

School Strategic Plan 2021-2025

Kew East Primary School (3161)



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<p>School vision</p>	<p>To promote a culture of high expectations and excellence through the provision of a teaching and learning environment that challenges, stimulates and nurtures. Students to be self-motivated, resilient and reflective learners, who think critically and creatively. Students will enhance their learning through the development of digital literacy skills and the use of emerging technologies. Experiencing success as literate and numerate students, they will be positively engaged members of their local and global community.</p>
<p>School values</p>	<p>Kew East Primary School (KEPS) embraces five core values which form the actions for the whole school. These values are actively promoted and underpin all levels of operation throughout the school.</p> <p>Relationships: Friendship, Kindness, Compassion, Family, Enjoyment, Empathy, Fairness</p> <ul style="list-style-type: none"> • Positive relationships are developed and fostered, which build on trust and mutual respect. <p>Respect: Honesty, Manners, Acceptance, Tolerance</p> <ul style="list-style-type: none"> • Behaviour that demonstrates the acceptance of differences and decisions. <p>Responsibility: Happiness, Learning, Health, Teamwork, Cooperation</p> <ul style="list-style-type: none"> • Develop the ability to work independently and with others with good intent. <p>Resilience: Self-esteem, Self Confidence, Positive Attitudes</p> <ul style="list-style-type: none"> • Actively encourage student connectedness, perseverance, active citizenship and social competencies <p>Reflection: Thinking, Considering, Wondering, Direction</p> <ul style="list-style-type: none"> • Thinking about what we have achieved, where we need to go next and what we would do differently.
<p>Context challenges</p>	<p>Kew East Primary School (KEPS) has had a stable enrolment of approximately 470 students up until 2019 when COVID-19 pandemic has significantly impacted on enrolments.</p> <p>Students attending KEPS come from predominately high socio-economic backgrounds. The student demographic includes students from Language Backgrounds Other than English (LBOTE), students included in the Program for Students with Disabilities (PSD), and recently, an increasing number of English as an Additional Language (EAL) students. The school is also being presented with an increased number of students displaying behaviours requiring reasonable adjustments to be made to support them in their learning.</p> <p>The KEPS curriculum program is based on the Victorian Curriculum which covers from Foundation to Year 10. KEPS has a dual class structure, with straight year level classes in Foundation, Year 1 and Year 2 and multi-age classes in Years 3-4 and Years 5-6. A high proportion of our students from Foundation to Year 6 work beyond the expected levels of achievement. To cater for the diversity of students' learning needs within and across year levels, a differentiated curriculum is planned for and delivered through flexible student groupings, such as ability, and mixed ability.</p>

	<p>A key challenge for the school remains in optimising learning growth in the middle and senior cohorts.</p> <p>The school provides additional opportunities for Maths extension and literacy intervention to further support the needs of students. Specialist teachers deliver programs in Italian, Visual Arts, Music and Physical Education. The school's music program is exceptional, enjoying an outstanding reputation for providing additional and unique opportunities for students to perform in our social (Year 4) and concert brass bands (Year 5-6). This extra curricula activity promotes student engagement and provides an opportunity not commonly found in other primary schools.</p> <p>KEPS has well resourced facilities including, a multipurpose centre which includes, a gymnasium, music rehearsal room, tutorial rooms for instrumental music lessons, and a LOTE room; out of hours school care, junior school hall, library, art room and computer room. A key challenge remains to secure Department funding to build new, flexible, permanent classrooms to replace ageing infrastructure and reflect a 21st century learning environment.</p>
<p>Intent, rationale and focus</p>	<p>KEPS is striving for excellence in student learning, wellbeing, levels of engagement and teaching practices that maximise growth for all students. KEPS is a high performing school with a strong focus on developing the literacy and numeracy skills of our students. We perform well above the state and in most cases well above similar schools. However, we have identified through the self-evaluation and review process that our students should be making more learning growth in Years 3-6. NAPLAN data supports this observation.</p> <p>Our main foci across the 4 year strategic plan to improve student outcomes will be to:</p> <ul style="list-style-type: none"> * Build and embed the KEPS instructional models to implement consistent instructional practice and further develop pedagogical content knowledge of our staff * Build instructional and shared leadership capability of all staff to collaboratively improve teaching and learning * Build teacher capability in data literacy, to understand, implement, analyse, and monitor KEPS formative and summative assessments that inform teaching, to each student's point of need * Develop and implement rich, relevant, and engaging learning that stimulates and challenges all students * Further develop students' understanding of themselves as learners and increase agency in their learning * Embed a culture of social and emotional health across the school community. <p>Further, the school has identified the following specific academic foci to prioritise over the 4 year plan:</p> <ul style="list-style-type: none"> * establish and embed a consistent instructional model for writing (including modelled & shared writing, grammar, punctuation and spelling) * embedding an instructional model for reading (drawing upon the Fountas & Pinnell continuum and the teaching of reading strategies) * developing staff capacity to use higher order questioning to challenge students' thinking and demonstrate their understanding of mathematical concepts through problem solving.

