

# Koorda Primary School

## Strategic Plan

### 2020-2022



## **Our School**

### **School Vision:**

To provide a safe, inclusive school environment which values the unique needs of every child, supporting them to be their best and preparing them for a successful future.

### **School Motto:**

Deeds not words

### **Values:**

Respect and Responsibility

### **Our Commitment To: (Updated 2020)**

- Meeting the individual learning needs of every child
- Supporting the development of the whole child
- Creating a safe, inclusive learning environment
- Providing opportunities for all to succeed
- Establishing and maintaining high expectations for all
- Working in partnership with our wider community
- Promoting a culture of respect, honesty and acceptance of individual differences

## **Our Intentions:**

Want our students to be...

- Respectful
- Inclusive
- Independent
- Kind
- Enthusiastic

Our students will become...

- Team players who work together, demonstrating sportsmanship
- Generous and kind to all those in our community
- Responsible for their own actions, acting with integrity in all they do
- Respectful members of our community, valuing everyone
- Active learners, engaged and committed to their own learning

## **Koorda Primary's Golden Rules:**

- We are gentle, we don't hurt others.
- We are kind and helpful, we don't hurt anybody's feelings.
- We play well, we don't spoil each other's games.
- We are honest, we don't cover up the truth.
- We work hard, we don't waste time.
- We listen to people, we don't interrupt.
- We follow instructions, we don't argue.
- We look after property, we don't waste or damage things.

## School Focus Areas:

Focus Area	Sub-Strands
Positive school culture	<p>Vision and values, high expectations, learning environment</p> <p>The school has a strong culture, which guides all decision making. There is a culture of high expectations for staff and students, and the school learning environment reflects its positive culture as well as promoting a positive image of the school.</p>
Successful students	<p>Individual needs, wellbeing, academic progress</p> <p>Each student is given the opportunity to succeed and for academic success, and student health and wellbeing is supported throughout the school. Every child is able to work at their own level, with a focus on academic progress.</p>
Community partnerships	<p>Collaboration, contributing, transparency</p> <p>The school collaborates with many community partners, other schools and organisations for the benefit of students, with students giving back to our local community. The school is transparent in its actions and communication with the community.</p>
Teaching and learning	<p>Distributed leadership, differentiation, data driven practice</p> <p>Teachers are supported in their practice, and given the opportunity to develop as leaders in their areas of expertise. There is development of skills in differentiation and teaching in multi-age group classrooms, with data driving decision making.</p>

## Focus Areas and Strategies:

Focus Area	Strategies
<b>Positive school culture</b>	
Vision and values	<ul style="list-style-type: none"> <li>• Development of whole school values, with community input into these guiding values.</li> <li>• Redefine the vision for school, with community collaboration, as the school looks forward.</li> <li>• Vision and values are used as part of planning framework</li> </ul>
High expectations	<ul style="list-style-type: none"> <li>• Individual goals for staff and students are set at a high standard, above average progress</li> <li>• Learning goals are made explicit as part of teaching programs and individual lessons (Explicit Instruction)</li> <li>• High expectation are written into IEPs, group IEPs, and staff performance management goals.</li> </ul>
Learning environment	<ul style="list-style-type: none"> <li>• The physical environment of the school is maintained and adapted to create a positive image of the school.</li> <li>• A Positive Behaviour Plan and Good Standing Plan are developed and implemented to create a safe and supportive learning environment for all students.</li> <li>• Student and community input is taken into consideration.</li> </ul>

Focus Area	Strategies
<b>Successful students</b>	
Individual needs	<ul style="list-style-type: none"> <li>• Student individual learning needs are determined through testing and planned for in both individual and group plans.</li> <li>• Differentiated instruction in Literacy and Numeracy, and in other subjects as possible.</li> <li>• A school-wide SAER process is developed, including identification and case management, and IEP formats.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• Student wellbeing is promoted through a holistic approach to student care, across the school, as part of Behaviour Plan.</li> <li>• Students are able to partake in a range of extracurricular activities that promote their development of individual talents and interests.</li> </ul>

Academic progress	<ul style="list-style-type: none"> <li>• Student wellbeing is measures each year, through a survey and other means.</li> <li>• Opportunities for academic extension are explored, through use of teaching and staffing resources.</li> <li>• Academic excellence is promoted through school wide programs and initiatives.</li> <li>• Use of small group instruction across Literacy and Numeracy, to allow for extension.</li> </ul>
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Focus Area	Strategies
<b>Community partnerships</b>	
Collaboration	<ul style="list-style-type: none"> <li>• The school collaborates with other local schools for student events and staff development.</li> <li>• The school collaborates with a range of local organisations, working together for the benefit of students and the wider community.</li> <li>• Collaboration within the school is fostered through fortnightly collaboration meeting and the development of whole school projects.</li> </ul>
Contributing	<ul style="list-style-type: none"> <li>• The school contributes to the wider community, through assisting in local events and organisation.</li> <li>• Student citizenship is promoted, through the role of Student Leaders and responsibilities within the school.</li> <li>• Students contribute to the wellbeing and learning of students from developing nations through involvement in the Angkor Project.</li> </ul>
Transparency	<ul style="list-style-type: none"> <li>• The relationship and communication School Council and P&amp;C includes transparency and input into decision making.</li> <li>• Financial transparency with the school community regarding current and future planning.</li> <li>• School leadership communicates clearly, and engages with the wider community transparently, including as part of community organisations and groups.</li> </ul>

