

# School Strategic Plan 2022-2026

Keelonith Primary School (5412)



Submitted for review by Loren Peavey (School Principal) on 14 November, 2022 at 06:35 PM  
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 15 November, 2022 at 11:10 AM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>KPS - Learning without limits. Be curious/ Be caring/ Fly high/ Find joy</p> <p>Our mission is for every learner to have every opportunity to lead a successful and fulfilling life.</p> <p>Our vision is to create a learning community where everyone is valued and celebrated and has the right to learn, excel and find joy in a safe, accessible and stimulating learning environment in which passion and curiosity are sparked through authentic experiences.</p> <p>KPS is a school which is focused on providing an environment which is universally designed for every learner socially, academically and physically, regardless of their personal circumstances to access the learning they require at their point of need. We believe that every child has the right to learn alongside their same age peers at their local neighbourhood school.</p> <p>Learning is focused on each child's zone of proximal development, their interests and we believe that every child must have agency in their learning journey. Learning is not done to students at KPS but is co-designed in collaboration with students, families and teachers to engage every learner to take responsibility for themselves and their learning journey.</p>
<b>School values</b>	<p>School Values which we aim to develop in every learner of any age at KPS.</p> <p>Inherent in the school values is that we CHEER for everyone to be the best they can be</p> <p>Compassion- care, kindness, empathy</p> <p>Honesty- be true to self and others, trust</p> <p>Equity- each learner has what they need to learn, excel and find joy</p> <p>Encouragement- work together to support and cheer on our peers</p> <p>Respect- self, others, the environment and learning</p>
<b>Context challenges</b>	<p>Context:</p> <p>Keelonith is a newly opened Supported Inclusion School (SIS) located in Greenvale, a north-western suburb of Melbourne. We are the local community school for the families who live within our zone and, as a SIS school, we have a secondary enrolment policy which allows us to enrol up to 10% of our student population from outside of zone if they have a diagnosed Intellectual Disability. We are currently operating under both the Program for Student with a Disability and the new Disability Inclusion model. We have a current enrolment of 268 in 2022 (with 16% funded under either PSD or DI), increasing to an enrolment of approximately 320 in</p>

	<p>2023.</p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>- As Keelonith is a brand new school this brings with it the challenge of establishing every element of a school at the same time. The development of pedagogy, curriculum approach, social and emotional learning, whole school culture and community connections are all occurring concurrently.</li> <li>- We are experiencing positive feedback within the community and external allied health teams which is leading to a high interest in our school from families outside of zone who have students with additional learning needs seeking enrolment.</li> <li>- The recent introduction of the SIS school model and the lack of clarity and clear communication around the definition and purpose of SIS schools to the wider community.</li> <li>- Developing processes and learning how to meet the requirements of the new DI funding model.</li> <li>- Our students have complex and diverse needs and it is challenging to find evidence to determine the academic progress of some of our students.</li> <li>- Staffing in the current climate is extremely challenging particularly when trying to employ team members with an inclusive mindset.</li> </ul> <p>As identified in the School Review:</p> <ul style="list-style-type: none"> <li>- expectations around team teaching and use of flexible open learning spaces presents a challenge for some staff with respect to both teaching and management of students.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent:</p> <p>Fundamental to the values and philosophies of the Keelonith school community is the notion that all children have a right to access a quality and equitable educational experience at their local community school. It is our intent to ensure that all students in our care receive best practice and pedagogy that is aligned to the Victorian Curriculum so that they may develop into independent, resilient and resourceful adults.</p> <p>Rationale:</p> <p>Throughout the review process we undertook the analysis and interrogation of multiple data sets from the first 18 months of our operation relating to school documentation, student achievement, engagement and wellbeing. Utilising the evidenced based model of the improvement cycle we will constantly monitor the goals and priorities of the strategic plan ensuring our practice is in line with current pedagogy. This will give our students the best possible chance to access a quality primary education and provide them with the skills to be successful and engaged learners in their post-primary education.</p> <p>Focus:</p> <p>Through the review process it was recognised that the following elements should be prioritised.</p> <ul style="list-style-type: none"> <li>- Focus on the whole school curriculum plan with particular focus on learning growth in Literacy and Numeracy.</li> <li>- Continued focus on development of instructional leadership processes and capacity.</li> <li>- Focus on improved collaboration among staff around assessment, planning and instruction.</li> <li>- Development of student empowerment in learning including feedback to and from teachers.</li> </ul>

