

# School Strategic Plan 2018-2022

Newlands Primary School (4646)



Submitted for review by Luke Cripps (School Principal) on 26 March, 2019 at 01:34 PM

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# School Strategic Plan - 2018-2022

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<b>School vision</b>	We collaboratively build our understanding in a safe, supportive learning community. We make meaning and explore connections with the world through our love of language and arts, the authors of our learning.
<b>School values</b>	<p>At Newlands Primary School, we value the following:</p> <p>Care:</p> <ul style="list-style-type: none"><li>*We care about improving all aspects of our learning.</li><li>*Our school is a safe and secure learning environment that celebrates diversity</li><li>*We care about our world by understanding and taking action</li></ul> <p>Responsibility</p> <ul style="list-style-type: none"><li>* We ensure we are organised, prepared and ready for learning.</li><li>* Our learning community is responsible for everyone's learning success.</li><li>* We are responsible for our environment, locally and globally.</li></ul> <p>Curiosity:</p> <ul style="list-style-type: none"><li>* We develop our strengths and identify opportunities to acquire new knowledge and skills.</li><li>* Our school learns through wonder, questioning, thinking and inquiry</li><li>* We are curious about the world we live in</li></ul> <p>Creativity</p> <ul style="list-style-type: none"><li>* We explore, critically analyse and evaluate to create new understandings</li><li>* Our learning is underpinned by creativity</li><li>* We are inspired and influenced by the world around us</li></ul>
<b>Context challenges</b>	<p>The school review identified three areas that need attention:</p> <ul style="list-style-type: none"><li>- Our Grade Three to Grade 5 growth in Numeracy and Writing needs to be a priority</li></ul>

	<ul style="list-style-type: none"> <li>- The need to develop, implement and monitor developmental processes as school enrolments continue to grow</li> <li>- Embed student voice, leadership and agency within the schooling environment</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Essential Elements:</p> <ol style="list-style-type: none"> <li>1. Documented curriculum plan, assessment and shared pedagogical approaches</li> <li>2. School-based professional learning program developed and implemented that supports the school's identified improvement strategies</li> </ol> <p>Intent:</p> <p>The school will embed whole school practices guided by the department's initiatives to develop and build teacher capacity in all areas of learning. Newlands will continue refining its staff's understanding of using assessments and developing collaborative professionalism through school-based professional learning communities and the Timperley Inquiry framework. The school will use evidence-based resources to ensure that students are being delivered a curriculum meeting their needs. The school will audit its current Writing and Numeracy practices, allowing Whole School Professional learning, led by learning specialists and external consultants, to improve student understandings and outcomes.</p> <p>What we know:</p> <p>We know that when using the Framework for Improving Student Outcomes (FISO), Practice Principles, and High Impact Teaching Strategies (HITS) to build our understanding of 'Excellence in Teaching and Learning, we must have a holistic approach, using cycles of inquiry. We know that if our data has validity, we can build teacher capacity in the areas that matter; to have the most significant impact on student learning.</p> <p>What are you prioritising:</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>- Data sources provide accurate information</li> <li>- Data is being collated and analysed correctly and consistently throughout the school staff</li> <li>- Resources used are current evidenced informed practices</li> <li>- Planning documents align with the instructional model</li> <li>- The development of professional collaboration and professional trust</li> <li>- Building Learning Specialist capacity</li> <li>- Building School Improvement Team (SIT) leadership capacity. (Peer Observations)</li> <li>- Spanish Teachers access professional learning</li> <li>- Accepted into Leading Mathematics (2019)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>- Peer Observations in Mathematics</li> <li>- Whole School Maths Professional Learning</li> </ul>

- Priority Teams created based on identified needs
- \* Accepted into Leading Literacy (2020)

#### 2020 – Maths

##### Excellence in Teaching and Learning

Rigorous Assessment practices and feedback inform teaching and learning.

Deep Learning Challenges students to construct and apply new knowledge.

##### SIT FOCUS

Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives.

Teachers design learning programs to explicitly build deep levels of thinking and application.

Teachers design learning programs to explicitly build deep levels of thinking and application

##### Priority Team

1. Teachers use assessment data to diagnose student learning needs and plan for student learning
2. Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards.
3. Teachers analyse student achievement data to improve practice.
4. Teachers support students in exploring the construction of knowledge
5. Teachers support students to be reflective, questioning and self-monitoring learners.
6. Teachers support students in exploring the construction of knowledge

##### Whole School Professional Learning

##### Leading Mathematics

Peter Sullivan

##### Year 3

- Peer Observations in Mathematics
- Whole School Writing Professional Learning
- Priority Teams created based on identified needs

#### 2021 – Writing

##### Excellence in Teaching and Learning

Curriculum Planning and implementation engage and challenge all students.

Evidenced Based Strategies drive professional Practice Improvement.

##### SIT

Teachers place student needs at the centre of program planning and delivery.

