

School Strategic Plan 2022-2026

Newlands Primary School (4646)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	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.
School values	<p>At Newlands Primary School, we value:</p> <p>Care:</p> <ul style="list-style-type: none">*We care about improving all aspects of our learning.*Our school is a safe and secure learning environment which celebrates diversity*We care about our world by understanding and taking action <p>Responsibility</p> <ul style="list-style-type: none">* We ensure we are organised, prepared and ready for learning.* Our learning community is responsible for everyone’s learning success.* We are responsible for our environment, locally and globally. <p>Curiosity:</p> <ul style="list-style-type: none">* We develop our strengths and identify opportunities to acquire new knowledge and skills.* Our school learns through wonder, questioning, thinking and inquiry* We are curious about the world we live in <p>Creativity</p> <ul style="list-style-type: none">* We explore, critically analyse and evaluate to create new understandings* Our learning is underpinned by creativity* We are inspired and influenced by the world around us
Context challenges	<p>The school review identified three areas that need attention:</p> <ul style="list-style-type: none">- Our Grade 3 to Grade 5 growth in Numeracy and Writing needs to be a priority.- The need to develop, implement and monitor developmental processes as the school enrolments continue to grow.

	<p>- Embed student voice, leadership and agency within the schooling environment.</p>
<p>Intent, rationale and focus</p>	<p>Intent: 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 to refine its staff understanding of using assessments, developing collaborative professionalism through school based professional learning communities and the Timperley Inquiry framework. The school will use evidenced informed resources to ensure that students are being delivered a curriculum that is meeting their needs. The school will audit its current Writing and Numeracy practices which will allow for Whole School Professional learning, led by learning specialists and external consultants to improve student understandings and outcomes.</p> <p>What we know: We know that when using the Framework for Improving Student Outcomes (FISO), Practice Principles, 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 are able to build teacher capacity in the areas that matter; to have the greatest impact on student learning.</p> <p>The school has two focuses: Building Literacy and Numeracy Outcomes Improve Wellbeing and Engagement Practices across the school</p> <p>Building Literacy and Numeracy Outcomes</p> <p>What are you prioritising: Year 1</p> <ul style="list-style-type: none"> - Develop a whole school scope and sequence - Develop a whole school assessment schedule - Develop Student Shadowing documentation - Implement the Tutor Learning Initiative - Infusion of Spanish continuums into the English continuum. - Time allocated for Spanish and English teachers to share progress on their students’ achievement. - Teachers implement individual learning goals that are co created and tracked. - Strengthening the connection between Spanish and English - Teachers participate in professional learning opportunities (phonics, spelling, writing, developing reading comprehension, differentiation, use of formative assessment) - Build the range of professional learning resources/texts - Consolidate the teaching practise within ‘The Builders’

- Use data to inform planning every 4-week cycle.
- Implementation and use of exit slips
- Mathematics professional learning:

Outcomes:

Building teachers capacity through Professional Learning

Develop Teacher Understanding of Student Shadowing

Teachers have access to range of Professional Resources

Refined practices and demonstrated shared responsibility over curriculum and reporting between Spanish and English.

Consolidated understanding of systematic, synthetic phonics program

Year 2

- Develop a document that illustrates how NPS includes student voice and agency
- Professional learning focusing on the HITS
- Professional learning focus on the impact student learning goals.
- Continue to embed Year 1 focus

Outcomes:

Develop teacher understanding of student shadowing.

Effective implementation of HITS

Evidence of student voice and agency within the literacy and numeracy program.

Strengthening the connection between Spanish and English

Embedding Year 1 learning

Year 3/Year 4

Identify areas of Improvement and make relevant changes

Improve Wellbeing and Engagement Practices across the school

What are we prioritising:

Year 1

- Parent communication for flowcharts
- Create defined responsibilities
- Wellbeing processes communicated to the school community
- Professional learning on tiered wellbeing and Inclusion (SafeSchools)
- Professional learning for behaviour
- Develop relevant resources (i.e visuals and models, flowcharts)
- Teachers create ILPs/IEPs/SSP/WP and utilise report recommendations

- Refine Minor/Major behaviours chart
- Plan for adequate end of year handover
- Yearly schedule for ILPs/IEPs/SSP/WP
- Identify the criteria for ILPs/IEPs/SSP/WP

Outcomes

Develop teacher capacity through professional learning of wellbeing and behaviour practises.

Teachers have an awareness of whole school wellbeing practises, processes, and policies

Teachers implemented whole school wellbeing practises, processes, and policies.

Supportive classroom environments that support the wellbeing needs of all students.

Year 2

- Create a Wellbeing and Engagement policy.
- Create flowcharts for refer process (DMF, MMB, IEP/ILP)
- Define wellbeing tiers
- Purchase wellbeing library
- Create a new Attendance Policy
- Create administrative processes for attendance
- Create and define responsibilities for attendance
- Create processes for attendance concerns

Outcomes

A Wellbeing team that has clearly defined roles.

Teachers have access to a range of professional resources.

Students demonstrated student agency and responsibility for their wellbeing and the wellbeing of others by drawing on a range of strategies.

Year 3/Year 4

Identify areas of Improvement and make relevant changes

Draft

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Goal 1	To develop students who are literate and numerate.
Target 1.1	By 2026, the percentage of Year 3 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none">• In Writing from 36 per cent in 2022 to 60 per cent.• In Numeracy from 20 per cent in 2022 to 35 per cent.
Target 1.2	By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none">• In Writing from 20 per cent in 2022 to 35 per cent.• In Numeracy from 31 per cent in 2022 to 40 per cent.
Target 1.3	By 2026 the percentage of students in Year 5 making NAPLAN benchmark learning growth and above will increase: <ul style="list-style-type: none">• In Numeracy from 73 per cent to 85 per cent.
Target 1.4	By 2026 the percentage of staff reporting positive endorsement in the School Staff Survey measures: <ul style="list-style-type: none">• 'Staff seek feedback' to improve practice will increase from 69 per cent in 2022 to 80 percent.• 'Have time to share pedagogical content knowledge' will increase from 46 per cent in 2022 to 80 percent.

Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed systematic assessment practices to direct and improve student learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to develop and implement high quality programs of learning.
Key Improvement Strategy 1.c 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	Strengthen the school's Instructional Leadership approach to learning.
Goal 2	To embed a whole-school approach to health, engagement, and wellbeing.
Target 2.1	By 2026, the percentage of students reporting a positive endorsement to the Student Attitudes to School Survey (AtoSS) demonstrate an: <ul style="list-style-type: none"> • Increase in 'Student Voice and Agency' factor from 57 percent to 70 percent. • Decrease in students reporting low 'Resilience' from 38 percent to 15 percent.

Target 2.2	<p>By 2026, the percentage of families reporting a positive endorsement to the Parent Opinion Survey (POS) demonstrate an:</p> <ul style="list-style-type: none"> • Increase in 'Student Voice and Agency' factor from 68 percent to 85 percent. • Increase in 'Confidence' and 'Resilience' from 68 percent to 80 percent.
Target 2.3	<p>By 2026, the percentage of students being absent from school for over 20 days in a calendar year will have decreased from 36 percent to 15 percent.</p>
Key Improvement Strategy 2.a 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	<p>Articulate and embed whole school wellbeing practices and approaches.</p>
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Activate student voice and agency and leadership to strengthen student participation and engagement in learning.</p>
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Develop whole school targeted intervention practices and protocols that promote attendance.</p>

Draft