

School Strategic Plan 2022-2026

Kismet Park Primary School (5180)



Submitted for review by Katarina Cvitkovic (School Principal) on 13 November, 2022 at 10:49 PM

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School Strategic Plan - 2022-2026

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School vision	<p>Our school's vision is to provide a comprehensive program which supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. We prioritise developing skills and building capacity in Literacy and Numeracy in order to ensure that each child has every opportunity to achieve their greatest potential. We aim to stimulate curiosity about the world around us, using technology to support and accelerate learning. Sitting at the centre of our work, we believe in high expectations of all students. Student Leadership roles including School Captains, Junior School Council, House Captains and Performing Arts Captains provide opportunities for students to have voice in school decision making processes. Dedicated, caring staff work together to 'Build the Foundations for Success and Happiness'.</p> <p>Kismet Park PS vision will be reviewed in 2023 Term 1 with whole school community to see whether this vision is still relevant for our school community.</p>
School values	<p>Our school values are an integral part to our School Wide Positive Behaviour Approach and all learning and teaching programs at Kismet Park Primary School.</p> <p>We are:</p> <ul style="list-style-type: none">-Responsible-Respectful-Safe-Learners <p>We have built agreed upon whole school positive behaviours around these values when:</p> <ul style="list-style-type: none">-Using Learning Spaces-In The School Grounds-Moving Around The School-Using Digital Technology-All Locations <p>Kismet Park PS values will be reviewed in 2023 Term 1 with whole school community to see whether our current values remain relevant and reflective for our school community.</p>
Context challenges	Context:

Enrolments at the time of the review were approximately 500 students. Over the past four years, enrolments remained stable.

The staffing profile of Kismet Park Primary School includes two principal class officers, two learning specialists, all leadership positions are Acting at present

26.6 full time equivalent (FTE) teachers, eight education support (ES) staff, three administration staff, 2.9 FTE , 0.78 FTE first aid coordinator, and a chaplain 0.6.

Specialist subjects include Japanese, performing arts and physical education. In 2023 the school will provide a Visual Arts program as an additional specialist.

Bringing back the Visual Arts program has provided a morale boost for our community as the Visual Arts program in the past was a core part of the Specialist subjects.

Key Challenges identified from self-evaluation and review:

The Pre-review Self-evaluation (PRSE) identified that the school had undergone a series of leadership and staff changes during the SSP period and initially there was not a structure to support team collaboration. Staff confirmed that this led to a lack of trust and teachers worked in silos without whole-school approaches to teaching and learning.

The Panel found that as a stable leadership team was established in late 2021 changes were progressively implemented particularly from late 2021 and throughout the 2022 school year.

The periods of remote learning also caused disruptions and delays in embedding change.

The Panel found the framework for consistent teaching and learning practice was in place at the time of the review but not fully embedded.

It was evident that implementation was achieved for distributed leadership, allocated time for PLTs collaborative team planning, audited and revised curriculum, an instructional model, an assessment schedule and a learning management platform for centralised data collection and tracking was being implemented.

The Panel noted through classroom observation, observations of team planning and discussions with teachers and leaders that significant progress

was made in ensuring a whole-school approach to teaching and learning and that trust had been improved in 2022.

The Panel identified that there was further work needed to fully embed changes. It was evident, particularly in numeracy teaching, that problem solving and rich tasks with different entry points were not embedded in regular practice in all classes.

The Panel also recommended that the school examine its practice of teacher led rote learning in phonics.

The Panel felt that whole class instruction, particularly with older students should be reassessed.

It was also evident that the feedback practices for staff through strategies such as learning walks needed to be revitalised following remote learning.

