

# School Strategic Plan 2018-2022

Kensington Primary School (2374)



Submitted for review by Bridget McLaughlin (School Principal) on 31 May, 2019 at 11:58 AM  
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 17 June, 2019 at 02:23 PM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

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<b>School vision</b>	The KPS school vision is to be a safe and caring community who learn and grow together, to make a difference for us and our world. Kensington Primary is a diverse community, which respects the differences each and every family brings to the community. Parents and carers at KPS are supportive and involved in their children's education. Parents/ carers regularly attend information sessions focused on areas of the curriculum, as well as reporting evenings. Many parents support the school by being members of the school council or sub-committees as well as assisting in the classroom and supporting specialist areas.
<b>School values</b>	Our agreed school values are: Lifelong learning Intellectual rigor Positive self worth Respect for others Resilience, emotional intelligence Strong Partnerships between home, school and community
<b>Context challenges</b>	Kensington Primary has a high number of students assessed as being in the top 2 NAPLAN bands, a challenge for the teaching staff is to continually develop the high growth from years 3 to 5 and to decrease the low growth. A focus for every teacher and team will be to plan for and cater for the differentiation of the curriculum, so that all students are setting goals based on their next stage of learning. Goal setting and feedback will be two key high impact teaching strategies which will be planned for and delivered. A clear and consistent instructional model across all curriculum domains will be a non-negotiable. In 2019, teachers will undertake the First 20 days to develop clear and consistent routines, so that high expectations, as well as the role of the teacher and the role of the student is clearly understood. Student engagement is a key focus which will be further developed and examined through a PLC model, investigating data and planning for on-going student improvement. Student voice and agency will be further explored so that students see themselves as active learners. The Attitude to School Survey has been consistently trending down over the past 5 years. There will be a strong focus of listening to and responding to what stimulates and motivates our students as learners. The staff at KPS will be undertaking professional development across all curriculum areas to develop the individual and collective responsibility of all teachers to plan for and deliver an engaging curriculum. Reflective practice will be incorporated throughout the teaching and learning stages so that we as professionals are continually improving, so that there is a continuous improvement for all students.

**Intent, rationale and focus**

The over-arching goal at Kensington Primary is that all students are able to achieve their full potential. It is a school wide expectation that every student will achieve 12 months growth in a year. As a whole school we are focused on developing a culture of consistency and high expectations. As a staff we aim to decrease the variability between classrooms and year levels implementing clearly understood instructional models, assessment practices, as well as shared collaborative professional teaching and learning communities to plan for, deliver and achieve student growth across all curriculum areas. As a professional community of educators we aim to work together to develop teacher capacity, so that a rigorous differentiated program is delivered, informed by data to achieve the standards of the Victorian Curriculum for each and every student. In 2019 the planning for and delivery of the First 20 days at school has ensured that routines and high expectations have been communicated to all students. The classroom environment is reflective of as well as the expectations of students will continue to be developed every year, so that consistency of best practise is achieved. A documented and clearly communicated instructional model has been facilitated with all teachers provided with a visual flowchart and explanation as to the stages and expectations of the instruction models. There is also the expectation and clarity around the role of the teacher and the role of the student. The first stages of professional learning and teacher inquiry is writing, to develop a consistent approach to the teaching and learning of writing. A group of teachers from KPS will be attending the BASTOW masters in Literacy program to further develop understandings and expertise of best practise to work with teachers and students, promoting a positive mindset towards writing as well as developing teachers' understanding so that a guaranteed and viable curriculum will be developed and documented to ensure developmentally appropriate lessons resulting in consistent student growth, as well as teacher's professional development. In 2019 2 members of the SIT team have commenced a 2 year professional development partnership with PMSSI (Primary Mathematics and Science Study Initiative) to develop the capacity of teachers to again work within a collaborative professional community of educators to develop teacher capacity in the domain of mathematics. Although the partnership with DET and PMSSI is for 2 years the professional learning will deepen teacher's capacity to deliver a rigorous developmentally appropriate curriculum, tracking student achievement with on-going formative and summative data as well as delivering a guaranteed and viable curriculum. Throughout the teaching and learning programs the use of both formative and summative data is key to ensure we are responding to the point of need of the student. An on-going investigation as to a purposeful assessment schedule will be planned for, monitored and evaluated. All teachers have had the opportunity to work with a data coach to investigate teacher judgement and NAPLAN data trends to inform the planning for teaching and learning as well as teacher professional development. The investigation and use of data will be a focus within PLC meetings to ensure teachers are aware of benchmarks, which students are working above the expected levels as well as students who are working below the expected standards, this information will be used to plan for a differentiated curriculum as well as informing leadership as to intervention and extension requirements within the school. The whole school Data Wall housed in the PLC room will be used to closely examine and track data to examine students working below, at and above the expected standard and respond appropriately with targeted teaching. The development of the PLC structure, expectations and cycle focused on student improvement will be a focus of professional learning ensuring all staff members are informed as to the improvement cycle and the role individuals, teams as well as the whole school community play in student improvement.

