School vision	School values	Context and challenges	Intent, rationale and focus
Kilberry Valley Primary School is a culturally diverse school community enriched by the experiences and backgrounds of families representing over 40 nationalities. Our vision is to **'develop responsible learners for a changing society'.** Our school promotes an environment focused on continuous improvement in learning, encouraging all members of the school community to become motivated, active and reflective learners. The school provides a comprehensive and inclusive curriculum to support areas of learning. The school motto of '*Making The Difference'* is quickly becoming the catch phrase for everything we do. Making **A** difference is important, but focusing on making **THE** difference is vitally important for the child to ensure their next learning point is known and achieved … by themselves and staff.	Kilberry Valley Primary School's values of respect, responsibility, tolerance, honesty, trust and diversity ensure we are continually developing our students with a sense of their own place in our community.	Kilberry Valley Primary School, located in Hampton Park, is situated on a boulevard with extensive and neat school grounds in a predominantly residential area. The grounds provide for a variety of active and passive play areas including a full size basketball court gymnasium with a classroom, foyer area and kitchen. There is also a smaller hall, canteen, community centre, two hard court areas, three undercover seating areas, an undercover decked area, three covered playgrounds, a fitness track, oval and gazebo. A mixture of collaborative double room team teaching classes and single classes are spread across the school grounds. The February 2017 census saw an enrolment of 803. The enrolment's Student Family Occupation (SFO) density in 2017 is 0.5796 and the SFOE Index 0.4791, indicating that the socio-economic status of the families at the school based on the school parents' occupations placed the school in the low-mid category of all schools. In 2017 students are organised into 35 classroom groups based on Year Levels. A majority of classes are organised as double classes with team teaching practices engaged. The school's 2017 teaching team include 54.22 full time equivalent (EFT) teachers. This complement included a Principal, two Assistant Principals (Teaching and Learning and General with duties including Welfare and School Improvement), three Leading Teachers (Welfare, Teaching and Learning and Inclusion) and Professional Learning Community (PLC) leaders – one for each Year level and the specialist team. The staff profile also included 32.53 EFT Education Support Staff assisting school operations and our 63 Program for Students with Disability students (8% of total enrolment) The school's curriculum framework is aligned with the Victorian Curriculum. In addition, a range of other specialist and co-curricular opportunities is provided to students. These include specialist programs in Health and Physical Education, Digital Technologies (including Film/Video Production in our TV studio), Performing Arts and Visual Arts and English as an Additional Language.	**Student learning** Our school aims to optimise and **accelerate the learning growth of every student in English, Mathematics and Science** be considered for inclusion in the new strategic plan. Targets would be aimed at ensuring every student makes at least expected learning progress each year and increasing the proportion of students achieving above expectations in English, Mathematics and Science. **Ensuring consistent teaching practice across the school**, through evidence-based differentiated teaching and learning models in every classroom for all student groups would result in consistently high quality teaching focused on each student's point of need resulting in every student demonstrating at least targeted learning progress. **Embedding an agreed whole school instructional model** is a main key improvement strategy. Complementary strategies included further developing teacher capacity to implement the instructional model through the **Professional Learning Communities (PLCs) approach** and **building distributed leadership capacity** to effectively lead PLCs. An additional strategy will be continuing to provide intervention and extension programs to students based on the school's inclusive five-tiered approach. **Student engagement** To develop curious, inquiring, creative, critical thinking students who are engaged in and connected to their learning is our future goal. Based on the rationale, that if students are engaged with schooling then their outcomes will improve, key improvement strategies such as the promotion of student voice in the learning process and in their participation in school life and building school pride through a culture of respectful challenge among staff, students and the school community will be implemented. A main target will be to increase student Attitudes to School Survey Teaching and Learning factors mean scores. **Student wellbeing** The rationale that children and young people with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes, we have determined a goal for the new SSP to develop resilient students, staff and school community members who display growth mindsets and behaviours and attitudes that reflect the school values. A target to increase the Student Attitudes to School Survey Classroom Behaviour score is set. We will also implement strategies to review and refine the school values, investigating and implementing growth mindset framework for the school community and ensuring a consistent approach to student management across the school to strive to achieve the goal and target. We will maintain our approach of promoting increased opportunities through fair and inclusive practices involving students, educators, families and other

			stakeholders to strive for success for every student.

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)

Student Learning
 	
To optimise and accelerate the learning growth of every student in English, Mathematics and Science.
	Building practice excellence
	
	Curriculum planning and assessment
		Key Improvement Strategies
		
		Investigate, develop and consistently embed an agreed whole school instructional model
		
		- SIT to investigate evidence-based instructional models that incorporate the elements of effective lessons, for example, learning intentions and success criteria, explicit teaching or mini-lessons, whole-part-whole, I do, we do, you do, review/reflection
		- Use processes designed to involve staff and create ownership of the instructional model
		- Create the model as a framework of practice in English, Mathematics and Science
		- Identify the roles and expectations of teachers and students in the model, for example, the role performed in articulating learning intentions and success criteria and providing feedback.
		- Review planning documents and processes
		
		Formalise and embed Mathematics and English models of practice incorporating the elements of the KVPS instructional model
		
		Curriculum
		- Develop the whole school scope and sequence and learning continuums aligned with the Victorian Curriculum
		- Integrate the development of learning intentions and success criteria and I can statements into planning
		- Develop staff knowledge of the Victorian Curriculum learning progressions
		
