

School Strategic Plan for Knox Central Primary School 5429 2016-2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>CS</i> Name..... CHARLES SPICER Date..... 2.12.15</p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>David Lachlan</i> Name..... David Lachlan Date..... 2.12.15</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... <i>R. Stephens</i> Name..... ROBERT STEPHENS Date..... 3.12.15</p>

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

<p>Purpose</p>	<p>The core purpose and work of Knox Central Primary School is emphasised by our motto, "Learning @ Heart". The school puts the individual learning needs of all students at the centre of our educational practice.</p> <p>Knox Central Primary School's vision is to develop confident life-long learners, who take ownership of their education and are proud of their achievements. We assist students in becoming confident 21st century citizens by instilling high expectations in all members of the community. Together, students, staff and families create a safe, caring, high-quality learning environment that is stimulating, challenging and meets the needs of each individual.</p>
<p>Values</p>	<p>Knox Central Primary School's values of Teamwork, Integrity, Respect, Excellence and Courage are reflected in the "Tribes" approach to student wellbeing. Tribes is underpinned by agreements which serve as our school rules. These agreements are:</p> <ul style="list-style-type: none"> • Mutual Respect • Personal Best • Safety • Attentive Listening • Appreciation/No Put Downs • Participation <p>Further, those agreements are on display in every learning space throughout the school, on the masthead of the school newsletter and in the administration area. A common language is used to support the Tribes process, with every staff member delivering a consistent approach to student wellbeing through a shared understanding of the processes involved.</p>

Environmental Context

Knox Central Primary School serves the educational needs of families from Boronia, Studfield and Wantirna South. The school is the merged entity of the former Studfield and Studfield East Primary Schools, established in 1965 and 1972 respectively. Following the merger of 1994, the school operated under the name of Yawarra Primary School until April 26th, 2013, where the current name of Knox Central was approved by Ministerial Order.

The change of school name was upon the urging of school council and throughout a rigorous consultation period from mid 2012 to early 2013, the school received overwhelming support. The new name was chosen after discussion with Knox City Council and reflected the Council's new "Knox Central Precinct", which shares the same urban block as the school.

The Knox Council's aim is to establish the Knox Central Precinct "as the premier address and the most well-known and popular activity centre destination in the middle/outer eastern suburbs of Melbourne." In addition Knox Council wishes to establish "Knox Central as the employment, commercial, community, entertainment and leisure focal point and as the heart of the municipality". So, whilst the previous decade had seen little change in the school's demographic, there is certainly cause for optimism and as such, the school has positioned itself to take advantage of future economic development in the City of Knox.

Currently, most students live close to the school. Previously there has been a medium to high degree of student mobility, with less than half of the current Year 6 students' part of their original prep cohort, however student stability has been improving year on year and the school has a strong enrolment base that is now growing. The Student Family Occupation density has been relatively stable from 2012-15, averaging approximately 0.58 on the scale, placing Knox Central within the median range of socio-economic advantage.

As of November 23rd 2015, the school's current enrolment was 133 students, up on the beginning of the year, with small increase in enrolments projected for 2016. Knox Central's dynamic work force consists of 11 teachers (6 full time, 5 part time), 2 Education Support staff, a Business Manager and a Principal have worked tirelessly to completely review our approach to teaching and learning. Following on from the renaming of the school, our new motto, "Learning at Heart", goes to everything we do at KCPS, but is also a reflection on the Knox Council's vision for the local area.

As a collective, we have revisited all areas of the curriculum in a relatively short time span, identifying areas for improvement and most significantly, adopting whole school approaches to

Student Wellbeing, Writing, Numeracy and in 2015, Reading. Each of these areas will receive further attention in the new strategic plan.

In order to achieve this aim, the school's professional learning budget has been tripled on a pro-rata basis, meaning better opportunities for staff to improve their skills. This, in conjunction with working with a number of local and like-minded schools, has enabled KCPS to achieve the best possible value for our professional learning budget.

Knox Central strives to develop a love of learning by providing an effective and engaging learning community, which promotes social competencies and holds students to high expectations. A common direction provides the opportunity to emphasize the importance of positive relationships with our students. We utilise the Tribes approach when dealing with a range of student welfare issues, on which we place great emphasis. Regularly timetabled discussions of whole school pedagogy, data and philosophies have also strengthened teaching practices, and will require continued work and reflection.

Teaching and learning activities follow Professor John Hattie's Activator Model and specifically, the research based learning influences of Reciprocal Teaching, Relationships and Feedback. Through this lens, we aim to deliver a rich, open ended, authentic and differentiated curriculum, based on the accurate reflection on data, that allows all students to develop at their optimal rate.