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<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy
<b>Target 1.1</b>	<p>By 2022 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in literacy/numeracy to be:</p> <p><b>Writing</b> - Year 3 - 70% (57 students) Year 5 - 33% (24 students)</p> <p><b>Reading</b> - Year 3 - 92% - (75 Students) Year 5 - 76% (55 students)</p> <p><b>Numeracy</b> Year 3 - 72% - (59 students) Year 5 - 66% (48 students)</p>
<b>Target 1.2</b>	<p>By 2022 Decrease the percentage of students in Years 3 and 5 achieving in the lower 2 NAP bands in literacy/numeracy to be:</p> <p><b>Writing</b> - Year 3 - 0% (0 students) Year 5 - 0% (0 students)</p> <p><b>Reading</b> - Year 3 - 0% - (0 Students) Year 0 - 0% (0 students)</p> <p><b>Numeracy</b> Year 3 - 0% - (0 students) Year 5 - 6% (4 students)</p>
<b>Target 1.3</b>	<p>By 2022 the percentage of Year 5 students assessed as high relative growth in NAPLAN writing and numeracy to be:</p> <p><b>Writing</b> - Year 3 - 70% Year 5 - 33%</p> <p><b>Reading</b> - Yera 3 - 92% Year 5 - 76%</p>

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<b>Target 1.4</b>	<p>By 2022 increase the percentage of Year 5 students moving from low to medium, and medium to high relative growth in NAPLAN literacy/numeracy to be:</p> <p><b>Writing - Year 3 - Year 5 - 36% - 26 students</b></p> <p><b>Numeracy - Year 3 - Year 5 38% - 27 students</b></p>																												
<b>Target 1.5</b>	<p>By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements to</p> <table border="1"> <thead> <tr> <th></th> <th>Kensington – 2018</th> <th>Similar schools 2018</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Speaking &amp; Listening</td> <td>97%</td> <td>98%</td> <td>98%</td> </tr> <tr> <td>Writing</td> <td>91%</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Number</td> <td>93%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Measurement &amp; Geo</td> <td>95%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>Statistics</td> <td>92%</td> <td>97%</td> <td>97%</td> </tr> </tbody> </table>		Kensington – 2018	Similar schools 2018	Targets	Reading	94%	95%	95%	Speaking & Listening	97%	98%	98%	Writing	91%	93%	93%	Number	93%	95%	95%	Measurement & Geo	95%	96%	96%	Statistics	92%	97%	97%
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<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a PLC.																												
<b>Key Improvement Strategy 1.b</b> Building leadership teams	Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model (BLT)																												

<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Refine & embed a Guaranteed and Viable curriculum incorporating reading, writing and numeracy that aligns with the Vic Teaching & learning outline (CPA)
<b>Goal 2</b>	To improve student engagement and agency in learning.
<b>Target 2.1</b>	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Differentiated Learning Challenge from 5.2 to 65 or above.</p> <p>To improve the positive endorsement of 4-6 year students for a Differentiated learning challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Differentiated learning challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Differentiated learning challenge from 16% to 3%</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Self-regulation and Goal Setting from 20.7 to 80 or above.</p>
<b>Target 2.2</b>	

	<p>To increase the Attitude to School Survey results for Years 4 - 6 Student voice and agency to be level with State at 71% from 64%.</p> <p>To improve the positive endorsement of 4-6 year students for Student Voice and Agency from 64% to 90%</p> <p>To decrease the not positive endorsement of 4-6 year students for Student Voice and Agency from 16% to 6%</p> <p>To decrease the neutral endorsement of 4-6 year students for Student Voice and Agency e from 19% to 9%</p>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Build teacher capacity to implement practices that promote student agency &amp; voice (ESBSP)</p>
<p><b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion</p>	<p>Deepen and strengthen staff data literacy to effectively engage students in planning, co-constructing, implementing and evaluating learning, (SEPI)</p>
<p><b>Goal 3</b></p>	<p>To develop positive , resilient and connected students across the school</p>
<p><b>Target 3.1</b></p>	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Stimulated learning from 11.3 to 70 or above</p> <p>To improve the positive endorsement of 4-6 year students for a Stimulated learning from 66% to 85%</p> <p>To decrease the not positive endorsement of 4-6 year students for a Stimulated learning from 15% to 5%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Stimulated learning from 18% to 6%</p>



<b>Target 3.2</b>	<p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Sense of confidence from 62.5 to 80 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Resilience from 58.8 to 70 or above.</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 respect for Diversity from 24.6 to 50 or above.</p>
<b>Target 3.3</b>	<p>By 2022, improve the percentage of positive endorsement on School Staff Survey (SSS) school climate module scores for the components, teacher collaboration to have increased from 43.3% (2018) to 86% in (2022).</p> <p>The component of a guaranteed and viable curriculum to have increased from 48.3% to be 85% or higher on average over the four years of the SSP.</p>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	<p>To deepen a whole school shared understanding of the school vision of excellence in learning and teaching improvement cycle</p>
<b>Key Improvement Strategy 3.b</b> Building leadership teams	<p>Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice (BLT)</p>
<b>Key Improvement Strategy 3.c</b> Building leadership teams	<p>Develop the capacity of all staff to be collaborative members identifying with the Kensington PS community. (BLT)</p>
<b>Key Improvement Strategy 3.d</b> Empowering students and building school pride	<p>To build a whole school approach to develop a positive climate for learning.</p>

