

School Strategic Plan for Newport Gardens Primary School South-Western Victorian Region 2014 - 2017

NB: The grey boxes denote the non-negotiable components of the school strategic plan. Please remove on completion along with this note.

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>The <i>Education Training and Reform Act 2006 section 2.3.24</i> states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.</p>	

School Profile

<p>Purpose – including vision statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>At Newport Gardens Primary School, students work in learning communities where teams of teachers take collective responsibility towards the overall development of all students in the cohort. Our classrooms support our approach to student learning with flexible teaching spaces and open-plan learning, allowing all students to work in a collaborative working environment that caters to the needs of all our students.</p>
<p>Values</p>	<p>Our school vision – ‘Nurturing Our Future’ - is underpinned by three core principles of continually aspiring to improve, aspiring to include and aspiring to grow.</p>
<p>Environmental Context</p>	<p>Newport Gardens Primary School was formed in 2009 as the result of a merger between Hobsons Bay Primary School and Eastona Park Primary School on the former Hobsons Bay school site in Maddox Road Newport in Melbourne’s inner western suburbs. Our projected long-term enrolment is 375 students. However, with an Early Years Centre opening on the school site in 2014, we anticipate our enrolments in the foreseeable future to be far greater than this. Our enrolment in 2010 when our previous school strategic plan commenced was 247. During the construction phase of the school, enrolments dropped to 219 in 2011 but have steadily increased since then with 240 in 2012, 258 in 2013 and an indicative enrolment of 320 for 2014. This increase in numbers may be attributed to both the establishment of an Early Years Centre on the site and the changing nature of the suburb of Newport. Newport has become more gentrified in recent years, with this being reflected in a changing Student Family Occupation (SFO) density from 0.6202 in 2010 to our current SFO of 0.4131 in 2013.</p> <p>Our school vision – ‘Nurturing Our Future’ - is underpinned by three core principles of continual improvement, inclusion and growth. At Newport Gardens Primary School, students work in learning communities where teams of teachers take collective responsibility towards the overall development of all students in the cohort. Our school facilities, which were built through a combination of Federal grants through the Building the Education Revolution program, and State Government funding, resulted in a complete rebuild of the school in 2011. The new facilities provide the school with a fully functioning library, art room with kiln, administration block including offices, conference and meeting rooms, gymnasium, stage, student kitchen and garden, as well as 14 classrooms. These</p>

classrooms support our approach to student learning with flexible teaching spaces and open-plan learning, allowing all students to work in a collaborative working environment that caters to the needs of all our students.

Our school is made up of our prep department and our Junior (Grades 1&2), Middle (Grades 3&4) and Senior (Grades 5&6) Schools. Each Professional Learning Team (PLT) is headed by a Team Leader who leads curriculum planning and monitoring of student achievement and is a part of the School Improvement Team. At present, we operate 13 classes with four graduate teachers joining our existing experienced staff. The school currently has 16.35 staff including 2 principal class, 12.25 teaching staff, 1.1 Education Support Staff (PSD) and 1.0 Education Support Staff (Administration). Our curriculum model is VELS/AusVELS with the conversion taking place throughout 2013. We place a strong emphasis on literacy and numeracy, as well as incorporating ICT across all grade levels. In 2013 we commenced a 1:1 netbook program with our Middle School students, which will extend to both the Middle and Senior School from 2014. In addition, we offer a range of specialist programs including Creative Arts, Physical Education, LOTE – (Japanese) and Levelled Literacy Intervention. Students also have the opportunity to participate in instrumental music and a variety of sporting teams a school concert and performances.

From within our school population, 90% of the school's students were born in Australia and less than 1% have refugee status or are of Aboriginal/Torres Strait Islander descent. Of our student population, 85% come from an English-speaking background and 16 language backgrounds other than English are represented in the remaining 15% of students. 54% of families have not assigned a religious affiliation for their children, with 19 different religious affiliations amongst the remaining 46% of students. At Newport Gardens we have a little over 7% of students who come from a single parent family. Within our community, 55% of parents are employed professionally, 28% are employed within trade or labour related occupations and 17% are unemployed.