	<p>- Continued focus on the social and emotional learning of all students including building the empathy and acceptance of the difference of others tied to our CHEER values.</p>
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<b>Goal 1</b>	To optimise learning growth for all students in Literacy and Numeracy.
<b>Target 1.1</b>	<p>By 2026, increase the percentage of Years 3 - 5 students making above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"><li>• Writing from 6% (2021) to a four-year rolling average of 25%</li><li>• Reading from 29% (2021) to a four-year rolling average of 35%</li><li>• Spelling from 0% (2021) to a four-year rolling average of 25%</li><li>• Grammar and Punctuation from 24% (2021) to a four-year rolling average of 30%</li><li>• Numeracy from 6% (2021) to a four-year rolling average of 25%</li></ul>
<b>Target 1.2</b>	<p>By 2026, increase the percentage of students (average Year 1–6) making above expected growth (Semester 1–2) against the Victorian Curriculum in:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 10% (2021) to a four-year rolling average of 25%</li><li>• Speaking and Listening from 11% (2021) to a four-year rolling average of 25%</li><li>• Writing from 15% (2021) to a four-year rolling average of average of 25%</li><li>• Number and Algebra from 14% (2021) to a four-year rolling average of 25%</li><li>• Measurement and Geometry from 18% (2021) to a four-year rolling average of 25%</li><li>• Statistics and Probability from 18% (2021) to a four-year rolling average of 25%</li></ul>
<b>Target 1.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"><li>• Collective efficacy from 82% in 2021 to 90%</li></ul>

	<ul style="list-style-type: none"> <li>• Understand how to analyse data from 44% in 2021 to 80%</li> <li>• Understand formative assessment from 67% in 2021 to 80%</li> <li>• Time to share pedagogical content knowledge from 67% in 2021 to 80%</li> <li>• Professional learning through peer observation from 67% in 2021 to 80%</li> </ul>
<b>Target 1.4</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Effective teaching time from 85% in 2021 to 87%</li> <li>• Differentiated learning challenge from 87% in 2021 to 90%</li> <li>• Stimulated learning from 87% in 2021 to 90%</li> <li>• Motivation and interest from 72% in 2021 to 75%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop data literate teachers with capacity to collaboratively use formative assessment to plan a genuinely personalised and inclusive program.
<b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen middle leaders' capacity to guide collaborative teams in the areas of improved pedagogy and curriculum planning.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum	In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 2</b>	To develop confident, self-regulating learners who are actively engaged in their learning.
<b>Target 2.1</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting: from 86% in 2021 to 88%</li> <li>• Sense of confidence: from 78% in 2021 to 80%</li> <li>• Perseverance from 74% in 2021 to 76%</li> </ul>
<b>Target 2.2</b>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice: from 83% in 2021 to 90%</li> <li>• Promote student ownership of learning goals: from 78% in 2021 to 85%</li> <li>• Use student feedback to improve practice: from 67% in 2021 to 80%</li> </ul>
<b>Target 2.3</b>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student motivation and support: from 84% in 2021 to 90%</li> <li>• Parent participation and involvement: from 68% in 2021 to 85%</li> <li>• Teacher communication: from 74% in 2021 to 90%</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Further embed the school's current models of practice in social/emotional learning across the whole school.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Further build student capacity to set challenging learning goals in consultation with teachers; and monitor their own learning growth.</p>
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.</p>
<p><b>Key Improvement Strategy 2.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Create greater opportunities for engagement of parents/carers with students and teachers around student learning, student learning goals and student progress.</p>