

# School Strategic Plan 2021-2025

Knox Gardens Primary School (5234)



Submitted for review by Tracy Bancroft (School Principal) on 03 March, 2022 at 04:20 PM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 03 March, 2022 at 04:23 PM

Endorsed by Leanne Purcell (School Council President) on 06 March, 2022 at 03:47 PM

# School Strategic Plan - 2021-2025

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<b>School vision</b>	<p>Our Vision Statement: In an inclusive and supportive environment, underpinned by our School Values of Respect, Responsibility, Fairness and Honesty, we strive to develop individuals who have an active voice in their learning to achieve their personal best.</p> <p>Our School Objectives: To foster empathy, inclusiveness and acceptance of others</p> <p>To build each student's resilience and self-esteem</p> <p>To instil a growth mindset across all learning areas</p> <p>To develop collaborative citizens of the local and global community</p> <p>To enhance each student's physical, mental, emotional and social wellbeing, where voice is encouraged and supported</p> <p>To provide a safe and engaging learning environment that promotes students' curiosity and creativity</p> <p>To work collaboratively with our school community to assist students in reaching their full potential.</p>
<b>School values</b>	Our School has four core values that are embedded throughout our school and school community:

	<p>Respect: Valuing ourselves and each other by being tolerant, caring and supportive  Responsibility: Accepting a task or role that you are required or expected to complete  Honesty: Speaking and acting truthfully  Fairness: Treating everyone equally and following the rules</p>
<p><b>Context challenges</b></p>	<p>The Panel considered that student learning outcomes in Literacy demonstrated growth at Year 3 but value adding in the following years was not consistent. Numeracy results were variable. Robust analysis of data was not yet fully developed, particularly moderation involving the triangulation of data, and the inclusion of NAPLAN data to inform consistent teacher judgement. The Panel felt some aspects of school’s instructional practices were not consistently applied across the school, so consistent implementation needed to be further developed. The Panel felt a future focus on these areas would increase learning outcomes for all students. In addition, the Panel suggested that continuing to develop processes to monitor the impact of teaching on learning outcomes would support ongoing improvements in student achievement.</p> <p>Sixty–five per cent of families attending the school are from EAL backgrounds and in 2020, 169 students (36 per cent) assessed as being eligible for EAL funding. The growth in student enrolments over the last four years had seen a significant increase in the number of EAL students particularly in the lower year levels. Approximately five years ago the staff were supported through professional learning to develop appropriate EAL pedagogical strategies. The school now recognised a growing need to provide expertise in this area and is planning to employ an EAL teacher in 2022 who will also work with and support staff to provide targeted EAL strategies. Ensure that culturally diverse families are supported to understand the school’s instructional model and encouraged to build productive learning partnerships in order to enhance student outcomes.</p> <p>The Panel noted the social and emotional support for students was a school priority and strategies to ensure student wellbeing were embedded throughout the school. Introduce and embed the Respectful Relationships program to ensure a comprehensive wellbeing approach which enables students to develop the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.</p> <p>Fieldwork indicated that the implementation of strategies to promote learner agency were developing but not consistently embedded throughout the school. The Panel concluded that developing strategies to build teacher capacity in the areas of sharing data with students, ensuring feedback was a two–way process and establishing collaborative and differentiated goal setting, would empower students to improve achievement and learning outcomes over the next strategic planning period. The Panel felt that supporting students, teachers and parents to be partners in learning would promote self–awareness and further enhance student outcomes. Embed a whole–school strategy for students to build their capacity to set challenging learning goals, track progress and monitor their own learning growth.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The School Review Panel recommends the following key directions for the next SSP:</p> <ul style="list-style-type: none"> <li>• English and mathematics, particularly improving value adding in Year 5.</li> <li>• data literacy</li> </ul>