	<p>The Panel identified that a barrier to the school's progress was the limited data literacy, especially in the use of formative assessments and data management, to more effectively target student learning needs. The Panel concluded that the accuracy of teacher judgements and systematic processes to monitor and respond to individual student and cohort learning growth data needed strengthening. The Panel heard that staff realised there was too much focus on summative data. They agreed that the processes seen in PLT meetings should form the basis of planning in core curriculum areas.</p> <p>The Panel agreed that the depth, consistency and rigorous application of the agreed instructional model and approaches had been hindered by a lack of continuity in the observation, feedback, mentoring and coaching of staff that occurred during 2020 and 2021 due to pandemic restrictions. There were also significant changes in leadership during this time.</p> <p>The Panel identified that staff found some teaching practices more challenging in a remote environment such as accurately identifying student learning goals and using formative assessment to adapt and respond to a student's individual learning needs and this impacted the accuracy of differentiation within student learning tasks.</p> <p>The Panel found that although the school had continued to focus on its priorities and the implementation of key improvement strategies such as PLCs and SITs, additional time and focus will be required to fully embed these initiatives consistently across the school.</p> <p>Equity funded students - Build student skills to set challenging learning goals and monitor their own growth. Aboriginal and Torres Strait Islander students and Marrung Aboriginal Education Plan - To continue the cultural education program with a focus on parent information. The Panel agreed that Increased family partnerships was a key strategy to improve student learning and wellbeing outcomes. Students with English as an Additional Language (EAL) - Consider the EAL curriculum if adjustments are necessary and build student capacity to set challenging learning goals and monitor their own growth.</p>
<p>Intent, rationale and focus</p>	<p>Improve student learning outcomes in literacy and numeracy: An analysis and comparison of the school's NAPLAN and school-based benchmarking data identified significant discrepancies in most data sets. During fieldwork, the Panel found that further depth and fidelity was required in the implementation of the agreed instructional strategies and the PLC inquiry cycle.</p> <p>The Panel agreed that a focus on high expectations, building staff data literacy and curriculum knowledge, collaborative practices,</p>

and consistency in documentation be key directions in the next school strategic plan.

1.1 NAPLAN benchmark growth:

By 2026, increase the percentage of Year 5 students as meeting and above benchmark growth in NAPLAN:

Numeracy 71 percent (2021) to 77 percent (2026)

Reading 74 percent (2021) to 80 percent (2026)

Writing 77 percent (2021) to 81 percent (2026)

1.2 Teacher Judgements:

By 2026, increase the percentage of students P-6 working at or above level against the Victorian Curriculum in:

Numeracy 76 percent (2021) to 82 percent (2026)

Reading 78 percent (2021) to 84 percent (2026)

Writing 66 percent (2021) to 76 percent (2026)

1.3 NAPLAN top two bands:

Year 3: By 2026, increase the percent of students in the top two NAPLAN bands

Numeracy 23% (2021) to 30% (2026)

Reading 56% (2021) to 60% (2026)

Writing 51% (2021) to 56% (2026)

Year 5: By 2026, increase the percentage of students in the top two NAPLAN bands

Numeracy 19 percent (2021) to 26 percent (2026)

Reading 36 percent (2021) to 42 percent (2026)

Writing 14 percent (2021) to 18 percent (2026)

In relation to the above we are prioritising to:

1a. Review and embed the instructional model for literacy and numeracy

1b. Develop the capabilities of whole school PLC to expertly use data and the FISO 2.0 improvement cycle to improve student learning outcomes

1c. Strengthen staff knowledge and delivery of the Victorian Curriculum

Improve student engagement

The Panel found that student engagement had improved over the term of the strategic plan, particularly in 2022 with a return to on site learning following COVID-19 lockdowns.

The Panel determined that the challenge would be to build on student engagement and improve staff and parent factors to support this.

3.1 Attitude to School Survey

By 2026 increase the percentage positive responses score on AToSS for Years 4-6 in the factors:
Confidence 89 percent (2022) to 93 percent (2026)
Student voice and agency 82 percent (2022) to 86 percent (2026)
Differentiated learning challenge 92 percent (2022) to 96 percent (2026)
Stimulating learning 89% (2022) to 93 percent (2026)

3.2 Parent Opinion Survey

By 2026 increase the percentage positive responses score on POS in the module:
Cognitive engagement 64 percent (2021) to 70 percent (2026)

3.3 School Staff Survey

By 2026 increase the percentage positive responses score on SSS in the factor:
Belief student engagement is key 75 percent (2021) to 80 percent (2026)

In relation to the above we are prioritising:

- 2a. Strengthen teacher knowledge and practice to activate student voice and learner agency so that students can act as partners in improving outcomes
- 2b. Strengthen teacher capabilities to analyse and use learning and wellbeing data to inform differentiated learning

Improve student wellbeing and mental health:

The Panel found that the school had developed a strong focus on student wellbeing and mental health. They determined that the challenge would be to continue to improve student positive responses and build staff trust in students and parents and fully engage parents through better communication strategies and partnerships.