A before and after school care program operates at the school, which is independently managed by Outside School Hours Care (OSH Club). The Early Years Centre, to be opened in 2014 on a parcel of the school site leased by the Hobsons Bay City Council, is also managed independently from the school by Early Childhood Management Services (ECMS) and offers long day care, three and four-year old kindergarten, a toy library and Yooralla services as well as Maternal and Child Health Services.

Strategic Intent

*The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.*

Achievement	Goals	Targets	Key Improvement Strategies																								
	<p>To embed best practice P-6 to enable improved Literacy and Numeracy standards.</p>	<table border="1" data-bbox="1128 584 1572 900"> <thead> <tr> <th colspan="4">NUMERACY</th> </tr> <tr> <th colspan="2">YEAR 3 NAPLAN</th> <th colspan="2">YEAR 5 NAPLAN</th> </tr> </thead> <tbody> <tr> <td>Band 2</td> <td>No more than 5.0%</td> <td>Band 4</td> <td>No more than 5.0%</td> </tr> <tr> <th colspan="4">Stretch Targets</th> </tr> <tr> <td>Band 5</td> <td>25% or greater</td> <td>Band 7</td> <td>25% or greater</td> </tr> <tr> <td>Band 6</td> <td>15% or greater</td> <td>Band 8</td> <td>15% or greater</td> </tr> </tbody> </table> <p>Achieve an increase in both role clarity and staff morale that consistently places Newport Gardens in the Middle 50% of schools.</p> <p>To have sections of the Attitudes to School Survey (ATTS) in Teaching and Learning – ‘Teacher Effectiveness, Teacher Empathy & Learning Confidence’ categories at or above 4.8 on a 6 point scale.</p>	NUMERACY				YEAR 3 NAPLAN		YEAR 5 NAPLAN		Band 2	No more than 5.0%	Band 4	No more than 5.0%	Stretch Targets				Band 5	25% or greater	Band 7	25% or greater	Band 6	15% or greater	Band 8	15% or greater	<p>To identify best practice and areas of excellence across the school and have consistent and sustained success from years 3 to 5.</p> <p>Consolidate and embed best practice to create the Newport Gardens PS pedagogical model which would articulate clear expectations relating to classroom practice, student outcomes and approaches to teaching and learning.</p> <p>Ensure a greater focus on the educational program at Years 4-6 to provide appropriate rigor and challenge to students in the middle years.</p>
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		<p>Achieve an increase in 'professional interaction' which places Newport Gardens at or above 4.0 on the Staff Opinion Survey.</p> <table border="1" data-bbox="1131 363 1570 831"> <tr><th colspan="4">GRAMMAR & PUNCTUATION</th></tr> <tr><th colspan="2">YEAR 3 NAPLAN</th><th colspan="2">YEAR 5 NAPLAN</th></tr> <tr><td>Band 2</td><td>5.0%</td><td>Band 4</td><td>5.0%</td></tr> <tr><th colspan="4">STRETCH TARGETS</th></tr> <tr><td>Band 5</td><td>35.0%</td><td>Band 7</td><td>30.0%</td></tr> <tr><td>Band 6</td><td>30.0%</td><td>Band 8</td><td>15.0%</td></tr> <tr><th colspan="4">WRITING</th></tr> <tr><td>Band 2</td><td>5.0%</td><td>Band 4</td><td>5.0%</td></tr> <tr><th colspan="4">STRETCH TARGETS</th></tr> <tr><td>Band 5</td><td>55.0%</td><td>Band 7</td><td>25.0%</td></tr> <tr><td>Band 6</td><td>15.0%</td><td>Band 8</td><td>10.0%</td></tr> <tr><th colspan="4">READING</th></tr> <tr><td>Band 2</td><td>5.0%</td><td>Band 4</td><td>5.0%</td></tr> <tr><th colspan="4">STRETCH TARGETS</th></tr> <tr><td>Band 5</td><td>30.0%</td><td>Band 7</td><td>25.0%</td></tr> <tr><td>Band 6</td><td>25.0%</td><td>Band 8</td><td>20.0%</td></tr> </table>	GRAMMAR & PUNCTUATION				YEAR 3 NAPLAN		YEAR 5 NAPLAN		Band 2	5.0%	Band 4	5.0%	STRETCH TARGETS				Band 5	35.0%	Band 7	30.0%	Band 6	30.0%	Band 8	15.0%	WRITING				Band 2	5.0%	Band 4	5.0%	STRETCH TARGETS				Band 5	55.0%	Band 7	25.0%	Band 6	15.0%	Band 8	10.0%	READING				Band 2	5.0%	Band 4	5.0%	STRETCH TARGETS				Band 5	30.0%	Band 7	25.0%	Band 6	25.0%	Band 8	20.0%	<p>Improve teacher capacity through a structured program of professional learning, support and sharing.</p> <p>Implement a staged response to improving targeted areas of Literacy including writing, spelling, grammar and punctuation</p>
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<p>Engagement</p>	<p>Implement an approach that enables all students to be actively engaged in their own inquiry learning.</p>	<p>To have ATTS survey results in Student Relationships – 'Connectedness to peers' and in Teaching & Learning – 'School Connectedness, Stimulating Learning & Student Motivation' categories at or above 4.8 on a 6.0 point scale.</p>	<p>Implement a 'Middle Years' approach to teaching and learning at Years 4- 6, including the explicit teaching of Science and incorporating an Inquiry approach and the use of ICT.</p> <p>Establish a 'Learning to Learn' program in the Middle and Senior School and associated pedagogy.</p> <p>Implement a school-wide inquiry learning model using the resources of the Lee Crockett Fluencies Project incorporating the explicit use of ICT.</p>																																																																

