSP.</p> <p>Rationale: Overall analysis of NAPLAN and teacher judgment data demonstrated the percentage of students making low growth remained unchanged while the percentage of students showing high growth was below state levels. The reduction in students making low growth in writing was not maintained after 2016, and the School's math's data has continued to decrease in med-high growth. As a school we have a strong value proposition that all students deserve to be highly literate and numerate, and therefore will need to</p>

learn from our last SSP plan that a devolvement of leadership needs to occur, and a significant investment be made in the knowledge capital of all its staff to ensure a culture of sustained and on-going improvement is embedded.

Therefore the School Review Panel recommended the following key directions for the next School Strategic Plan:

- Improve progress in outcomes for all learners in English (Reading and Writing) and Mathematics
- Increase student engagement to enhance learning outcomes
- Build a culture of education partnership (between families, students and the school) to support improved student outcomes.

The following Key Improvement Strategies will be prioritized across the next 4 years -

1. Build teacher capacity in data literacy:
 - All team leaders will undertake PLT/PLC training as part of a network focused CoP (with support from Maria Claridge) in Year 1 and then each year of SSP
 - All staff trained in data conversations using the data wise 8 step inquiry cycle (from 2019)
 - Year 1 Student Performance Analyser (SPA) introduced
2. Introduction of an agreed guaranteed and viable curriculum (reflecting the VTLM and 5 E's):
 - beginning in year 1 - Reading and writing curriculum essentials developed
 - year 2 Math's essential learnings in number and algebra developed
 - year 3 Theme units audited and developed as global units encompassing 21st century capabilities and aligned to reading, writing and math's essentials
3. Consistent approach to implementation and analysis of assessment practices:
 - Year 1 introduce new assessment tools - PAT R and PAT M, Six Star Survey (introduced in 2018 in years 3&4, ACER) Years 3-6 to triangulate with SASS and inform SEL curriculum
 - Year 1 new assessment schedule trialed with new tools
 - Year 1 Student Performance Analyser introduced
 - Levelled Literacy Intervention (appointment of a 0.4 intervention role) training in year 2019 all P-2 team members
 - 3 staff each year of SSP trained in F&P benchmarking and using the continuum
 - Writing rubrics for moderation implemented P-6 from 2019 and monitored at the end of each year
4. Build teacher capacity in research-based teaching pedagogies and High Impact Teaching Strategies:
 - introducing 2 HITS per year for the life of the next SSP
 - embed learning intentions and success criteria in year 1
 - Year 1 develop understanding of quality questioning in curriculum planning
 - maintain coaching program - Learning Leader appointed in 2019
 - External engagement with Mathematics Association Victoria consultant to build teacher capacity in mathematics curriculum and instructional practices during PLT's and targeted Curriculum days

- beginning 2019
 - 2 Math's specialists appointed in 2019
 - DeT Literacy and Math's Toolkit introduced in Year 1
 - Year 2 'Feedback' introduced - Teacher to Teacher, Teacher to Leadership, Teacher to Student, Student to Teacher, Community to School, School to Community
 - Year 3 'Self-assessment and Peer Assessment' practices introduced
5. Embedding student voice and agency across the school - (in classroom & leadership team):
 - working in partnership in Victoria with Social Ventures Australia in Agency Project
 - Development of a CoP with a small number of primary/secondary schools in 2019 and on-going for life of SSP
 6. Development of middle level leadership for sustainability of improvement:
 - 3 Staff each year of the SSP will attend the following PL-
 - Network Literacy Leaders
 - Early Years Literacy PL with a focus on highly effective teaching of phonological and phonemic awareness
 - All DeT PL
 - 3 staff to attend Bastow Inspire and 2 staff to attend Bastow Evolve each year of SSP
 7. Building capacity of Educational Support Staff (ESS) in working with students to scaffold their learning
 - From 2019 ESS will attend PLTs
 - undertake peer observations and professional learning opportunities.

Based on the school self-review recommendations the school will engage in SWPBP training in 2018, in preparation for the beginning of the next SSP where this will be a focus.