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|  | <ul style="list-style-type: none"><li>• moderation</li><li>• teacher professional judgement</li><li>• responsive teaching</li><li>• partnerships between students, teachers and parents to enhance student wellbeing.</li></ul> <p>To improve student outcomes and the social and emotional wellbeing of every student in our school.</p> |
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<b>Goal 1</b>	To maximise the learning growth and achievement for all students in Literacy and Numeracy.
<b>Target 1.1</b>	By 2025, increase the percentage of Year 5 students above benchmark NAPLAN growth: <ul style="list-style-type: none"><li>• Reading to 35 or above (from 29 in 2021)</li><li>• Writing to 35 or above (29 in 2021)</li><li>• Spelling to 35 or above (from 27 in 2021)</li><li>• Numeracy to 35 or above (from 19 in 2021)</li></ul>
<b>Target 1.2</b>	By 2025, increase the percentage of Year 3 students in the top two NAPLAN bands: <ul style="list-style-type: none"><li>• Reading to 85 or above (from 83 in 2021)</li><li>• Writing to 84 or above (from 81 in 2021)</li><li>• Spelling to 75 or above (from 70 in 2021)</li><li>• Numeracy to 70 or above (from 64 in 2021)</li></ul>
<b>Target 1.3</b>	By 2025, increase the percentage of Year 5 students in the top two NAPLAN bands: <ul style="list-style-type: none"><li>• Reading to 65 or above (from 60 in 2021)</li><li>• Writing to 40 or above (from 34 in 2021)</li><li>• Spelling to 55 or above (from 49 in 2021)</li><li>• Numeracy to 57 or above (from 52 in 2021)</li></ul>

<b>Target 1.4</b>	<p>By 2025 the percentage of Prep–Year 6 students assessed against the Victorian Curriculum as being above level will be:</p> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Reading and viewing—50 or above (from 41 in 2021 Semester 1)</li> <li>• Speaking and listening—40 or above (from 21 in 2021 Semester 1)</li> <li>• Writing—40 or above (from 28 in 2021 Semester 1)</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Number and algebra—50 or above (from 37 in 2021 Semester 1)</li> <li>• Measurement and geometry—50 or above (from 16 in 2021 Semester 1)</li> <li>• Statistics and probability—50 or above (from 9 in 2021 Semester 1)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	<p>Build teacher and team capability to effectively moderate and utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student’s point of learning need.</p>
<b>Key Improvement Strategy 1.b</b> Building practice excellence	<p>Develop and implement guidelines for consistent whole school approaches to the delivery of the instructional model.</p>
<b>Key Improvement Strategy 1.c</b> Building practice excellence	<p>Embed the school’s professional learning community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback.</p>
<b>Goal 2</b>	<p>To enhance the wellbeing of all students.</p>
<b>Target 2.1</b>	<p>By 2025, the per cent positive endorsement on the POS will be:</p>

	<ul style="list-style-type: none"> <li>• Teacher communication—80 or above (from 73 in 2020)</li> <li>• School communication—85 or above (from 80 in 2020)</li> <li>• Confidence and resiliency skills—85 or above (from 81 in 2020)</li> <li>• Student motivation and support—85 or above (from 78 in 2020)</li> </ul>
<b>Target 2.2</b>	<p>By 2025, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Teacher concern—86 or above (from 81 in 2021)</li> <li>• Emotional awareness and regulation—85 or above (from 77 in 2021)</li> <li>• Managing bullying—90 or above (from 89 in 2021)</li> <li>• Respect for diversity—90 or above (from 88 in 2021)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Introduce and embed the Respectful Relationships program to ensure a comprehensive wellbeing approach which enables students to develop the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.
<b>Key Improvement Strategy 2.b</b> Parents and carers as partners	Develop inclusive practices with families to further enhance student learning and wellbeing.
<b>Goal 3</b>	To deepen learner voice and strengthen agency.
<b>Target 3.1</b>	<p>By 2025, the per cent positive endorsement on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—85 or above (from 78 in 2021)</li> <li>• Sense of confidence—86 or above (from 81 in 2021)</li> <li>• Motivation &amp; interest—90 or above (from 85 in 2021)</li> <li>• Perseverance—85 or above (from 80 in 2021)</li> </ul>

	<ul style="list-style-type: none"> <li>• Effort—90 or above (from 86 in 2021)</li> </ul>
<b>Target 3.2</b>	<p>By 2025, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice—75 or above (from 68 in 2021)</li> <li>• Promote student ownership of learning goals—90 or above (from 84 in 2021)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build teacher capacity to fully activate learner voice and agency.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Embed a whole-school strategy for students to build their capacity to set challenging learning goals, track progress and monitor their own learning growth.