

School Strategic Plan 2022-2026

Keysborough Primary School (5534)



Submitted for review by Leanne Armao (School Principal) on 22 February, 2023 at 11:37 AM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 26 February, 2023 at 11:26 AM

Awaiting endorsement by School Council President

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School vision	<p>Future making for every student -LEARNING. THRIVING. CONNECTING & CONTRIBUTING.</p> <p>LEARNING: Every student is strongly literate, numerate, curious and embraces 21st century skills. Every student embraces the importance of learning and creativity as enduring features of their lives.</p> <p>THRIVING: Every student has a strong moral compass to make sense of, and influence their complex world. Every student is optimistic and resilient; possessing a strong sense of identity and worth, with a sure knowledge of who they are and how to live a worthy life.</p> <p>CONNECTING & CONTRIBUTING: Every student has a strong sense of connection and purpose in their lives. Every student is connected and contributes to family, friends, communities and the planet we share. Every student is enabled as a person and committed to improving their world.</p>
School values	<p>Keysborough Primary School upholds a strong Values system based on the Virtues Project and Respectful relationships language. Some of our key Virtues include-</p> <p>Caring-We show respect through caring for each other, our environment and giving our best to every learning opportunity.</p> <p>Passionate-We are passionate about providing our student and staff with a high performing Professional Learning Community by caring about the things that matter.</p> <p>Respect-We show respect by speaking and acting with courtesy, treating others with dignity and honor the rules of our school, family and nation.</p> <p>Enthusiasm-We are full of enthusiasm and give 100% to what we do by having a positive attitude and being inspired by the wonders of life.</p> <p>Excellence-We give the best to our learning and to others. We dare to set noble goals and choose excellence in all things.</p>

Context challenges	<p>Following the school review, Keysborough Primary School did not meet some goals and targets and partially met others.</p> <p>Our agreed Instructional Model is embedded with differentiation being a major focus that provides individual pathways for students to find success at their point of need.</p> <p>Mathematics in Year 3 and Year 5 and the growth between Years 3 and 5 continue to be areas of focus. Increasing the percentage of student in our top two bands in Literacy and Numeracy will be an area of focus in this SSP.</p> <p>Children have increased choice in their learning to pursue personal interests as well as improved opportunities to influence curriculum. We will focus our attention on children providing feedback on the impact of teaching and learning to their teacher. We will continue to build on practices that enable greater student voice, agency and leadership in their learning through giving and receiving feedback to and from peers and teachers.</p> <p>There was strong agreement from the panel to increase the opportunities to build strong connections between home and school learning and parent participation.</p> <p>Literacy, particularly reading results, have continued to decline. A renewed focus on response to intervention and teacher implementation of differentiated pathways in reading will be a key improvement area in this SSP.</p> <p>Students entering Foundation level in our school as shown in the AEDC data are highly at risk in one or more domains. Therefore this strongly indicated that we must work in this area of Early Childhood.</p>
Intent, rationale and focus	<p>Keysborough Primary School has high expectations for every student to ensure their learning is maximised in a supportive and safe environment. There is a strong emphasis on Literacy and Numeracy, with an understanding that student voice, agency and leadership must continue to be developed so learning can be personalised, engaging and relevant.</p> <p>Our students will learn best when they are engaged in their learning and when teachers develop and apply strong evidence-based pedagogies and teaching practices.</p> <p>Consistency of practice and a whole school commitment to improvement will see student learning continue to improve for every student.</p> <p>A culture of feedback is a focus through our commitment to the PLC model of collaborative practice. PLCs will continue to be provided with targeted professional learning to embed a consistent evidence based teaching and learning programs and apply the FISO cycle of improvement to Literacy, Numeracy and Project Investigations.</p> <p>We will maintain a commitment to ongoing professional learning for all staff throughout our SSP to build their capacity in the areas of Reading, Writing (Joanne Casey) Numeracy (Rob Vingerhoets) and Practitioner Inquiry (Anthony Semann and Dr Alma Fleet) and this will be supported through Equity funding and school funds.</p>

