

Koondrook Primary School Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Amanda Bradford [date][name].....[date][name].....[date]
School council Dale Laursen [date][name].....[date][name].....[date]
Delegate of the Secretary: [name][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Koondrook Primary School's Vision is to:</p> <ul style="list-style-type: none"> • Provide a supportive, safe and secure learning environment that promotes thinking, creativity and individuality. • Provide high quality programs that engage our students in their learning and instill the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours. • Create a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners. • Provide a stimulating and supportive environment for all teachers; and assist, inform and involve parents and the greater community of Koondrook. 	<p>Our community considers the following values as central to the life of our school:</p> <ul style="list-style-type: none"> • RESPECT • FLEXIBILITY • VERSATILITY <p>Koondrook Primary School works towards achieving its purpose by planning and implementing academic, sporting, artistic and social programs that support and enhance the individual and the group:</p> <ul style="list-style-type: none"> • We cater for individual differences, • We strive to bring out the best in every student, • We ensure teamwork among school council, staff, students and the wider community. • We value and welcome parent participation. 	<p>Context</p> <p>Koondrook Primary School sits on a bend in the Murray River and serves the town of Koondrook and its nearby farming communities. It is located in the rural shire of Gannawarra, 300 kilometres north of Melbourne. The school was established in 1880 and its buildings were recently upgraded under the BER program. The school's enrolment has grown significantly in the past three years and it now has 65 students.</p> <p>Current facilities include the modern BER core building that houses the school offices, the staffroom, the library and two main teaching spaces. In 2015, to accommodate its increased enrolment, the school received a five-mod relocatable building that provided two extra classrooms. The school's playgrounds include a sports oval, shaded play areas, a refurbished sandpit, a tennis/netball court, a half basketball court and rebound wall, a Stephanie Alexander kitchen garden and a student sponsored and designed pergola. The school's gardens and grounds are well maintained by school council members and students. The Koondrook Pre-School is located within the school grounds.</p> <p>Our SFO Index is 0.5781 and SFOE Index is 0.5047 Our SFO is above the state average placing the school in high range of overall socio-economic profile.</p> <p>In 2017 the staffing profile consists of the Principal, a .6 Effective Full Time (EFT) Leading Teacher, 3.6 EFT classroom teachers, a full time teaching support person and a part time business manager. The school also has weekly services of the MARC van and the MACC van to provide additional library and art programs respectively. Students also participate in a music lesson each week. Teachers work in Professional Learning Teams related to their teaching levels and classes are structured to permit team teaching.</p> <p>Enrichment programs include an active student leadership program, extensive involvement in inter school sports, a camps program, cooking via the kitchen garden, a sister school arrangement with a school in South Korea and a range of before school and lunchtime activities.</p> <p>Challenges The review identified:</p> <p>Some inconsistency in how the teaching model is delivered.</p> <p>Some elements of the Mathematics program were not adequately covered</p> <p>There is a need to look at the structure of the Writing program in the light of consistently low learning growth figures over the past four years particularly when compared to <i>Reading</i> scores.</p> <p>There is a need to look at ways that the school could ensure continued high levels of positive behavior amongst students, particularly in the light of likely staff changes in the relatively near future.</p>	<p>Goal 1: To improve individual learning outcomes for all students with a focus on literacy and numeracy.</p> <p>Intent: To build teacher capacity in explicitly teaching & assessing writing through team planning, developing a feedback culture and by strengthening curriculum knowledge.</p> <p>Rationale: The FISO Excellence in teaching and learning priority and the FISO curriculum planning and assessment initiative indicates that curriculum and assessment for learning have been shown to have a significant impact on student outcomes over time. Thus, a rationale is <i>if</i> an evidence-based differentiated teaching and learning model is embedded in every classroom <i>then</i> consistently high quality teaching focused on each student's point of need will occur <i>and</i> every student will demonstrate at least targeted learning progress. Building practice excellence will achieve this.</p> <p>FISO Priority: Excellence in teaching and learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Building practice excellence • Evidence-based high impact strategies • Curriculum planning and assessment <p>Goal 2: To sustain an inclusive school culture where every student experiences success.</p> <p>Intent: To build a climate where students experience success, are engaged, excited and curious to engage in their learning.</p> <p>Rationale: Improved learning outcomes, including enhanced skills, ability to learn, confidence and curiosity occur when</p> <ul style="list-style-type: none"> • learning is personalised and reflects a deep knowledge of the students' capabilities. • teachers and students constantly seek to improve their own capabilities • when teachers consistently use feedback and data on students' actions and performance, then behavior becomes more positive, progress accelerates and curiosity is enhanced. <p>FISO Priority: Positive climate for learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Empowering students and building school pride • Intellectual engagement and self-awareness • Vision values and culture <p>Goal 3</p> <p>To improve student wellbeing in resilience, perseverance and respect.</p> <p>Intent: To review the school values, deepen and strengthen the connection of students with the school, each other and the wider community.</p> <p>Rationale: If all members of the school community are aware of the agreed values upon which the school operates and these are constantly reinforced, students will feel safe and secure, valued and able to develop socially and emotionally.</p> <p>FISO Priority: Positive climate for learning</p> <p>FISO Initiatives: Health and well-being</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve individual learning outcomes for all students with a focus on literacy and numeracy.	<p>FISO Priority: Excellence in teaching and learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Building practice excellence • Evidence-based high impact strategies • Curriculum planning and assessment 	<ul style="list-style-type: none"> • Develop capacity to use data effectively to differentiate teaching and learning practices. • Build quality teacher practice through coaching, peer observation, feedback and reflection. • Embed the Koondrook instructional model to ensure consistent teacher practice. 	<ul style="list-style-type: none"> • For 100 per cent of students to achieve at least one year's growth in learning (as measured by Victorian Curriculum) during each school year. • That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state benchmarks for the medium and high growth categories on each dimension. • That the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the annual percentage of students in the top two NAPLAN bands in similar schools. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two NAPLAN bands will not increase. • That there will be an improved correlation between teacher and NAPLAN assessments.
To sustain an inclusive school culture where every student experiences success.	<p>FISO Priority: Positive climate for learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Empowering students and building school pride • Intellectual engagement and self-awareness • Vision values and culture 	<ul style="list-style-type: none"> • Encourage students to take ownership of their learning through building on character traits as active learners, supported by teacher instruction, motivation, feedback and guidance. • Provide a wide range of opportunities for students to engage with their school, their fellow students and their learning. • Use the Walker Learning Approach (Investigations / ERP) as a venue for the promotion student engagement. 	<ul style="list-style-type: none"> • To improve current levels of overall attendance to match or better the means of similar schools and reduce the proportion of students with high levels of absence to below that of similar schools. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Effective Teaching Practice for Cognitive Engagement</i> Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Teacher Student Relations</i> Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Learner Characteristics and Disposition</i> Domain, for both girls and boys.
To improve student wellbeing in resilience, perseverance and respect.	<p>FISO Priority: Positive climate for learning</p> <p>FISO Initiatives:</p> <ul style="list-style-type: none"> • Health and well-being 	<ul style="list-style-type: none"> • Review and evaluate the School-Wide Positive Behaviours Program (SWPB) • Use the Walker Learning Approach (Investigations / ERP) as a venue for the promotion of school values and expected behaviours. 	<ul style="list-style-type: none"> • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Social Engagement</i> Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Student Safety</i> Domain, for both girls and boys. • To attain fifteen per cent or less <i>yes</i> responses to the new student Attitudes to School Survey factors related to the <i>Experience of Bullying</i> Domain, for both girls and boys.