Teachers evaluate the impact of teaching on learning by analysing multiple data sources.

##### Priority Team

1. Teachers collaboratively design and implement a scope and sequence of learning
2. Teachers regularly review and update learning programs in line with school curriculum plans.
3. Teachers draw on current research and use an inquiry improvement cycle

4. Teacher challenge and support each other to improve practice

5. Teachers identify and target areas for professional learning

Whole School Professional Learning

Leading Literacy

TBC

Year 4

- Priorities are created based on refining, embedded in Literacy & Numeracy (Semester 2).
- Priority Teams created based on identified needs
- Peer Observations in Writing

Essential Elements:

Whole school approach to health, wellbeing, inclusion and engagement

Intent:

The school must create transparent processes that encompass all developmental management elements. The school will use a wide range of evidence-informed resources to create a transparent and straightforward approach to developmental management relevant to the Newlands Primary School context. These processes will relate, intertwine, and be guided by our School Values. The community will be involved in developing strategies so there is a school wide and community understanding and commitment.

What we know:

As the school is growing considerably year by year, the school needs to ensure that there is a consistent approach and understanding of how our school supports all students. The school, with community support, has created the school values, which will serve as the basis for the next steps of our developmental management processes. This process will include the Berry Street Trauma-Informed Model, School Wide Positive Behaviour program and the Rights, Resilience and Respectful Relationships initiative. The school will be informed by the latest evidence-based practices and data to identify the focus.

What are you prioritising:

Year 1

- Whole School Professional Learning of the Berry Street Trauma Informed model
- Development of the Newland's Individual Learner Matrix
- School evaluates and diagnoses 'areas of need' and starts prioritising and setting goals
- Create Developmental Management processes with community
- 1. Professional Learning Team Focus 'A supportive and productive learning environment promotes inclusion and collaboration & Student Voice Agency and Leadership empower students and build school pride

Term 1 Term 2 Term 3 Term 4  
2019 – Agency/Developmental Management

	<p>Positive Climate For Learning    Preparation of SIT – SSP/AIP A supportive and productive learning environment promotes inclusion and collaboration. Student Voice Agency and Leadership empower students and build school pride. SIT FOCUS Teachers develop student capacity to collaborate. Teachers build school pride and connection.</p>
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<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy.
<b>Target 1.1</b>	By 2022, Increase the percentage of students in Years 5 achieving in the top 2 NAP bands in writing to be at least 25%. Currently, there is 15.6% of students in the top two bands.
<b>Target 1.2</b>	By 2022. Decrease the percentage of Year 5 students making low relative growth in NAPLAN writing and numeracy to under 20% - Current Percentage is 37% in Writing, 38.46% in Mathematics
<b>Target 1.3</b>	By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements to equal or above that of similar schools.
<b>Key Improvement Strategy 1. a</b> Building practice excellence	Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives.
<b>Key Improvement Strategy 1. b</b> Curriculum planning and assessment	Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning.
<b>Key Improvement Strategy 1. c</b> Building practice excellence	Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards.
<b>Goal 2</b>	Improve student engagement in learning.
<b>Target 2.1</b>	By 2022 increase the percentage of positive endorsement of the Social Engagement domain to 80%. Current Position 68.6%

<b>Target 2.2</b>	By 2022 increase the percentage of positive endorsement for the factor of student agency and voice on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP. Currently at 70%
<b>Target 2.3</b>	By 2022, decrease the number of students who are not attending school 20+ days to under 8%. Currently at 12%
<b>Key Improvement Strategy 2. a</b> Empowering students and building school pride	Teachers build knowledge on how to Empower students to have a democratic voice in the running of the communities in which they learn.
<b>Key Improvement Strategy 2. b</b> Empowering students and building school pride	Teachers build knowledge on how to co-design opportunities for students to exercise authentic agency in their learning.
<b>Key Improvement Strategy 2. c</b> It is setting expectations and promoting inclusion.	Teachers build knowledge on how to co-design leadership opportunities.
<b>Goal 3</b>	We are improving student health and wellbeing.
<b>Target 3.1</b>	By 2022, Improve ‘Not Experience Bullying’ about ‘Safety Module’ in the Parent Opinion Survey to be above 80%. Currently, 67% of Positive Endorsement.
<b>Target 3.2</b>	By 2022, the teacher-student relationship domain is at the state average of 84% Attitudes to School Survey data, currently at 72.3% Positive Endorsement.
<b>Target 3.3</b>	By 2022, Improve Learner Characteristics and Dispositions factor ‘Resilience’ to the state average of 82% (Currently 62%) and ‘Sense of Confidence’ to the state average of 82% (Currently 73%)



<b>Key Improvement Strategy 3. a</b> Health and wellbeing	Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner.
<b>Key Improvement Strategy 3. b</b> Health and wellbeing	Teachers ensure that all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning environment.
<b>Key Improvement Strategy 3. c</b> Health and wellbeing	Teachers build school pride and connectedness