Knox Central is reconnecting with its parent community to redefine the parent-school partnership. This has seen an increase in parent participation which has enabled parents to connect to the school and given them an active voice in the direction of the school. This partnership promotes a cooperative school culture where the child is at the heart of everything we do and we will continue to improve on this over the next 4 years.

In summary, Knox Central has seen a significant shift in direction and operation over the period of the previous Strategic Plan. It has moved to a whole school approach towards Student Wellbeing and Teaching and Learning. Staff have been provided with support through the improvements made to the Professional Development program and families are actively welcomed to the school.

This strategic plan will set new standards of student growth, with a focus on continually improving student achievement through a personalised and data driven analysis of teaching and learning.

Strategic Direction

Achievement

Achievement refers to both the absolute level of learning attainment and growth in student learning that schools strive to support.

While recognizing that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals derive from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

Theory of action (optional)

The Theory of action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the plan.

To improve student learning in Literacy and Numeracy.

Increase the percentage of students achieving learning growth of 12 months or greater.

Increase the percentage of students achieving high relative growth based on NAPLAN performance.

In order to develop excellence in teaching and learning, a consistent, whole school approach is necessary to improve student learning outcomes. This is predicated on a documented and shared understanding of what is to be taught and how it is taught.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Embed a whole school approach to curriculum planning and assessment which informs teaching and learning and identifies all students at their point of need.

Build teacher capacity to consistently personalise learning and to more effectively interpret and use a broad range of data and evidence to differentiate curriculum and better cater for individual learning needs.

	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the schools' monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Establish consistent whole school curriculum planning approaches which utilise common templates and document agreed learning continuums and sequences with a focus on literacy and numeracy • Review & improve the whole school assessment schedule • Improve the use of data to inform planning • Continuation of network learning opportunities (e.g. shadowing, moderation, literacy or numeracy teams) • Provide opportunity to analyse and interpret whole school data sets including NAPLAN, ODT, EYN, Running Records & Teacher Judgements • Develop visible intervention & extension programs across the school including the implementation of EMU (Extending Mathematical Understanding) • Providing professional learning opportunities for staff, particularly relating to feedback and in-class extension of all students. 	<ul style="list-style-type: none"> • Documented teaching practices and techniques adopted school wide • Document revised assessment schedule • Identification & creation of key data sets using GradeXpert • Network learning opportunities set out in professional learning meeting schedule and incorporate the Uni of Melbourne Network of Schools project (UMNoS) • Opportunities to analyse and interpret whole school data sets are clearly timetabled in the Professional Learning & Meeting Schedule. • Extension & intervention detailed in planning documentation • Key staff trained in EMU program • Complete Feedback professional learning curriculum day with Glen Pearsall and UMNos sessions through success coordinator (school based).

<p>Year 2</p>	<ul style="list-style-type: none"> • Consistent use and review of quality learning intentions and success criteria • Providing professional learning opportunities for staff, particularly relating to the in-class extension of all students • Utilise assessment to establish students' points of learning need and provide differentiated learning opportunities for all students • Implement Individual Learning Plans for all students • Explore external extension opportunities (e.g. Robotics, Lego, Game design). 	<ul style="list-style-type: none"> • Provide PL to review LI & SC use with improved usage noted in planning • Participation in Year 2 of UMNOS project and in partnership with other network schools • Refine data systems developed in Year 1 via GradeXpert • New whole school ILP template in use • New external extension program in place.
<p>Year 3</p>	<ul style="list-style-type: none"> • Embed whole school practice to maintain continuity with student achievement data (through continued implementation of Grade Xpert) • Revisit and firmly embed all processes (particularly for Reading and Numeracy) – e.g. PD, refining classroom programs, teaching and learning models. 	<ul style="list-style-type: none"> • Participation in Year 3 of UMNOS project and in partnership with other network schools • Refine data systems developed in Year 1 & 2 via GradeXpert & ensure achievement data is reviewed through the professional learning and meeting schedule • Explicit PL completed in writing and reading.
<p>Year 4</p>	<ul style="list-style-type: none"> • Revisit and firmly embed all processes (Reading and Numeracy) – as above • Evaluate the Key Improvement Strategies to determine success in achieving improved student learning across the school. 	<ul style="list-style-type: none"> • Explicit PL completed in numeracy • Review achievement milestones.

