

School Strategic Plan 2022-2026

Kialla West Primary School (1727)



Submitted for review by Wesley Teague (School Principal) on 25 November, 2022 at 07:06 PM

Endorsed by Paul Tozer (Senior Education Improvement Leader) on 28 November, 2022 at 04:58 PM

Endorsed by Jamie Gilbert (School Council President) on 29 November, 2022 at 05:07 PM

School Strategic Plan - 2022-2026

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School vision	<p>Kialla West Primary School provides a supportive, safe and secure learning environment that promotes thinking, creativity and individuality for every child. The school develops student's independence and emotional intelligence as they strive to achieve their full potential.</p> <p>The school implements high quality programs that engage students in their learning and enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.</p>
School values	<p>The school community has developed the following values as key elements to supporting the students in becoming positive citizens.</p> <p>Excellence – We strive to be the best we can be, individually, as a school and as a community.</p> <p>Resilience – Building strong character, being able to bounce back from setbacks to achieve goals and ambitions.</p> <p>Pride – Being proud of ourselves, peers, our school and community.</p>
Context challenges	<p>Kialla West Primary School is situated South of Shepparton in a semi-rural environment. Enrolments have slightly decreased from 246 in 2018 to 194 in 2022, the enrolment numbers are projected to plateau over the next four-year period. The SFO of 0.30 has remained consistent over the previous four-year time frame.</p> <p>The school currently has 9 classes comprising two Foundation / 1 classes, a Year 1/2 class, a Year 2 class, two Year 3/4, a Year 4/5 and two Year 5/6 classes. With some experienced staff retiring the employment of additional staff has created a mix of Graduate and Experienced teachers. The school classrooms have large open areas, which allow two classes to operate in the open space. This model provides classroom teachers with greater flexibility and opportunities to work in teams. This model has enhanced teacher's planning processes and ability to share skills and knowledge.</p> <p>A large percentage of students are from working families who value the role of education and have high expectations of the school and the teachers. The school places a high value on quality teaching practice in the classroom, ensuring the top-level students continue to be extended. Families from the growing housing estates in Kialla, who choose not to enrol their children at their neighbourhood school, often select Kialla West PS. This choice is for a variety of reasons including; the sense of community, the size of the school and the link with the Kialla Kindergarten.</p> <p>The school has seen improvements in school facilities; with four new permanent classrooms to replacing two MOD5 relocatable classrooms. The school has made significant investment in facilities, using locally raised funds for the construction of a cover over the court. This facility will offer the students protection from the elements.</p>
Intent, rationale and focus	<p>Kialla West PS strives for high academic success and develops strong and resilient learners. The school will have a focus on strengthening teacher capacity in the delivery of rich and engaging curriculum and to develop the capacity of teachers to design learning programs which explicitly build deep levels of thinking and application.</p> <p>The school has a strong academic focus and high expectations of all learners. The school will continue to have a strong focus on</p>

	<p>high quality professional learning to maintain high standards in teacher practice. The school will have a focus on the teaching of numeracy at the beginning of this strategic plan, followed by a focus on Literacy. This focus will be supported with targeted high quality professional learning involving teams or whole staff training. Student and staff health and wellbeing will be supported throughout the four year strategic plan cycle.</p>
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Goal 1	Improve student learning outcomes.
Target 1.1	By 2026, increase the percentage of Year 5 students achieving the top two bands in NAPLAN: <ul style="list-style-type: none">• Reading from 26% (2021) to 35%• Writing from 8% (2021) to 15%• Numeracy from 15% (2021) to 25%
Target 1.2	By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark NAPLAN growth in: <ul style="list-style-type: none">• Reading from 75% (2021) to 80%• Numeracy from 74% (2021) to 80%• Writing from 68% (2021) to 75%
Target 1.3	By 2026, increase the percentage of Years 3 - 6 students assessed as above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Reading & viewing from 35.5% (2021) to 40%• Writing from 25% (2021) to 30%• Number & algebra from 33.25% (2021) to 40%
Target 1.4	By 2026, increase the percent positive responses score on AToSS for the following factors:

	<ul style="list-style-type: none"> • Stimulated learning from 70% (2021) to 80% • Teacher concern from 71% (2021) to 80%
Target 1.5	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Academic emphasis from 75% (2021) to 80% • Teacher collaboration from 44% (2021) to 60%
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher capacity in the delivery of a rich and engaging curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capacity of teachers to design learning programs which explicitly build deep levels of thinking and application.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use data to inform differentiated learning that meets individual student needs.
Goal 2	Improve student wellbeing and engagement.
Target 2.1	<p>By 2026, increase the percent positive responses score on the AToSS for Years 4–6 for the following factors:</p> <ul style="list-style-type: none"> • Respect for diversity from 79% (2021) to 85%

	<ul style="list-style-type: none"> • Student voice & agency from 62% (2021) to 70% • Teacher concern from 71% (2021) to 80% • Perseverance from 73% (2021) to 80% • Emotional awareness and regulation from 70% (2021) to 75%
Target 2.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> • use student feedback to improve practice from 89% (2021) to 92%
Target 2.3	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher communication from 71% (2021) to 75% • Student motivation & support from 71% (2021) to 75%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing and inclusion.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff capacity to activate student voice and agency to strengthen student participation and engagement in school.