

# School Strategic Plan 2018-2022

Kiewa Valley Primary School (6229)



Submitted for review by Britt Hartley (School Principal) on 21 June, 2019 at 02:57 PM

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# School Strategic Plan - 2018-2022

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<b>School vision</b>	Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.
<b>School values</b>	At Kiewa Valley Primary School we believe in 'Being Our Best' through; Kindness, Respect, Integrity & Inclusion
<b>Context challenges</b>	<p>Current Context;</p> <p>Kiewa Valley Primary School is located in the township of Tangambalanga, which is 20 kilometers from the rural city of Wodonga and 333 kilometers north east of Melbourne. The school was established in 1953. The original school buildings consist of an administrative area and interconnecting classrooms. A new facility was built in 2012, which provides classrooms for the younger students and a Health and well being center including a pre-school facility. The grounds include football and soccer ovals, hard court areas, play equipment and open spaces. Current School Enrollments are 186 students. Over the past four years, enrollments have increased by 35 students. The Student Family Occupation Education (SFOE) index was 0.3213 in 2017–18.</p> <p>The staffing profile of Kiewa Valley Primary School includes a Principal, the full time equivalent of 10.4 teachers and 2.6 full time equivalent Education Support (ES) staff including office administration staff. The school provides a curriculum framework based on the Victorian Curriculum and differentiated to meet student needs. Kiewa Valley Primary School has close ties to the community especially the local Lions Club, RSL Club and CWA groups. They are a regular contributor to the community newspaper.</p> <p>Challenges;</p> <p>Whilst the school has a well documented curriculum; the implementation of a clearly defined instructional model to deliver the curriculum, which included rigorous and challenging learning tasks, has not yet been embedded. Teachers have the opportunity to plan with their year level team partner each week and whilst these planning opportunities are highly valued by staff, planning meetings focus on sharing rather than high level collaborative planning. Structures and scaffolds for planning and collaboration including the PLC model will need to be considered and implemented to support staff to make this shift in the future.</p> <p>The positive school culture and compliance observed in students is another area of contextual challenge. Currently in the school students do have opportunities to be leaders in the school and the wider community. However there are limited opportunities for students to influence curriculum design and to provide feedback on the impact of teaching and learning. Student Voice and agency in their learning therefore is a high priority for whole school change.</p> <p>Due to the small size of the school and staffing profile the opportunities to build in staff observation and feedback have been limited. This is an ongoing area of continued focus and the school are taking steps to address this in the near future to ensure consistency in instruction can be achieved.</p> <p>Another ongoing challenge is the continual challenge and growth of high achieving students, in particular girls across the 3-6 grades.</p>

	<p>This is seen particularly in the writing data across the school. Classroom observations informed that there was variability throughout the school related to the rigor, challenge and differentiation of learning tasks which will need to be a focus for the school.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Improvements in Numeracy &amp; Writing;  Student and staff forums and classroom observations indicated that writing was not consistently implemented. Achievement data indicated that significant improvement in writing was yet to be achieved.  On Validation Day the Panel observed variation in practice between classrooms, particularly as it related to curriculum and assessment. The school expressed concern about student outcomes and data in writing which the Panel agreed required further investigation.  Forums with leadership and staff and analysis of student achievement data indicated that continued improvement in numeracy outcomes particularly for higher achieving students was also yet to be achieved.</p> <p>Increase student influence and agency in their learning;  Student and staff forums and classroom observations indicated that classroom learning was almost exclusively teacher directed. Student opinion data related to student voice and agency was among the lowest dimensions. On Validation Day students were articulate and could speak about their learning at KVPS. Feedback from students indicated that they would like more opportunity to influence their learning. The Panel agreed that further investigation was required and that this was an area for future focus.</p> <p>Focus:  Over the life of the plan the school has decided to focus on student voice and agency as a priority task with implementation beginning in the first year. This will coincide with the review of the school vision, mission and values. Initial work in writing and in particular the development of a whole school teaching and learning model will also be a priority for the first year of implementation. Following on from this work in the second year the school will then prioritize numeracy and look deeply into the process for teaching and learning in the curriculum, including the review and refinement of assessment and developing a high quality teaching and learning model.  Subsequent years will then allow for the focus of building teacher capacity to deliver challenging and differentiated learning consistently across the school and in particular developing and embedding whole school structures for teacher feedback and observation through peer observation, coaching &amp; mentoring cycles.</p>

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<b>Goal 1</b>	To improve student outcomes in writing
<b>Target 1.1</b>	Increase NAPLAN writing high relative growth data from 8 per cent (2018 baseline) to 25 per cent by 2022.
<b>Target 1.2</b>	Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 30 per cent (2018 baseline) to 40 per cent by 2022.
<b>Target 1.3</b>	Decrease NAPLAN low growth in writing from 28 per cent (2018 baseline) to 10 per cent by 2022.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop and embed an agreed Teaching and Learning model for writing
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build teacher capacity in the explicit teaching of writing
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop and embed teacher reflection, feedback and observation processes and practices.
<b>Goal 2</b>	To improve students' outcomes in numeracy

<b>Target 2.1</b>	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 11 per cent (2018 baseline) to 35 per cent by 2022.
<b>Target 2.2</b>	Increase the percentage of students in the top two bands in Year 5 NAPLAN from 25 per cent (2018 baseline) to 35 per cent by 2022.
<b>Target 2.3</b>	Increase the percentage of students above expected levels in the Teacher Judgement data from 23 per cent (2018 baseline) to 40 per cent by 2022.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Audit and refine numeracy assessment practices
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build teacher capacity to deliver challenging and differentiated learning tasks in numeracy
<b>Goal 3</b>	Increase student influence and agency in their learning.
<b>Target 3.1</b>	Increase the measure of Student voice and agency in the AToS from 76 per cent positive in 2018 to 90 per cent positive in 2022.
<b>Target 3.2</b>	Using a school developed and administered survey, increase the percentage of positive responses related to feedback from the 2019 benchmark. (still to be administered and benchmarked)

<b>Target 3.3</b>	Increase the percentage of high growth in NAPLAN reading from 35 per cent (2018 baseline) to 50 per cent by 2022.
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Develop and embed visual pathways in literacy and numeracy
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Audit and refine the schools vision and values
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Build teacher capacity to develop and embed feedback and goal setting practices