		Assessment
		- Review assessments to ensure they are relevant to gauge they are fit for purpose
		- Use assessment data to:
		  - identify starting points for learning for students
		  - monitor student progress
		- Ensure assessment data collected enable a focus on measuring effect of teaching practice
		
		Instruction
		- Continue development of evidence-based pedagogy that is informed by the assessment data, student feedback and reflection
			<u>Targets</u>
			
			Growth targets
			- Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
			(as measured by teacher judgement and other school assessments identified in the assessment schedule and during the strategic plan period, or while enrolled at the school)
			- The NAPLAN Year 3 to 5 Relative Gain measures to show:
			  - more than of 25 per cent of students making high relative gain.
			  - less than 25 per cent of students making low relative gain.
			Targets to further extend students:
			- Increase the percentage of A and B grades based on 2015 results
			  - English dimensions (modes) – 33%
			  - Mathematics dimensions (strands) – 25%
			- the proportion of Year 3 students achieving in NAPLAN Bands 4, 5 and 6 for Reading, Writing and Numeracy to be at or above 80 per cent during the strategic plan period.
			- the proportion of Year 5 students achieving in NAPLAN Bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 70 per cent.
			
			<u>Evidence</u>:
			
			Teacher assessed Student achievement data
			NAPLAN data
			Curriculum continuums recorded on SENTRAL
			Other assessment tools such as Maths online, English online, Cohort data sets
			Instructional models embedded
			Guaranteed and viable curriculum for every student in every year level planned and practiced
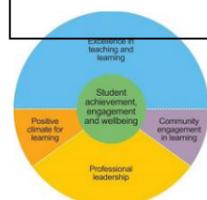
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Continue implementation of the Professional Learning Communities to provide a common framework of practice

Build distributed instructional leadership capacity of staff to effectively lead PLC and embed improvements to teacher practice based on the instructional model

Continue to develop and provide intervention and extension programs based on the school's inclusive five-tiered approach

Strengthen the use of assessment data across the school

School Improvement Team (SIT)

- Develop a schedule for the SIT to present data as it becomes available during the school year to promote celebration of successes
- Develop whole school processes for sharing data, including the use of software applications

PLCs

- Investigate processes and routines for PLCs to harness the role of assessment data. For example, use an inquiry cycle to share and interrogate student assessment data, plan and implement appropriate teaching interventions based on the data and measure the effectiveness of those interventions
- PLCs have weekly time allocation for a data analysis session to inform planning.
- Professional learning and capacity building for PLCs leaders in data literacy
- Review progress against FISO evaluating impact on learning dimension.

Further developing teacher capacity to implement the instructional model through the Professional Learning Communities (PLCs) approach

- Continue implementation of the Professional Learning Communities to provide a common framework of practice

| **Student Engagement**
To develop students who are curious, inquiring, creative, critical thinkers who are engaged in and connected to their learning. | Empowering students and building school pride

Setting expectations and promoting inclusion | **Promote student voice in the learning process and in their participation in school life**

• Student reflection incorporated into lesson structure to make learning visible and give teachers valuable feedback
• Student feedback on staff practice
• Student feedback on their own learning
• Continual reflection on staff teaching practices using the Art and Science of Teaching framework
• Continue student leadership and voice through forums that provide input into school decision making
• Increase student leaders' involvement in contributing to school decisions that directly influence their learning.
• Student surveys both formal and informal across at least years 3-6

Build school pride through a culture of respectful challenge among staff, students and the school community

• enhanced approachability, for example, adherence to the 8:45 am in classroom availability of teachers
• communication of processes, eg. policies and documents to be readily available to the school community on electronic modes
• reviewing how the school communicates and reports student progress to parents eg. student led conferences, reports
• the use of software applications to provide more regular, routine online reporting
• School website, Newsletter, Facebook kept up-to-date
• Teacher parent communication through the classroom
• Whole school functions eg. Harmony day, School production, Kilberry Cup, Expos of class learning for school community
• Special event days eg grandparents day, | <u>Target</u>
Increased student Attitudes to School Survey Teaching and Learning Teaching and Learning factors mean scores

Student Attitudes to School Survey Teaching and Learning factors to be at or better than the 2016 state means.
• Stimulating Learning (4.10)
• Student Motivation (4.55)
• Learning Confidence (4.15)
• Teacher Effectiveness (4.40)
• Teacher Empathy (4.40)
• School Connectedness (4.40)

<u>Evidence</u>
Improved Parent Opinion Survey results
Improved Students Attitude to School Survey results
Student Survey results |
| **Student Wellbeing**
To develop resilient students, staff and school community members who display growth mindsets and behaviours and attitudes that reflect the school values. | Building communities | **Review and refine school values**
• Add 'inclusive' as a value that reflects the school's context
• Use refined values to create the language for a coordinated and consistent approach to student wellbeing programs
• Clearly define behaviours related to values
• Display school values around the school – inside and out
• Reinforce the value through relevant school communications

Investigate and implement growth mindset framework for the school community

Provide support for teachers to ensure consistent approach to student management across the school

To investigate ways to improve parental involvement at KVPS | <u>Target</u>

Student Attitudes to School Survey Classroom Behaviour score to be at or better than the 2016 state mean (approximately 3.36)

<u>Evidence</u>
Improved Parent Opinion Survey results
Improved Students Attitude to School Survey results |

Framework for Improving Student Outcomes