

KATUNGA PRIMARY SCHOOL - 4689 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: SCOTT MCKENZIE 29/11/2016[name] [date][name] [date]
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>Katunga Primary School recognises the individuality of every person with regard to their personalities, learning needs and learning styles. Every person will be given the opportunity to develop their potential through high levels of engagement and the highest quality teaching and learning programs. We will develop the individual to become life-long learners and to be valuable members of, and contributors to, their communities and society.</p> <p>The vision of the school is to develop our students as life-long learners and to be valuable members of, and contributors to, their communities and societies.</p> <p>The school places an emphasis on high levels of parental participation in all aspects of school life. We believe that all of us, working together, will achieve the best possible educational outcomes for the students.</p>	<p>The values program at Katunga Primary School is based on the following shared assumptions:</p> <ul style="list-style-type: none"> • Everybody has the right to learn • Everybody has the right to be safe • Everybody has the right to be respected <p>The “<i>Katunga Kids are Friendly Kids</i>” program is implemented across the school. The principles of Courtesy, Respect, Cooperation and Responsibility all reinforce the three values outlined above.</p> <p>The whole school curriculum plan is developed with the aim of providing the students with a positive learning environment that is stimulating, challenging and targeted at the needs of the individual student. One of the expected outcomes of providing a positive learning environment is that this will lead to high levels of student engagement and lower rates of absenteeism across the school.</p> <p>Ensuring that students attend school every day is a shared responsibility of all parents/carers, students and the school. Illness, accident, an unforeseen event or an unavoidable cause are reasonable, and the most common, excuses for a student missing school.</p> <p>These values are promoted weekly at school assemblies where we discuss the importance of these values within school life.</p>	<p>Katunga Primary School has an enrolment of approximately 85 students in 2016. It is situated 10km North of Numurkah and approximately 250km North of Melbourne. The school was established in 1952 and services the Katunga community and surrounding area. It is serviced by 3 school buses that cover a wide network throughout the area. These buses service farming families mainly from the East and West of the school. The school is lucky to have expansive grounds with a large football oval, netball and basketball court and plenty of shaded play areas. The adventure playground is also large in size and has tanbark underneath the climbing equipment and slides to ensure the safety of students.</p> <p>Katunga Primary School was rebuilt in 2010 as part of the Rural Replacement Program. Due to this rebuild staff and students now work in state of the art facilities. All classrooms have interactive whiteboards and there is also a portable Polycom unit which can be rolled into each class. The design of this learning space provides the school with the opportunity to run programs across the school and also for teachers to use the space creatively to deliver a curriculum that caters for the individual learning needs of each student in their classrooms. In 2016 we are operating with 4 classrooms of approximately 22 students in each class. The goal is to minimise student numbers in each class especially in the infant area.</p> <p>The major challenge Katunga Primary School faces in the future is maintaining stable enrolment numbers. Katunga is mainly a dairy area and dairying is experiencing a major downward spiral at the moment due to declining milk prices.</p>	<p>Intent:</p> <ol style="list-style-type: none"> 1. To improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6. 2. To strengthen student confidence in themselves as successful learners. 3. Develop students who are motivated, engaged, confident, resilient and willing to contribute to the wellbeing of others. <p>Rationale:</p> <ol style="list-style-type: none"> 1. Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital. 2. Schools that build a culture where teachers and students work together, and where student voice is heard and respected, contribute to students building their confidence (a sense of self-worth and mastery) and having a sense of self-efficacy (belief in one's capacity to succeed). 3. Effective schools are sensitive to the health and wellbeing needs of their students and staff. They take steps to support students' physical needs, as well as fostering a sense of belonging and community. They use social and emotional learning approaches to develop students' self-management and awareness, empathy and relationship skills. <p>Focus:</p> <ol style="list-style-type: none"> 1. To improve learning outcomes we need to build a consistent approach as well as the quality of teaching practice across the school to lower instances of in-school variation in student performance 2. Implementation of systems and approaches (such as surveys and student representative councils) that give students a say in the decisions that affect their learning and their lives at school. 3. Implement policies, programs, activities to engage all students and assist them to understand their learning strengths and weaknesses both inside and outside of the classroom.



