

School Strategic Plan 2022-2026

Karingal Heights Primary School (5053)



Submitted for review by Kerryn Riley (School Principal) on 08 May, 2023 at 02:42 PM

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Endorsed by Stacey Taylor (School Council President) on 10 May, 2023 at 07:37 AM

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School vision	<p>Karingal Heights Primary School's vision is to provide a positive and stimulating environment that empowers students to be successful members of the global community. Working in partnership with the school community, we aim to provide a safe, inclusive and supportive learning environment with high expectations, both academically and personally. We want to ensure all our students leave our school as responsible, respectful, resilient and safe citizens with the skills and confidence to embrace the challenges and opportunities in their future.</p>
School values	<p>The values of Karingal Heights Primary School are to be responsible, respectful, resilient and safe. We have embedded these values into our school along with the work we do in School Wide Positive Behaviours.</p>
Context challenges	<p>Karingal Heights Primary School is situated in the the City of Frankston. The Karingal area is comprised of four government primary schools, a secondary college, two schools catering for children with disabilities, a Catholic Primary School and a Catholic Secondary College. The local kindergarten has an association with Frankston Special Development School. We currently have three classes from FSDS on our site due to ongoing building works at their school. All of the government primary schools in the Karingal area have declining populations in an aging area.</p> <p>Karingal Heights Primary School has a relatively high level of socio-econic disadvantage and vulnerabilitiy among its children and are in a high category of socio-economic disadvantage (based on the SFOE index). 18% of our children are deemed at risk. 10% of our students are Aboriginal and/or Torres Strait Islander people and over 12% of our students are deemed to have a disability.</p> <p>During the recent review, the panel found that the key challenges and barriers were the extended periods of remote learning for staff and students. Timetabling constraints and the lack of designated time for the analysis and understanding of data in order to properly</p>

	<p>plan differentiate learning tasks for students was also a challenge. The panel also noted that although student voice was evident in the school, there was not enough student agency evident in their learning.</p>
Intent, rationale and focus	<p>Karingal Heights Primary School strives for a calm school full of engaged students. This will happen when staff have the capacity to analyse data and use the data to plan for differentiated activities that will cater for all students, regardless of their abilities. We need to continue to monitor the wellbeing of our students in order to maximise their opportunities and continue to build partnerships with parents, students and the school community.</p> <p>To maximise learning growth and achievement for all students in Numeracy and Literacy.</p> <p>During the recent school review the panel found evidence that consistent approaches in using student learning data, to inform curriculum planning and to teach at each student's point of need, were used throughout the school, however the application of these approaches and their effectiveness to improve learning for all students was variable. Robust monitoring and evaluation of teaching and the use of data to inform planning at students' point of need was not yet embedded across the school. Teachers worked closely together to support students to improve their learning growth, with some high-quality teaching practice evident. However, the formal and routine opportunities to share these practices and continue to build the capacity of all teachers, to maximise learning for all students, were not yet embedded. We are hoping to begin PLC professional development in 2024.</p> <p>To develop student voice and agency.</p> <p>The Panel agreed that the school had been successful in developing some aspects of student voice in the previous SSP period, however learner agency had not received the same attention. The concept of students monitoring their learning, including setting learning goals and planning the next steps in their learning was inconsistent, and not yet embedded. Teachers' deep understanding of the processes to support students to take ownership of their own learning was improving but was not yet consistently embedded throughout the school. The Panel concluded that developing strategies to build teacher capacity and student ability in these areas, supported by parents, would result in growth in student voice, learner agency and engagement and as a result, improve learning outcomes over the next strategic planning period.</p> <p>To improve student engagement and wellbeing.</p> <p>The Panel noted the positive relationships which supported students to feel safe at school. Developments in social and emotional support for students were evident and these contributed to a positive climate for learning. The Panel considered a need to ensure continued success in social and emotional wellbeing through aligning and consolidating the school's social and emotional learning approaches, monitoring the effectiveness of these, and building the capacity of teachers to continue to support students' needs. In addition, enhancing the current strategies, involving the whole school community, whilst maintaining the school's focus on global perspectives, would enhance students' ongoing social and emotional wellbeing and promote students as productive and proactive global citizens.</p>