Key actions for regularly monitoring and tracking success:

1. The school will look at three core structures for building teacher capacity: the term staff learning schedule, Professional Learning Teams (PLTs), and the school-based coaching program. Through the PLT structure the school will introduce the Evidence for Learning evaluation cycle, which will support staff through cycles of inquiry and provide a framework for capacity building.
2. Learning walks to be undertaken each term in order to provide feedback on practice and application of teacher learning across teams to reduce variability in instruction and monitor effectiveness of PL program, PLTs and coaching.
3. Creation of a horizontal sequence of what needs to be learned across individual year levels as well as a vertical sequence from year level to year level, in reading, writing and math's by end of 4 years SSP (G&VC).
4. An aligned assessment schedule to support teacher judgments and the essential learning standards is in place by the end of Year 2 for reading and writing, year 3 for math's number and algebra
5. Structures are in place in to the school's PL&D plan to encourage moderation practices to support teacher judgements and effective triangulation of data based on the G&VC.

- | | |
|--|---|
| | <ol style="list-style-type: none">6. Allocation of professional practice days that focus on moderation to reduce within school variability between teacher judgments and standardised assessments7. SPA used routinely by staff to plan, set goals and track individual, cohort and whole school data8. Regular and routine practice of moderation taking place in the areas of reading, writing and math's is embedded by year 49. PDP - linked to goals in AIP and SSP each year10. Effectiveness measurements - Staff Opinion Survey, NAPLAN, PAT, Students Attitude to School Survey, Six Star Survey and Parent Opinion Survey |
|--|---|

School Strategic Plan - 2018-2022

Keilor Views Primary School (5539)

Goal 1	To improve the learning progress and outcomes for all learners in English and Mathematics.
Target 1.1	By 2022 confirmed teacher judgement will show at least 1.0 growth as measured by Vic Curriculum (Reading, Writing and Mathematics)
Target 1.2	By 2022 all students on Individual Learning Plans will reach their learning goals in Reading, Writing and Mathematics.
Target 1.3	By 2022 increase matched cohort high growth as measured by NAPLAN in Reading, Writing and Numeracy by a minimum to 25% on the 2017 baseline. (School to determine if 2018 data is more appropriate)
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capacity in data literacy.
Key Improvement Strategy 1.b Curriculum planning and assessment	Introduce agreed guaranteed and viable curriculum and assessment practices.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity in research based practices.
Goal 2	To increase student engagement to enhance learning outcomes.

Target 2.1	By 2022 reduce the number of students who do not feel engaged as measured by Attitude to School Survey scores for resilience, student confidence, motivation and interest, decrease below the 2018 baseline. (<i>To be finalised</i>)
Target 2.2	By 2022 student voice and agency as measured by Attitude to School Survey will increase above the 2018 benchmark. (School to add %) Students Attitude to School Survey (Students feel connected)
Target 2.3	By 2022 ensure that annual student absence is maintained at or below 2018 baseline of 14 days
Key Improvement Strategy 2.a Empowering students and building school pride	Embed authentic student voice and agency to enhance and influence outcomes.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher assessment capacity
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Prioritise research projects that build a culture that values education (collective efficacy)
Goal 3	To increase student engagement and wellbeing.
Target 3.1	By 2022 parent response/participation in POS is increased to 50%.
Target 3.2	By 2022 trust will increase compared to 2018 baseline

	<p>Teachers as measured Staff Opinion Survey (Trust in Students and Parents 80%, Trust in Colleagues 83%, Trust in Leadership)</p> <p>Parents as measured by Parent Opinion Survey (Satisfied in school overall 71%)</p>
<p>Key Improvement Strategy 3.a Instructional and shared leadership</p>	<p>Engage in Communities of Practice and Professional Learning Teams.</p>
<p>Key Improvement Strategy 3.b Building communities</p>	<p>Build a culture and strategies for reciprocal feedback and feedforward among all members of the community.</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>Partner with parents in learning.</p>
<p>Key Improvement Strategy 3.d Instructional and shared leadership</p>	<p>Develop and build capacity on Middle Level Leaders to support on going sustainability of improvement.</p>