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Goal 1	To maximise learning growth for all students in literacy.
Target 1.1	By 2025 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN: <ul style="list-style-type: none"> • writing, from 44% in 2019 to 50%. • grammar and punctuation, from 61% in 2019 to 65%. • spelling, from 58% in 2019 to 65%.
Target 1.2	By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN spelling, from 24% in 2019 to 20%.
Target 1.3	By 2025 the percentage of students F-6 achieving 12 months or more above VC expected levels, based upon teacher judgements will increase in writing from 26% in 2019 to 30%.
Key Improvement Strategy 1.a Building practice excellence	Build and embed the Kew East Primary School writing and reading instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.
Key Improvement Strategy 1.b Instructional and shared leadership	Build instructional and shared leadership capability of all staff to collaboratively improve the teaching and learning of writing (including grammar, punctuation & spelling) and reading.

Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability in data literacy, to understand, implement, analyse, and monitor Kew East Primary School formative and summative assessments that inform teaching, to each student's point of need in literacy.
Goal 2	To maximise the learning growth for all students in numeracy.
Target 2.1	By 2025 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy, from 56% in 2019 to 65%.
Target 2.2	By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 20% in 2019 to 25%.
Target 2.3	By 2025 the percentage of students F-6 achieving 12 months or more above VC expected levels, based upon teacher judgements will increase in: <ul style="list-style-type: none"> • number and algebra from 38% in 2019 to 40%. • measurement and geometry from 33% in 2019 to 37%.
Key Improvement Strategy 2.a Building practice excellence	Build and embed the Kew East Primary School numeracy instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.
Key Improvement Strategy 2.b Instructional and shared leadership	Build instructional and shared leadership capability of all staff to collaboratively improve the teaching and learning of numeracy.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability in data literacy, to understand, implement, analyse, and monitor Kew East Primary School formative and summative assessments that inform teaching, to each student's point of need in numeracy.

Goal 3	To ensure students are socially and emotionally resilient; and are empowered learners who are engaged in stimulating and challenging learning.
Target 3.1	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> • social engagement domain, student voice and agency factor will increase from 60% in 2020 to 80% • effective teaching practice domain, differentiated learning challenge factor will increase from 76% in 2020 to 85% • effective teaching practice domain, stimulated learning factor will increase from 67% in 2020 to 75% • teacher-student relations domain, teacher concern factor will increase from 64% in 2020 to 75%.
Target 3.2	By 2025 the average percentage of Year 1-6 students assessed to be above the expected Victorian Curriculum (VC) Levels F-10 for Critical and Creative Thinking achievement standards will increase from 52% in 2019 to 65%.
Target 3.3	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following 'KEPS Student Wellbeing Survey' measures will show:</p> <ul style="list-style-type: none"> • 'managing social media' will increase from 66% in 2021 to 75% • 'mental health - learning' will increase from 63% in 2021 to 70% • 'mental health - social' will increase from 69% in 2021 to 75%
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop and implement rich, relevant, and engaging learning that stimulates and challenges all students.

Key Improvement Strategy 3.b Empowering students and building school pride	Further develop students' understanding of themselves as learners and increase agency in their learning.
Key Improvement Strategy 3.c Health and wellbeing	Embed a culture of social and emotional health across the school community.