

School Strategic Plan 2018-2022

Kerrimuir Primary School (4816)



Submitted for review by Michael Mclean (School Principal) on 26 June, 2019 at 03:01 PM

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<p>School vision</p>	<p>Kerrimuir Primary School's Learning Community is committed to the improvement and enhancement of student learning in order to equip students for the future. All members of the school community, students, staff and parents are open and committed to the shared vision of ongoing learning and continuous development in the provision of best educational practice.</p>
<p>School values</p>	<p>The following values, agreed to by the whole school community, underpin the vision of Kerrimuir Primary School community: At Kerrimuir Primary School, our values are based around CARE</p> <p>Care for people and the environment Achieve our best Respect ourselves and others Educating your child for the future</p> <p>Our values are displayed in all classrooms and teachers regularly provide opportunities for our students to develop their understanding of values within the context of everyday living and learning.</p>
<p>Context challenges</p>	<p>Kerrimuir Primary School is in the in the eastern suburbs of Melbourne with a current enrolment of more than 420 students.</p> <p>We have high expectations of our students, both behaviourally and academically – and work with the students to set SMART goals in literacy and numeracy. We expect staff and students to uphold respectful behaviours at all times and for staff to work with children to ensure they behave appropriately. Student well-being is an important focus – all staff are trained in Restorative Practices. Our aim is to provide a teaching and learning program of the highest quality, which continues to evolve as new educational issues challenge us. A positive approach to student management and the development of positive relationships within our school community are a critical part of our ethos – we expect teachers and students to be aware of the learning intention for each session and for the students to understand the success criteria for each lesson. In 2009, after much consultation, we developed a new set of school values - CARE.</p> <p>Care for people and the environment Achieve our best Respect ourselves and others Educating your child for the future Staff are expected to uphold these values themselves and ensure the school students are also modelling these behaviours every day</p>

	<p>at school. We have a detailed code of conduct for the whole school community. We ask that staff model and explicitly teach these values throughout the year, and recognise they are teachers of all children at the school, not just those in their classroom. As such, proactive intervention, as required, is a must do for all staff when seeing children in distress, misbehaving or acting in such a way that their or other children are not safe. This is in a classroom, in the yard, in the school grounds and anywhere throughout the school.</p> <p>We currently have specialists in Physical Education, Performing Arts, Visual Art, English as an Additional Language (EAL) and Japanese. Students are also able to receive tuition in musical instruments such as violin, keyboard, guitar, clarinet and drums. All students have the opportunity to participate in an intensive swimming program. Our camping program includes children from Grade 2 to Grade 6. We provide many and varied opportunities for students to develop their leadership skills, both formally and informally. We also run a number of programs aimed at further developing students' social skills and work habits. We run extension and intervention programs, to ensure children are taught at point of need (using Vygotsky's Zone of Proximal Development).</p> <p>We are fortunate to have a very active parent community and an informed and pro-active School Council. Parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions and numerous other activities. The school is located on spacious grounds with a stand-alone art room, computer laboratory, performing arts room and a library. The Before and After Care facility (run by Camp Australia) shares a school building and is well used. The multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. All classrooms are permanent, and have either been built or refurbished since 2011. We are now beginning working on the outdoor areas of the school, which began in 2014 with a new fence, and the design and building of the new garden space at the front of the school. Over the last few years we have increased the size of our car-park, added flowers and plants to gardens, refurbished the Performing Arts Room and Extension Maths room as well as updated the school oval.</p> <p>Teaching FTE: (2018) 20.8 Support Staff FTE: (2018) 6.2 Current Enrolments: (2018) Feb Census) 356.0</p> <p>Currently Kerrimuir Primary School's key challenges are:</p> <ol style="list-style-type: none"> 1. Infrastructure needs as enrolments continue to increase. 2. The School's cohort of EAL enrolments is continuing to grow, leading to the challenge of providing an effective EAL program, not only in literacy and numeracy, but also in other areas such as student wellbeing and in encouraging family engagement. 3. Continuing to embed and enhance Student agency, particularly in the areas of learning goals, feedback and the effective use of questioning. 4. Embedding the School's Instructional Model to achieve greater consistency through the school through peer observation, coaching, feedback, and effective data literacy. 5. Embedding Peer Observation, as time has not previously been allocated to all staff to fully participate.
Intent, rationale and focus	Over the next four years Kerrimuir will continue to provide high quality education for all students and empower them to become active agents in their learning. Staff capacity and investment will also be key to the coming four years, and this direction will be a

focus for leadership moving forward. Student voice, synthetic phonics, reading comprehension and relative growth for students between Grades 3 to 5 as measured by NAPLAN are our priorities to improve student outcomes. Kerrimuir is committed to a cycle of continuous improvement; in pedagogy, staff efficacy and community engagement.

Kerrimuir Primary School places importance on raising all student achievement to prepare them to be life long learners.

As outlined in the goals, targets and KIS draft statement (from the 2019 review panel) the focus for Kerrimuir Primary School for the following four years will be:

That Kerrimuir should continue to aim for high achievement in literacy and numeracy and that improved processes for the analysis of student data would assist this process. An analysis of the school's NAPLAN and school-based benchmarking data indicated a decline in high growth in reading. The school's instructional model needed refining to include an updated approach to teaching reading comprehension.

The second target will see Kerrimuir embed the strategies developed to empower student's agency in their learning and increase the opportunities for student voice in school decision making

Kerrimuir will also aim to improve its communication to parents/ carers and build greater awareness of student learning and promote its vision and values to the broader school community over the coming years.

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Goal 1	Improve literacy and numeracy achievement and growth.
Target 1.1	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.
Target 1.2	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 70% or greater.
Target 1.3	The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 35% or greater.
Target 1.4	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36% or greater.
Target 1.5	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.
Key Improvement Strategy 1.a	Refine and embed the Kerrimuir Primary School instructional model incorporating the consistent use of the High Impact Teaching Strategies (HITS)

Building practice excellence	
Key Improvement Strategy 1.b Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability
Key Improvement Strategy 1.c Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.
Goal 2	Empower students to become active agents in their learning.
Target 2.1	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater. • Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater
Target 2.2	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 84% or greater • Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 90% or greater
Target 2.3	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 34% or greater.
Key Improvement Strategy 2.a	Develop a common understanding of the language of learning in the school community

Building practice excellence	
Key Improvement Strategy 2.b Empowering students and building school pride	Develop students' understanding of voice and agency to empower students in their learning by utilising goal setting and two-way feedback
Key Improvement Strategy 2.c Empowering students and building school pride	Increase the capacity of student leaders to represent the whole school and to have input into school decision making.
Goal 3	Build a safe, supportive and connected learning community.
Target 3.1	<p>Attitudes to School Survey (Years 4-6)</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater • Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater.
Target 3.2	<p>Parent Opinion Survey</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the school improvement factor with the school from 76% to 80% or greater. • Improve the percentage of overall positive responses for the parent participation and involvement factor from 76% to 80% or greater. • Improve the percentage of overall positive responses for teacher communication factor from 79% to 85% or greater

Target 3.3	<p>School Staff Survey</p> <p>By 2022</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the Parent and Community Involvement from 69.4% to 74% or greater
Key Improvement Strategy 3.a Parents and carers as partners	Develop a strategy that strengthens parent communication and builds their awareness and support for student learning.
Key Improvement Strategy 3.b Parents and carers as partners	Develop a framework to build parent engagement in student learning and effective home/school partnerships