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)
<p>Student Achievement <u>Goal:</u> To improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6. <u>Theory of action</u></p> <p>If learning tasks are purposeful, clearly defined, differentiated and challenging, then the more powerful, progressive and precise the learning of all students.</p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning and Assessment 	<p><u>Key improvement strategies:</u></p> <ul style="list-style-type: none"> Build instructional practice and staff capacity through collaborative professional learning communities. <p><u>Actions 2017 - 2020</u></p> <ul style="list-style-type: none"> Establish a weekly school wide professional learning schedule to provide a structure, which will support building the capacity of teachers within a strong professional learning community. Broaden the use of current assessment practices and undertake professional learning to enable more detailed knowledge of what each student requires to be taught next, ensuring challenge in learning tasks. Assess and track student outcomes regularly, strengthening student's understandings for accurate goal setting. 	<p>Targets (Using 2016 data as a benchmark)</p> <ol style="list-style-type: none"> To increase the percentage of students achieving results in the top 2 bands in NAPLAN, especially in reading, writing, spelling and numeracy. To increase the percentage of students achieving above the expected standard and decrease the percentage of the students achieving below the expected standard using the 2016 Victorian Curriculum teacher judgements as a base. Use the 2016 data as a benchmark on the Staff Opinion Survey to show improvement in the following measures: Teacher collaboration and Guaranteed and viable curriculum.
<p>Engagement <u>Goal:</u> To strengthen student confidence in themselves as successful learners. <u>Theory of action</u></p> <p>If we adopt consistent learning protocols, then all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity.</p>	<p>Community Engagement in Learning</p> <ul style="list-style-type: none"> Parents and Carers as partners <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering Students and Building School Pride Setting expectations and promoting inclusion Intellectual engagement and self awareness 	<p><u>Key Improvement Strategies:</u></p> <ul style="list-style-type: none"> Plan for challenging goals and effective feedback for all students and teachers. <p><u>Actions 2017 - 2020</u></p> <ul style="list-style-type: none"> Set authentic, challenging tasks, which focus on increased individual student achievement. Consider student voice, negotiated curriculum, and goal setting. Review and analyse current avenues of communication with the whole school community to influence public perception, anchor beliefs and 'advertise' and promote the positive work of the school and student achievements. Build integration of ICT strategies, explore opportunities for global citizenship, and expand the use of Polycom technology. 	<p>Targets (Using 2016 data as a benchmark)</p> <ol style="list-style-type: none"> Use the 2016 data as a benchmark on the Attitudes to School survey to show improvement in learning confidence, school connectedness and stimulating learning measures. Use the 2016 data as a benchmark on the Parent Opinion survey to show improvement in the following measures: School Improvement, Approachability, Parent Input, Behaviour Management, General Satisfaction and Social Skills.
<p>Wellbeing <u>Goal:</u> Develop students who are motivated, engaged, confident, resilient and willing to contribute to the wellbeing of others. <u>Theory of action</u></p> <p>Applying a research-based framework and a comprehensive approach will enhance student wellbeing and enable them to fully engage with others and their world.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Health and Wellbeing <p>Community engagement in learning</p> <ul style="list-style-type: none"> Parents and Carers as partners 	<p><u>Key improvement strategies:</u></p> <ul style="list-style-type: none"> Review current school programs and processes designed to enhance student wellbeing and implement a refined plan. Build strategies to enhance both home-school partnerships and those with the wider community. <p><u>Actions 2017 - 2020</u></p> <ul style="list-style-type: none"> Develop wellbeing agreements and understandings with the whole school community. Expand student leadership to include a wider range of opportunities across all year levels. Develop the school website and expand current communication processes. Continue to promote co-operative links with community organisations. Continue to welcome and increase parent and community involvement and engagement in school activities e.g.: volunteers, projects/performances and literacy. 	<p>Targets (Using 2016 data as a benchmark)</p> <ol style="list-style-type: none"> Use the 2016 data as a benchmark on the Attitudes to School survey to show improvement in student safety, stimulating learning, student motivation, learning confidence and teacher empathy measures. Use the 2016 data as a benchmark on the Parent Opinion survey to show improvement in behaviour management, connectedness to peers, student motivation and school connectedness measures. Use student absence data as a benchmark to reduce the number of days absent across the whole school.