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p> <p>To develop consistently high levels of student engagement throughout the school, by developing a positive climate for learning.</p> <p>Enhanced parent involvement in school wide activities.</p> <p>Maintain or increase Mean Factor Scores in: School Connectedness 4.62 (2015) Connectedness to Peers 4.28 (2015)</p> <p>Maintain or increase Parent Opinion Survey scores to at or above state averages in: Approachability – 5.48 (2015); 5.73 (State) Parent Input – 5.54 (2015); 5.34 (State) General Satisfaction – 5.75 (2015); 5.86 (State)</p> <p>Increase parent participation in classroom helper training program (0 in 2015)</p>	<p>Develop and implement a whole school approach to student self-assessment.</p> <p>Increase community and parental engagement through the provision of greater opportunities for involvement in all areas of student learning.</p> <p>Build the capacity of teachers to increase student engagement and participation in learning so that students are more active learners.</p>
<p>Theory of action (optional)</p> <p>The rationale behind this improvement focus is that increasing student engagement will support their connectedness and their learning. In addition, empowering students to have a greater say in decisions that affect their learning will lead to a more positive climate for learning (student voice).</p>	

	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> Investigate research based influences on student connectedness to school Review student portfolios to enable student self-assessment Devise ways to increase the parent connectedness and pride in being part of KCPS Continue to support development of parent knowledge and skills in accessing and monitoring their child's learning progress through three way conferences Improve lines of communication with parents via electronic means Continue to skill up staff in providing and receiving feedback Increase staff awareness and understanding of the ways in which feedback can have greatest impact on improving student learning. 	<ul style="list-style-type: none"> Research based survey of students and the influences of connectedness completed Student Portfolios include a trail self-assessment section. Parent Opinion Survey, in the areas of Approachability, Parent Input & General Satisfaction positively reflects improved parental engagement Greater participation in three way conferences with increased student involvement An online KCPS parent survey accessible by all parents, to improve the school's understanding of their needs, in place by the end of 2016 Staff scheduling timetabled and termly collegiate feedback session Staff more effectively meeting student feedback needs by providing comments on what is being done well, areas for improvement and strategies for improvement.
<p>Year 2</p>	<ul style="list-style-type: none"> Develop new processes for the provision of student feedback Embed opportunities for student participation in the development of success criteria Increase opportunities for student self-assessment and peer assessments Provide more opportunities for parental involvement in student learning (e.g. Maths nights). 	<ul style="list-style-type: none"> The creation of a plan to effectively seek and utilise student feedback Evidence of an investigation into self-reporting grades and the development of a platform to increase student participation in assessment Parents active members of community, with increased participation as classroom helpers, at working bees and other community events.

Year 3	<ul style="list-style-type: none"> • Implement approaches which support the greater involvement of student voice in Parent/Teacher/Student conversations. • Evaluate the effectiveness of Key Improvement Strategies in achieving high levels of engagement across the school 	<ul style="list-style-type: none"> • Create a meeting template whereby the students facilitate the conversations from 3-6, based on self-reporting documentation from Year 2.
Year 4		<ul style="list-style-type: none"> • Review achievement milestones

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p>	<p>Develop and implement an evaluation framework for wellbeing programs and supports.</p> <p>Review and maintain a shared approach to supporting the health, wellbeing, inclusion and engagement of all students and staff (Tribes).</p> <p>Provide greater role clarity and investigate strategies to assist staff to deal with wellbeing issues across the school in order to build a resilient and supportive professional environment that caters to the needs of all students.</p>
<p>Targets</p>	<p>To support the ongoing health and wellbeing of all students.</p> <p>Improve staff morale to ensure a positive workplace in order to best support student outcomes.</p> <p>Maintain strong results in Attitudes to School survey.</p> <p>Improve Staff Opinion Survey data in the areas of School Climate and Staff Safety and Wellbeing, specifically (2015 scores):</p> <ul style="list-style-type: none"> Trust in Colleagues (69.55) Trust in Students and Parents (66.91) Shielding & Buffering (60.00) Staff Psychological Safety (60.43) Staff Social Behaviour (60.00) Build Resilience and a Resilient, Supportive Environment (66.12) <p>Increase number of students receiving support via the Kids Hope program.</p>
<p>Theory of action (optional)</p>	<p>The continued implementation of the whole school approach to wellbeing sets high expectations and promotes inclusion through the provision of a common language for all members of the school community to address issues to support the health and wellbeing of all students.</p>

