

School Strategic Plan 2019-2023

Kallista Primary School (3993)



Submitted for review by Christine Finighan (School Principal) on 17 June, 2020 at 03:04 PM

Endorsed by Scott Crawford (Senior Education Improvement Leader) on 18 June, 2020 at 08:47 AM

Awaiting endorsement by School Council President

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School vision	<p>Kallista Primary School has a long tradition of Community Care and Connection, and provides a strong foundation for Life-long Learning.</p> <p>Wellbeing is central to our purpose at Kallista. Our school vision is to prepare our students with the capabilities to live healthy, happy and productive lives in the 21st century.</p> <p>Teachers equip students with academic knowledge, skills and understandings through explicit teaching. Teachers also provide students with opportunities to engage with ideas, think constructively, and make discoveries and connections for themselves, with the community and world around them.</p> <p>A rich and diverse approach to teaching and learning incorporates skills to support learning over a lifetime- Problem solving, Creativity, Collaboration, Communication, and Personal and Interpersonal Learning.</p> <p>Our students benefit from positive relationships with all the KPS staff, and with each other. Students and teachers respect and help each other, and students encourage each other to learn and 'have a go!'</p> <p>Student Leadership is valued at our school and leadership capabilities are developed across the school. Students are encouraged to become active and responsible citizens of their community, and the world.</p> <p>We are proactive in creating opportunities for student voice and action at our school. There are many ways to show leadership responsibility or have a voice about something that matters to you at our school. Whether it is being on the Kallista Student Representative Council; being an excellent role model or peer teacher in the classroom; through being a 'Buddy' for a younger student; or by organising the chickens, or even a sports day; or by taking on the challenge of public speaking, or film making! There are many ways for students to make our school a great place to be!</p> <p>We are proud of our students' achievements and encourage them to pursue their interests and talents in the arts, sports, science and technology.</p> <p>From Foundation to Year 6 at KPS, our students develop knowledge, skills and confidence through a broad range of core curriculum including:</p> <ul style="list-style-type: none">• Fundamental knowledge, understandings and skills in Numeracy and Literacy• Exciting Stephanie Alexander Kitchen-Garden Program (Established for over ten years at KPS)• Sport: Interschool sport, Swimming program, Cross Country and Athletics, School Sport Victoria Pathways• Bi-annual Musical Production• Extension programs, such as Senior Maths Extension and Gateways• Camping Programs for Year 3 to Year 6• Languages Other Than English (LOTE)- Japanese• Visual Arts• Health and Physical Education
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	<ul style="list-style-type: none"> • Music and performing Arts • Integrated Inquiry- Incorporating Science, Technology, Engineering and Humanities • Recorder, Japanese Drumming and Marimba • Outstanding and extensive instrumental music program- incorporating a broad range of instruments, including piano, guitar, drums, orchestral and ukulele
<p>School values</p>	<p>Our values- Trust, Respect, Compassion, Perseverance and Creativity- underpin our relationships, policies, and curriculum delivery. Our school values were identified by a whole school consultation process, in 2016. The Oath was created by our Kallista PS Student representative Council n 2018 and is spoken at every school assembly, referred to by staff and students, and posted around the school.</p> <p>KPS SCHOOL OATH--</p> <p>We show COMPASSION by: Caring for others and understanding their feelings</p> <p>We show TRUST by: Having confidence in the reliability of someone else</p> <p>We show PERSEVERANCE by: Trying, pushing through challenges, and not giving up too quickly</p> <p>We show CREATIVITY by: Letting our imaginations run free, and expanding our minds to new experiences</p> <p>We show RESPECT by: Caring, understanding and accepting others for who they are.</p>
<p>Context challenges</p>	<p>Kallista Primary School is nestled in Sherbrooke Forest within the Dandenong Ranges National Park- one of the most beautiful natural environments in Victoria. Our children enjoy the benefits of this remarkable forest setting, with its clean air, wildlife, and interesting spaces in which to play and explore. In 2020 we have 145 students. Our SFOE is .2088. Our parent community are well-educated and value a broad curriculum that incorporates life-skills, civics and citizenship, environmental education, and opportunities for their children to inquire into the world in which they live and grow. Many have moved from the city to the hills to have a more balanced lifestyle, and have strong core values around the environment, sustainability and human rights. We have a very invested school council and the Friends of Kallista Primary fundraising and social group are actively supportive of our school community. One of our challenges has been to maintain enrolments with a larger number of Year 6 students leaving the school, as compared to Foundation enrolment numbers. For example twenty four Year 6 students left in 2019, and nineteen Foundation students enrolled in 2020. This has meant we have reduced numbers to 145 in 2020, from 151 in 2019, and next year we will be under 135 students. There are many schools within a small area in the Danadenong Ranges, and our residential zone in the forest is small. However, the community that is here, is very enthusiastic about what we can offer. We are small enough that we all know each other by name, but large enough to have vibrant activities and events, and a rich social experience for the children, parents, and staff. Our school's primary learning focus is, of course, teaching the foundations of English and Mathematics, however, parents and</p>