	<p>Student, voice, agency and leadership will continue to be developed through a commitment to engage Anthony Semann and Dr Alma Fleet supporting PLCs to implement a whole school approach in Practitioner Inquiry and Project Investigations. This approach will clearly define the role of the teacher and child in Inquiry based pedagogy and learning.</p>
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	<p>We have a commitment from our School Council to embed Early Childhood practices that improve significantly the continuity of early childhood from Kindergarten to School and to implement inquiry based learning into classrooms. This will be further supported through the SMA Early Years Learning Alliance project overseen by region.</p>
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Goal 1	Maximise the learning growth of every student.
Target 1.1	<p>NAPLAN Benchmark growth</p> <p>By 2026, increase the percentage of Year 5 students assessed above benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none">• Reading from 19% (2021) to 30%• Writing from 21% (2021) to 25%• Numeracy from 17% (2021) to 30%.
Target 1.2	<p>NAPLAN Top two bands Year 3</p> <p>By 2026, increase the percentage of students assessed in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none">• Reading from 36% (2022) to 45%• Writing from 30% (2022) to 50%• Numeracy from 15% (2022) to 40%.
Target 1.3	<p>NAPLAN Top two bands Year 5</p> <p>By 2026, increase the percentage of Year 5 students assessed in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none">• Numeracy from 18% (2022) to 35%.

Target 1.4	<p>Attitudes to Schooling Survey (AtoSS)</p> <p>By 2026, increase the percentage of positive responses to the following factors:</p> <p>Differentiated learning challenge from 85% (2022) to 88%</p> <ul style="list-style-type: none"> • Effective teaching time from 80% (2022) to 88% • Stimulated learning from 76% (2022) to 82% • Motivation & interest from 83%(2022) to 88%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to use data to inform evidence-based learning, teaching and assessment to meet student point of need with a differentiated curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff through the PLC improvement cycle to use evidence-based practice and to draw on research to inform their practice.
Goal 2	Empower students to be engaged in the co-design of their learning, to establish effective relationships and be connected to their peers, staff and the community.
Target 2.1	<p>AtoSS</p> <p>By 2026, increase the percentages of positive responses to the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 63% (2022) to 68%

	<ul style="list-style-type: none"> • Sense of confidence from 67% (2022) 78%
Target 2.2	<p>School Staff Survey (SSS)</p> <p>Teaching and Learning Evaluation module</p> <p>By 2026, increase the percentages of positive responses to the following factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 93% (2022) to 95%.
Target 2.3	<p>Parent, Caregiver Guardian Opinion Survey (PCGOS)</p> <p>By 2026, Increase the percentages of positive responses to the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 87% (2021) to 90%. <p>By 2026, Increase the parent participation rate for the PCGOS from 5% (2021) to 20%.</p>
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement common language, understanding and practices for student voice and agency.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to	Embed opportunities for student choice, voice, agency and co-designing of learning tasks across curriculum areas.

strengthen students' participation and engagement in school	
Goal 3	Build school connectedness and pride.
Target 3.1	<p>AtoSS</p> <p>By 2026, increase the percentages of positive responses to the following factors:</p> <ul style="list-style-type: none"> • School connectedness from 79% (2022) to 82% • Sense of inclusion from 85% in (2022) to 90%.
Target 3.2	<p>PCGOS</p> <p>By 2026, increase the percentages of positive responses to the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 72% (2021) to 86% • School pride and confidence from 77% (2021) to 90% • General satisfaction from 85% (2021) to 88%.
Target 3.3	<p>SSS - School Climate Module</p> <p>By 2026, increase the percentages of positive responses to the following factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 57% (2022) to 68% • Trust in students and parents from 71% (2022) to 78%.

<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement a plan to improve parent connections, build stronger community relationships and school connectedness.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning</p>