

KPS PROPOSED GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES (KIS) FOR NEXT SSP

Goal 1

Maximise the learning growth of every student, with a focus on high ability learners.

Rationale

An analysis of the school's NAPLAN and school-based assessments in literacy and numeracy identified some students were making less than expected learning growth at Korumburra Primary School. The percentage of students meeting or above benchmark growth as measured by NAPLAN in 2021 was 80 per cent for Reading, 84 per cent for Writing and 76 per cent for Numeracy.

The Panel agreed that the school had focused its efforts on enhancing teacher collaboration and consistency of teaching approaches throughout the 2018-21 School Strategic Plan (SSP).

The Panel agreed a focus to establishing and embedding agreed instructional practices that scaffolds and differentiates learning for each child were to the focus of the 2022 – 2025 School Strategic Plan. This may include further developing whole school approaches to Literacy and Numeracy and further enabling a culture of data triangulation, analysis and evaluation of student learning growth over time. A continued focus on consistency of curriculum planning and delivery centred on student needs and an enhanced targeted approach to student goals setting were also highlighted as future foci. These are to be enabled by role clarity through shared instructional leadership and an embedded improvement cycle. Findings were supported by staff, student, and parent feedback during the fieldwork activities of the review.

Targets

1.1 NAPLAN – Benchmark growth

By 2025, the two-year moving average percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase.

- Reading from 74.4 per cent (2019) and 80.0 per cent (2021) to 84 per cent.
- Writing from 71.8 per cent (2019) and 84 per cent (2021) to 88 per cent.
- Numeracy from 76.3 per cent (2019) and 76 per cent (2021) to 82 per cent.

1.2 NAPLAN - Top 2 Bands

By 2025, the percentage of students maintaining the top two bands Year 3 to Year 5, will increase.

- Reading from 67 per cent (2019) and 43 per cent (2021) to 70 per cent.
- Writing from 33 per cent (2019) and 7 per cent (2021) to 50 per cent.
- Numeracy from 53 per cent (2019) and 40 per cent (2021) to 60 per cent.

1.3 Teacher Judgments – Growth

By 2025, the learning growth measured by teacher judgment for Year 1 to Year 6 students achieving at or above expected growth within a 12-month period will increase.

- Reading and viewing from 78 per cent (2019) 56 per cent (2020) to 82 per cent.
- Writing from 71 per cent (2019) and 54 per cent (2020) to 75 per cent.
- Number and algebra from 74 per cent (2019) and 61 per cent (2020) to 78 per cent.

Note: Benchmark measures are based on teacher judgment of student outcome growth from 2019 Semester 2 to 2020 Semester 2.

1.4 Staff Opinion Survey (SOS)

By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.

- Academic emphasis from 76 per cent (2021) to 84 per cent.
- Collective efficacy from 66 per cent (2021) to 74 per cent.
- Instructional leadership from 77 per cent (2021) to 81 per cent.
- Use data for curriculum planning from 76 per cent (2021) to 80 per cent.

1.5 Student Attitudes to School Survey (AToSS)

By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.

- Stimulating learning from 80 per cent (2020) and 62 per cent (2020) to 84 per cent.
- Differentiated learning challenge form 87 per cent (2021) to 91 per cent.
- Self-regulation and goal setting from 84 per cent (2021) to 88 per cent.
- Effort from 73 per cent (2021) to 81 per cent.

Key Improvement Strategies (KIS)

FISO Core Element

Select from dropdown

1a. Build staff capacity in differentiation across all levels in a classroom, ensuring all students are challenged at their point of need.	Teaching and learning
1b. Establish, develop and embed the schools agreed instructional practices. .	Teaching and learning
1c. Build teacher capability in the strategic use of formative and summative assessment.	Assessment
1d. Build the instructional and shared leadership capacity of all staff through a cycle of continuous improvement.	Leadership

Goal 2	
Maximising student voice and agency in learning	
Rationale	
<p>The Panel agreed that Korumburra Primary School displayed a positive and connected school community at the time of the Review. Through focus groups with staff, students and families displayed pride in their school. The Panel agreed the school had enhanced its positive climate for learning and maintain the community feel of school during staffing transitions and the remote and flexible learning period due to COVID-19 lockdowns.</p> <p>The Panel established that outcomes for students would be enhanced through the activation of student agency and a tiered approach to wellbeing to further of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. A focus to enhance strong relationships and active partnerships between schools and families to strengthen student engagement in school was also identified as a future focus for the school.</p>	
Targets	
<p>2.1 Student Attitudes to School Survey (AToSS) By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> a) Sense of connectedness from 74 per cent (2021) to 86 per cent b) Student voce and agency from 60 per cent (2021) to 70 per cent. c) Teacher concern form 78 per cent (2021) to 82 per cent. 	
<p>2.2 Parent Opinion Survey (POS) By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> a) Effective teaching from 68 per cent (2020) to 76 per cent. b) Student voice and agency form 71 per cent (2020) to 79 per cent. c) Parent participation and involvement from 75 per cent (2020) to 83 per cent. 	
<p>2.3 Staff Opinion Survey (SOS) By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> a) Trust in student and parents from 66 per cent (2020) to 74 per cent. b) Promote student ownership of learning form 82 per cent (2020) to 88 per cent. c) Parent participation and involvement from 87 per cent (2019) and 71 per cent (2020) to 90 per cent. 	
Key Improvement Strategies (KIS)	FISO Core Element Select from dropdown
2a. Develop and embed a whole school approach to enhance student agency in learning.	Engagement
2.b Further enhance shared understanding and practice in student goal setting and feedback as a high impact teaching strategies to support and challenge every student.	Teaching and learning
2c. Strengthen student capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life through an agreed whole school approach to wellbeing.	Support
2d. Further develop and embed the whole school approach to parents as partners.	Support