Focus Area	Strategies
<b>Teaching and learning</b>	
Distributed leadership	<ul style="list-style-type: none"> <li>• A distributed leadership model is adapted across the school, to promote staff leadership in their areas of expertise.</li> <li>• Staff professional development include mentoring and training on developing their skills in their chosen areas,</li> <li>• Staff contributions to whole school plans and process are undertaken regularly, and as part of a continual discussion between professionals.</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>• Staff are supported to deliver a differentiated curriculum in multi-age groups setting through in-class support, coaching and professional learning.</li> <li>• Whole school programs and processes are developed that allow for teachers to plan for students' needs.</li> <li>• Teachers work collaboratively with teachers from schools with multi-age group classrooms, with develop their skills and support each other.</li> </ul>
Data driven practice	<ul style="list-style-type: none"> <li>• Teachers collect data through a range of mechanisms, as outlined in the whole school Assessment Schedule.</li> <li>• Assessment results guide whole school planning and goal setting, as well as teacher planning, IEPs and student goals. Data is reflected upon regularly by individuals and as a group.</li> <li>• Staff receive support and professional learning on data analysis, and how to apply the implications of data in classroom practice.</li> </ul>

**School Targets:**

- On Entry- Clear progress for students from PP-Year 2, every year.
- NAPLAN National Average- All students are at or above National Average for their year group (Not available for 2020)
- Easy Mark Progress- Measureable progress for all students from start of year to end of year testing. (Tests in Writing, Language, Numeracy, and Science)
- Me-Self Esteem Survey- The survey shows year to year improvement in student self-esteem and mental health and wellbeing.
- 2020 National School Opinion Survey- Positive responses from parents and wider community members, including areas such as leadership and environment.



## System Priorities: Building on Strength 2020-2024

Focus	School Expectations and Actions
1. Provide every student with a pathway to a successful future	<ul style="list-style-type: none"> <li>Differentiated curriculum within multi-age group classes, specifically the use of levelled groups and group rotations.</li> <li>Holistic approach to IEP development and overall wellbeing.</li> <li>Offer support for struggling students and extension for highly capable students.</li> </ul>
2. Strengthen support for teaching and learning excellence in every classroom.	<ul style="list-style-type: none"> <li>Observation and feedback throughout the year.</li> <li>School leadership presence and involvement in classroom teaching, to support teachers and students.</li> <li>Development of collaborative and support links between schools within our local networks to support teachers and their practice.</li> </ul>
3. Build the capability of our principals, our teachers and our allied professionals.	<ul style="list-style-type: none"> <li>Tailored professional learning, focusing on working in multi-age group classrooms, developing skills in areas of expertise to promote differentiated leadership and collaboration with colleagues in similar classrooms.</li> <li>Performance management process and regular feedback.</li> </ul>
4. Support increased school autonomy within a unified public school system.	NA
5. Partner with families, communities and agencies to support the engagement of every student	<ul style="list-style-type: none"> <li>Develop strong relationships with students and their families through clear communication and authentic relationships.</li> <li>Collaborate with community organisations and groups for the wellbeing of students.</li> <li>Attendance plans implemented and monitored where appropriate.</li> </ul>
6. Use evidence to drive decision-making at all levels of the system	<ul style="list-style-type: none"> <li>School wide approach to assessment, including use of an assessment schedule.</li> <li>Assessment data regularly monitored by teachers, and administration, and used as part of decision making processes.</li> <li>Staff skills developed through mentoring and training in analysis and use of data.</li> </ul>



## Koorda Primary School Assessment and Reporting Schedule 2020

Target Links	Assessment Tool	Year levels assessed								Assessment conducted				Results analysed				Results reported		
		K	P	1	2	3	4	5	6	T1	T2	T3	T4	T1	T2	T3	T4	Staff	Parents	Council
	Reading A-Z Benchmarking									2									Parent Meeting	EOY Report
	Easy Mark Writing									7			5					ECM	Parent Meeting	EOY Report
	Brightpath Moderation										3-4		3-4		5		5	ECM	Parent Meeting	EOY Report
	Easy Mark Language (Grammar and Spelling)									2-3								ECM	Parent Meeting	EOY Report
	Easy Mark Numeracy									2-3								ECM	Parent Meeting	EOY Report
	Easy Mark Science									2-3								ECM	Parent Meeting	EOY Report
	Me-Self Esteem											10						ECM	Parent Meeting	EOY Report
	On Entry									1-2									Parent Meeting	EOY Report
	NAPLAN											3-4							Parent Meeting	EOY Report
	PEAC											4								EOY Report
	AEDC (2021)																			EOY Report
	Reporting to Parents-Grade Distribution										8		8						Reports sent	EOY Report
	NQS Self-Assessment Process																	ECM		
	Behaviour and Attendance (Admin)										10		10					ECM		
	Performance Management Meeting									8		8								
	Strategic Plan and Operation Plan Analysis												6					ECM		EOY Report
	Aboriginal Cultural Standards Framework Implementation											4						ECM		EOY Report
	School Budget Set by MCS/Finance Committee									5										
	SAER Diagnostics and IEP Development/Adapt																			
	National Schools Online Survey												3					ECM		EOY Report
	Projected Enrolments 2021												3							EOY Report
	Principal 360 Survey												4							
	Staff Wellbeing and Exit Surveys												9							
Responsibilities		Teachers				Administration				Principal				All Staff				Other		