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Goal 1	To maximise learning growth and achievement for all students in Numeracy and Literacy.
Target 1.1	<p>By 2026 increase the percentage of students achieving at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• Reading to increase from 70% using a three-year moving average (2018, 2019 and 2021) to 75%• Writing to increase from 54% using a three-year moving average (2018, 2019 and 2021) to 60%• Numeracy to increase from 79% using a three-year moving average (2018, 2019 and 2021) to 84%
Target 1.2	<p>By 2026 increase the percentage of students achieving in the top two bands in NAPLAN:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 12% using a three-year moving average (2019, 2021, 2022) to 17%• Writing from 39% using a three-year moving average (2019, 2021, 2022) to 44%• Numeracy from 10% using a three-year moving average (2019, 2021, 2022) to 15% <p>Year 5</p> <ul style="list-style-type: none">• Reading from 26% using a three-year moving average (2019, 2021, 2022) to 31%• Writing from 15% using a three-year moving average (2019, 2021, 2022) to 20%• Numeracy from 21.6% using a three-year moving average (2019, 2021, 2022) to 27%

Target 1.3	<p>2026 increase the percentage of students across the school (Prep–Year 6) achieving at and above the expected level in teacher judgement based on triangulated, norm referenced standards–based data sets in:</p> <ul style="list-style-type: none"> • Reading from 71% using a three–year moving average (2020, 2021 and 2022) to 76% • Writing from 70% using a three–year moving average (2020, 2021 and 2022) to 75% • Speaking and listening from 89% using a three–year moving average (2020, 2021 and 2022) to 94% • Number and Algebra from 72% using a three–year moving average (2020, 2021 and 2022) to 78%
Target 1.4	<p>By 2026 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis to increase from 61% using a three–year moving average (2020, 2021, 2022) to 70% • Collective efficacy to increase from 61% using a three–year moving average (2020, 2021, 2022) to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Develop the school's PLC approach for collaborative inquiry into utilising data to plan for teaching; the modelling of effective practice and the use of peer observation and feedback.</p>
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>To embed consistent, high quality instructional practices across the school.</p>
Goal 2	<p>To develop student voice and agency.</p>

Target 2.1	<p>By 2026 to increase the percentage of positive endorsement in the AtoSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 64% using a three-year moving average (2019, 2021 and 2022) to 70% • Motivation and interest from 79% using a three-year moving average (2019, 2021 and 2022) to 85% • Sense of confidence from 77% using a three-year moving average (2019, 2021 and 2022) to 84%
Target 2.2	<p>By 2026 to increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 30% using a three-year moving average (2019, 2021 and 2022) to 40% • Seek feedback to improve practice from 82% using a three-year moving average (2019, 2021 and 2022) to 89% • Understand how to analyse data from 81% using a three-year moving average (2019, 2021 and 2022) to 88%
Target 2.3	<p>By 2026 to increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 80% using a three-year moving average (2019, 2021 and 2022) to 88% • Student agency and voice from 89% using a three-year moving average (2019, 2021 and 2022) to 95% • Teacher communication from 83% using a three-year moving average (2019, 2021 and 2022) to 90%
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to</p>	<p>To empower students to have agency and influence in their learning.</p>

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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	To enhance the capacity of teachers to strengthen student agency.
Goal 3	To improve student engagement and wellbeing.
Target 3.1	By 2026 increase the percentage of positive endorsement in the student AtoSS: <ul style="list-style-type: none"> • Teacher concern from 75% using a three-year moving average (2019, 2021, 2022) to 82% • Effective classroom behaviour from 76% using a three-year moving average (2019, 2021, 2022) to 83% • Sense of connectedness from 70% using a three-year moving average (2019, 2021, 2022) to 78%
Target 3.2	By 2026 increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> • Trust in students and parents from 50.3% using a 3-year moving average (2020, 2021, 2022) to 58% • Parent and community involvement from 72.6% using a 3-year moving average (2020, 2021, 2022) to 80%
Target 3.3	1 By 2026 increase the percentage of positive endorsement in the POS: <ul style="list-style-type: none"> • Student motivation and support from 88% using a 3-year moving average (2020, 2021, 2022) to 90% • Not experiencing bullying from 62% using a 3-year moving average (2020, 2021, 2022) to 68%

	<ul style="list-style-type: none"> • General school improvement from 82% using a 3–year moving average (2020, 2021, 2022) to 90%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	To build staff capacity to support complex social, emotional and wellbeing needs.
Key Improvement Strategy 3.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	To maximise partnerships within and beyond the school community.