	<p>teachers value providing a breadth of curriculum learning, with opportunities for children to develop life skills and experience joy and diversity in all specialist areas. We provide specialist teachers and education staff in Music, Art, PE, Japanese, Kitchen and Garden. It is a challenge is to afford this spread of teaching expertise in these areas. This year, we have begun to hire out our kitchen on a Saturday, to 2019 Masterchef contestant Tati Carlin, who is teaching adult classes every second Saturday. These funds go directly into our Stephanie Alexander Kitchen Garden Program. In 2019, we surveyed our community, and this program is the most valued out of all specialist programs in our school.</p> <p>Another challenge that we are embracing this year is to 'teach up'. That is, to challenge and extend our students in English and Mathematics in every classroom. The investment of the Department in training two of our teachers, 2019-2020, in PMSS is key in providing professional learning to our teachers to meet this challenge. They are modelling lessons and coaching over 2020.</p> <p>Another great investment has been the training of five staff in PLC. This is transforming the way we hold meetings, and our focus on the analysis of assessment data, and our planning together, to move students forward. As a smaller school, these investments are helping us to access professional learning which we otherwise could not afford. It has been a powerful platform from which our teaching staff has grown in confidence and capability, and developing a stronger sense of collaboration and trust. As principal, I am thrilled to see this professional growth and collaboration across our school, because it is teachers who make the greatest difference to student learning and engagement!</p>
<p>Intent, rationale and focus</p>	<p>It is our intent that all students at Kallista Primary will achieve their full potential- that they will be engaged, challenged and experiencing success. In the words of Fraser and Petch (2010)- 'All children can learn. Work hard get smart. Failure is not an option.' Over the four year period of the Strategic plan, we are prioritising student learning. This includes improvement in Numeracy and Literacy outcomes, and also improvement in higher levels of student engagement and agency- still with the focus on learning. Teachers have the most powerful impact on student learning outcomes in schools, and we will continue to develop teacher knowledge skills and understanding, using our PMSS coaches, and our highly experienced Literacy Coordinator. The PLC approach has been highly valued in 2019, and will continue into 2020, and beyond. Our teaching staff have a renewed focus on collaboration on student learning data, scheduling data analysis and lesson development to student point of need, into our SIT, Staff and Level meetings.</p> <p>Over 2020, with a focus on Maths and English, we will build consistency in instructional practice (Literacy coordinator VOICES PL/ and PMSS Maths inquiry and differentiation PL), and formative assessment (PMSS PL) used to teach to student point of need. The Writing data wall will continue to be used as a diagnostic tool, where we as a teaching staff can track student progress and plan for the teaching of targeted individuals and cohorts over 2020. PMSS teachers will begin coaching in Semester Two.</p> <p>Another aspect of our work this year will be to share assessment and goal setting with students. To build teacher capacity in knowing how to activate student agency and goal setting in learning of Maths and English.</p> <p>Finally in 2020, we will focus on as an enabler of success is the vital partnership with home that supports students to value and engage in their learning at school. We are rewriting the reporting format in 2019, so that parents have a clearer understanding of what their child can achieve, and what are the next steps. We are also reviewing and improving our communications to home – frequency and style and content. Finally, we are activating parent representatives in each class to help us spread the message,</p>

beyond just using Friends of Kallista Primary School and School Council.