3.4 Attitude to School Survey

By 2026 increase the percentage positive responses score on AToSS for Years 4-6 in the factors:
Emotional awareness and regulation 84 percent (2022) to 88 percent (2026)
Teacher concern 83 percent (2022) to 87 percent (2026)
Advocate at school 94 percent (2022) to 98 percent (2026)
Decrease students experiencing low resilience from 17 percent (2021) to less than 10 percent (2026)

3.5 Parent Opinion Survey

By 2026 increase the percentage positive responses score on POS in the module:
Student development 62 percent (2021) to 70 percent (2026)
Parent /community engagement 65 percent (2022) to 74 percent (2026)

3.6 School Staff Survey

By 2026 increase the percentage positive responses score in the factor:
Trust in students and parents 53 percent (2021) to 61 percent (2026)

In relation to the above we are prioritising to:

- 3a. Identify and engage students in programs to develop their mental and physical health and social wellbeing
- 3b. Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes
- 3c. Build all staff capabilities to identify and respond to the learning and wellbeing needs of all students.

Following on from The School Review Panel's recommendations our key directions for the next School Strategic Plan, will be :

- PLC implementation
- Organisation of teams
- Revisit HITS
- Differentiation
- Assessment and data informed instruction
- the instructional model
- Feedback and formative assessments
- Teacher judgement and NAPLAN alignment
- Activation of student voice
- Real life learning and open-ended challenges
- Whole school agreement and practice of goal setting
- Community engagement in learning with parents and carers as partners.

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Goal 1	Improve student learning outcomes in literacy and numeracy
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Numeracy 71 percent (2021) to 77 percent• Reading 74 percent (2021) to 80 percent• Writing 77 percent (2021) to 81 percent
Target 1.2	By 2026, increase the percentage of P-6 students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Numeracy 76 percent (2021) to 82 percent• Reading 78 percent (2021) to 84 percent• Writing 66 percent (2021) to 76 percent
Target 1.3	By 2026, increase the percent of students in the top two NAPLAN bands Year 3 <ul style="list-style-type: none">• Numeracy 23 percent (2021) to 30 percent• Reading 56 percent (2021) to 60 percent• Writing 51 percent (2021) to 56 percent

	<p>Year 5</p> <ul style="list-style-type: none"> • Numeracy 19 percent (2021) to 26 percent • Reading 36 percent (2021) to 42 percent • Writing 14 percent (2021) to 18 percent
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Review and embed the instructional model for literacy and numeracy
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Develop the capabilities of whole school PLC to expertly use data and the FISO 2.0 improvement cycle to improve student learning outcomes
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Strengthen staff knowledge and delivery of the Victorian Curriculum
<p>Goal 2</p>	Improve student engagement
<p>Target 2.1</p>	<p>By 2026, increase the percentage positive responses score on AToSS for Years 4-6 in the factors:</p> <ul style="list-style-type: none"> • Confidence 89 percent (2022) to 93 percent • Student voice and agency 82 percent (2022) to 86 percent

	<ul style="list-style-type: none"> • Differentiated learning challenge 92 percent (2022) to 96 percent • Stimulating learning 89 percent (2022) to 93 percent
Target 2.2	<p>By 2026 increase the percentage positive responses score on the Parent Opinion Survey in the module:</p> <ul style="list-style-type: none"> • Cognitive engagement 64 percent (2021) to 70 percent
Target 2.3	<p>By 2026, increase the percentage positive responses score on the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> • Belief student engagement is key 75 percent (2021) to 80 percent (2026)
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher knowledge and practice to activate student voice and learner agency so that students can act as partners in improving outcomes
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capabilities to analyse and use learning and wellbeing data to inform differentiated learning
Goal 3	Improve student wellbeing and mental health

Target 3.1	<p>By 2026, increase the percentage positive responses score on AtoSS for Years 4-6 in the factors:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation 84 percent (2022) to 88 percent • Teacher concern 83 percent (2022) to 87 percent • Advocate at school 94 percent (2022) to 98 percent <p>Decrease students experiencing low resilience from 17 percent (2021) to less than 10 percent</p>
Target 3.2	<p>By 2026, increase the percentage positive responses score on the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student development 62 percent (2021) to 70 percent • Parent /community engagement 65 percent (2022) to 74 percent
Target 3.3	<p>By 2026, increase the percentage positive responses score in the School Staff Survey for the factor:</p> <p>Trust in students and parents 53 percent (2021) to 61 percent</p>
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Identify and engage students in programs to develop their mental and physical health and social wellbeing
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes

support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build all staff capabilities to identify and respond to the learning and wellbeing needs of all students.