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<p>Year 1</p>	<ul style="list-style-type: none"> • Continue to embed TRIBES throughout the school • Revise the system of collecting Reflection Time data (transfer to GradeXpert) • Revise role and team structures and develop improved channels for reporting workplace issues • Develop staff strategies for working with challenging students. 	<ul style="list-style-type: none"> • Timetabled Tribes sessions reflected in weekly and termly planners • Whole school Tribes activities completed • Reflection Time data and student behavioural and wellbeing notes recorded in GradeXpert • Revised Role & Responsibility documents available to all staff • Clearly defined team structures documented and in place • Staff PD completed via EMR Options.
<p>Year 2</p>	<ul style="list-style-type: none"> • Consider methods for evaluating success of TRIBES • Increase opportunities for peer support for wellbeing • Review the student buddy program 	<ul style="list-style-type: none"> • Contract an external, accredited reviewer to assess the quality of the KCPS Tribes program • Continued support and growth of Kids Hope program • Updated Buddy program documented and ready for implementation by 2018.
<p>Year 3</p>	<ul style="list-style-type: none"> • Review Reflection Time data to analyse reasons for repeat offenders • Explore possible links with other community organisations 	<ul style="list-style-type: none"> • Analysis of data completed and strategies developed to address ongoing issues • An increase in services 'inside the school gate' through collaboration with partner organisations.
<p>Year 4</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of Key Improvement Strategies in achieving improved wellbeing outcomes across the school 	<ul style="list-style-type: none"> • Review achievement milestones

<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improve ment strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p>	<p>To effectively manage resources to support student learning, engagement and wellbeing.</p>
<p>Targets</p>	<p>Establish a clear line of sight from strategic documentation to all accountability measures in order to improve student achievement, engagement and wellbeing.</p> <p>Continue to prioritise investment in leadership development and staff professional learning, focussing learning on the achievement of the school goals</p>
<p>Theory of action (optional)</p>	<p>Improved NAPLAN raw data in Years 3 & 5.</p> <p>All staff participating in ongoing targeted professional learning relating to Professional Development Plan goals and targets.</p> <p>All teachers implementing agreed KCPS whole school approaches to curriculum planning, assessment.</p> <p>The efficient and effective management of school resources is critical to providing high quality learning opportunities for all students. KCPS will endeavor to achieve this aim through sound fiscal management and by strengthening our capacity to build relationships within the broader community.</p>

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<p>Year 1</p>	<ul style="list-style-type: none"> • Establish clear governance arrangements for the Parents Association • Establish and implement clear accountability measures for student data and achievement growth. • Develop a KCPS Feedback model, to be incorporated into teacher PDP's. • Continue to offer school as a venue for professional learning and build ongoing network opportunities • Actively seek promotion opportunities (e.g. newspapers, social networking, participation in a range of external student learning activities) • Investigate the possibility of partnering with Knox Council re: possibility of KCPS becoming a Knox Early Learning Hub. • Providing professional learning opportunities for staff, particularly relating to feedback and in-class extension of all students. (as per achievement action). 	<ul style="list-style-type: none"> • New standing orders developed and ratified for school council and PFA • All teaching and integration staff to include targets for student data and achievement growth in their PDP's • Set clear timelines for the uploading of data to GradeXpert • Feedback sessions completed and documented by all teaching staff as part of PDP process • Ongoing partnerships with Communicate, and DET ICT branch. Development of new partnerships through UMNos and Continuous Improvement Network • Collaborate with PFA to reach out to networks to demonstrate an increase in local exposure • Discussions with Knox Council re: possibility of KCPS becoming a Knox Early Learning Hub • Complete Feedback professional learning curriculum day with Glen Pearsall and UMNos sessions through success coordinator (school based). (as per achievement success criteria)

<p>Year 2</p>	<ul style="list-style-type: none"> • Establish strong networks with feeder kindergartens and Early Learning establishments • Continue to offer school as a venue for professional learning and build ongoing network opportunities • Actively seek promotion opportunities (e.g. newspapers, social networking, participation in a range of external student learning activities). 	<ul style="list-style-type: none"> • Prep and Year 5 teacher to develop links with feeder kinders and local council • Ongoing partnerships with Communicate, and DET ICT branch. Development of new partnerships through UMNos and Continuous Improvement Network • Collaborate with PFA to reach out to networks to demonstrate an increase in local exposure.
<p>Year 3</p>	<ul style="list-style-type: none"> • Maintain strong networks with feeder kindergartens and Early Learning establishments • Continue to offer school as a venue for professional learning and build ongoing network opportunities • Actively seek promotion opportunities (e.g. newspapers, social networking, participation in a range of external student learning activities). 	<ul style="list-style-type: none"> • Prep and Year 5 teacher to develop links with feeder kinders and local council • Ongoing partnerships with Communicate, and DET ICT branch. Development of new partnerships through UMNos and Continuous Improvement Network • Collaborate with PFA to reach out to networks to demonstrate an increase in local exposure. • Review achievement milestones
<p>Year 4</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of Key Improvement Strategies to determine success in managing resources and improving student learning across the school 	

