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| **Korumburra P.S. Strategic Plan 2018-2021**  ***For schools in the 2016 review cycle, the SSP must finish in***  ***2020. School in the 2017 review cycle will finish in 2021.*** | **Endorsement**  Principal: Mr Nathan Pirouet [date]  School council: Mrs Michelle Villinger [date]  Delegate of the  Secretary: Mr Shane Wainwright [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| Our school vision is:  *To empower each individual to reach their full potential and become a life long learner.* | Our school values are:  *Aim High*  *Be Respectful*  *Be Responsible*  *Be Resilient* | Korumburra Primary School is located in South Gippsland, 120 kilometres south-east of Melbourne.  The school facilities include an administration wing, four classroom blocks and a library, art-room and music room. The school has a gymnasium, two basketball courts, an undercover hard-court area, three adventure playgrounds and an oval.  The current enrolment of the school is 379 students. There are 17 classes organised into four departments. The Student Family Occupation index (SFO) is 0.5661.  The staffing profile of Korumburra Primary School includes a Principal and an Assistant Principal, 17 classroom teachers, 6 specialist teachers a Business Manager and 7 full-time equivalent Education Support (ES) staff.  The school covers the domains of the Victorian Curriculum standards and provides a differentiated curriculum that promotes individual learning. Specialist areas include Visual Arts, Physical Education, Music, Literacy intervention and student Welfare.  The school offers an accredited Out of School Care Program. | Our intent over the next for years is to strategically focus on the 3 key FISO areas, including Excellence in teaching and learning, Positive climate for learning and Professional leadership.  We believe that if we develop curriculum continua and assessment processes to accurately determine student learning achievement, then instruction can be differentiated to engage students in learning that is challenging and at point of need.  We believe that if we increase student voice and agency and give them the metacognitive strategies to understand and make decision about their learning then their motivation, confidence and resilience as learners will increase.  Finally, we believe that if we develop shared and distributed leadership and a professional learning community approach to improving practice based on evidence then teacher capability to impact student learning outcomes will improve.  Our priority will be to build teacher practice, leading to enhanced student outcomes through shared leadership and a collaborative approach. |
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| **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)** |
| To maximise the achievement and learning growth of student outcomes in English and Mathematics, with a particular focus on Foundation to Year 3. | Building practice excellence  Curriculum planning and assessment  Evidence based high impact teaching strategies | Develop and implement a guaranteed and viable curriculum continuum for Literacy and Numeracy, ensuring school wide consistency.  Ensure the schools contemporary assessment tools and practices inform and enable teachers to better differentiate in their classroom, including timely intervention and extension for students.  Build the capacity of teachers to utilize high impact teaching strategies, including an agreed instructional model.  Develop a strategy to prepare students for key transition stages, particularly Kinder to Prep, Prep to Year 1, Year 1 to Year 2 and Year 2 to Year 3. | **NAPLAN - Year 3**  Increase the students in top two bands in NAPLAN in Year 3 in Reading (currently 54%), Writing (currently 44.2%) and Numeracy (currently 26.4%) to 55% in Reading, 52% in Writing and 40% in Numeracy.  **NAPLAN - Year 5**  Increase the students in top two bands in NAPLAN in Year 5 in Reading (currently 29%), Writing (currently 11%) and Numeracy (currently 26.4%) to 40% in Reading, 22% in Writing and 30% in Numeracy.  **Teacher Judgement**  Increase the percentage of students receiving an A or B in English and Mathematics to 25% (currently 18% in English and 13% in Mathematics).  **School Climate**  Increase academic emphasis in the Staff Survey from 76% (currently) to 85% and guaranteed and viable curriculum from 74% (currently) to 85%. |
| To improve student motivation, confidence and resilience as learners. | Empowering students and building school pride  Health and wellbeing  Positive climate for learning | Develop and implement rich open-ended learning tasks that engage students in challenging learning relevant to their needs.  Develop whole school social and emotional program, curriculum continua and self-assessment tools that enable students to self-assess and track their own learning growth.  Build teacher capacity to better engage students in inquiry-based learning. | Increase survey factor percentages on the Student Attitudes to School Survey for the domain: Learner characteristics and disposition to the 75% percentile across all areas.  Improve attendance by 10% across all year levels. |
| To build shared leadership and collective responsibility in order to improve student outcomes. | Build leadership teams  Instructional and shared leadership | Develop the capacity of the School Leadership Team and the PLC Leaders to lead the schools improvement plan.  Develop and enhance processes and practices for school and instructional leaders, to use data as evidence to plan, monitor and review school improvement decisions at a classroom, team and school level.  Implement and resource a school-wide strategy to develop a professional environment that supports the health and wellbeing of staff. | Increase component endorsement scores on the Staff survey (School Climate) for Collective Efficacy, Teacher Collaboration and Guaranteed and Viable Curriculum to 80+, with an overall percent endorsement of 80%.  Increase component endorsement scores on the Staff survey (School Leadership) for *Leading Change,* Instructional Leadership and Leaders’ support for change to 80+, with an overall percent endorsement of 70%.  Increase component endorsement scores on the Staff survey (School Staff Safety and Wellbeing) for Staff Psychological Safety, Staff Professional Safety and Build Resilience and a Resilient, Supportive Environment to 70+, with an overall percent endorsement of 70%.  Self-assessment against the Professional Learning Community (PLC) maturity matrix to have moved from evolving and embedding to excelling across all areas. |