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Goal 1	Improve student learning outcomes in Numeracy
Target 1.1	<p>NAPLAN</p> <ul style="list-style-type: none"> • By 2023, increase the percentage of Year 5 students achieving above the benchmark in Numeracy from 10 per cent in 2019 to 25 per cent • By 2023, decrease the percentage of Year 5 students achieving below the benchmark in Numeracy from 20 per cent to 10 per cent.
Target 1.2	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • By 2023, increase the positive endorsement for Teacher Collaboration from 50 per cent in 2019 to 70 per cent • By 2023, increase the positive endorsement for Collective focus on student learning from 79 per cent in 2019 to 85 per cent • By 2023, increase the positive endorsement for Guaranteed and Viable Curriculum from 60 per cent in 2019 to 75 per centB • By 2023, increase the positive endorsement for Collective Efficacy from 75 per cent in 2019 to 85 per cent.
Target 1.3	<p>TEACHER JUDGEMENT</p> <p>By 2023, the percentage of year 5 students at Above Expected Level will be at 35% or above</p> <p>By 2023, the percentage of year 5 students at Below Expected Level will be at 10% or below</p>

Key Improvement Strategy 1.a Instructional and shared leadership	Build instructional and shared leadership to drive Numeracy improvement across the school
Key Improvement Strategy 1.b Building practice excellence	Build teacher pedagogical content knowledge and understanding of the Mathematics curriculum
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capacity to collect, analyse and use data to inform differentiated planning
Goal 2	Improve student learning outcomes in Literacy
Target 2.1	<p>NAPLAN</p> <ul style="list-style-type: none"> • By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Reading from 21 per cent in 2019 to 10 per cent • By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Writing from 25 per cent in 2019 to 15 per cent • By 2023, decrease the percentage of Year 5 students achieving below benchmark growth in Spelling from 25 per cent in 2019 to 15 per cent.
Target 2.2	<p>Teacher Judgement</p> <ul style="list-style-type: none"> • By 2023, increase the percentage of Foundation to Year 6 students achieving above the expected level in Reading and Viewing – baseline data to be determined at end of 2019 • By 2023, increase the percentage of Foundation to Year 6 students achieving above the expected level in Writing – baseline data to be determined at end of 2019.

Key Improvement Strategy 2.a Instructional and shared leadership	Implement and monitor a Professional Learning Communities approach to improve student outcomes
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop a holistic approach to curriculum, pedagogy and assessment in Literacy
Goal 3	Improve student engagement in their learning
Target 3.1	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> • By 2023, increase the positive endorsement for Student Voice and Agency from 70 per cent in 2019 to 80 per cent • By 2023, increase the positive endorsement for Stimulating Learning from 78 per cent in 2019 to 85 per cent • By 2023, increase the positive endorsement for Motivation and Interest from 76 per cent to 85 per cent.
Target 3.2	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • By 2023, increase the positive endorsement for Student Agency and Voice from 73 per cent in 2019 to 80 per cent • By 2023, increase the positive endorsement for Teacher Communication from 70 per cent to 80 per cent.
Target 3.3	Staff and Parent Surveys express confidence in student engagement in learning over a range of categories such as engagement in tasks and general productivity, motivation and interest, teacher support, and opportunities for students to have a say in how they learn.

Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to understand the impact of student voice and agency
Key Improvement Strategy 3.b Building practice excellence	Build teacher capacity to activate student voice and agency in planning and delivery of learning
Key Improvement Strategy 3.c Parents and carers as partners	Develop purposeful partnerships between the staff, students and parents/carers to effectively support learning progress