		<p>Improve AUS VELS assessments in Science and ICT</p> <p>Consistently achieve scores at or above the state mean for the 'Homework' category in the Parent Opinion Survey over a sustained period.</p> <p>To have the Transitions section of the Parent Opinion Survey consistently at or above the state mean for a sustained period.</p>	<p>Establish a structured school-wide program for the explicit teaching of science from P-6.</p> <p>Establish a structured school-wide program for the explicit and integrated teaching of ICT from P-6.</p> <p>Strengthen the approach to homework including the development of organisational skills and using Higher Order Thinking Skills and multiple intelligences directly linked to class based teaching and learning.</p> <p>Build and strengthen the partnership with the recently completed Newport Gardens Early Learning Centre and other surrounding educational settings.</p> <p>Establish an enhanced transition program including partnerships with local secondary colleges, EYC and surrounding kindergartens all connected to the inquiry unit.</p> <p>Implementation of the MOU between the EYC and NGPS.</p>
<p>Wellbeing</p>	<p>To foster a positive school culture that enhances the wellbeing of all students.</p>	<p>Absence data FTE of no greater than 10 days per student from P-6 with a particular emphasis on Prep attendance being no greater than 9 days.</p> <p>Reduce the 'Unexplained Absence' data by at least 60% over the life of the SSP.</p> <p>Have ATTS Results in Wellbeing – 'Student Distress & Student Morale' at or above 5.5 on a 6.0 point scale.</p>	<p>Implement a school wide Attendance Program that is staged and which has an emphasis on early identification and intervention leading through to case management for individual students where necessary.</p> <p>Implement the Student Engagement policy across the school</p>

		<p>Increase ATTS data for Student Relationships – ‘Classroom Behaviour & Student Safety’ to 4.5 or better on a 6.0 point scale.</p> <p>Increase the student safety school mean to 6.0 or better and the classroom behaviour school mean to 5.0 or better consistently in the Parent Opinion survey.</p> <p>Increase the professional growth mean to 5.0 or better consistently on the Staff Opinion Survey results.</p>	<p>Continue to integrate the school values and expectations across all levels to help build a Newport Gardens PS culture.</p> <p>Strengthen transition processes at all transition points, particularly between sub-schools.</p> <p>Implement a Senior School Leaders program to better equip students to take on leadership roles either formally or informally at in the Senior Years.</p> <p>Consolidate transition meetings between parents, students and staff for any student on an ILP, BMP or on the PSD.</p>												
<p>Productivity</p>	<p>To align staff expertise to maximise student learning outcomes.</p>	<table border="1" data-bbox="1131 699 1570 868"> <tr> <th colspan="2">Grade 2 Reading</th> </tr> <tr> <td>Minimum Reading Level</td> <td>F & P – Level L</td> </tr> <tr> <td>Stretch target for lowest achievers</td> <td>F & P Level - K</td> </tr> </table> <table border="1" data-bbox="1131 895 1570 1038"> <tr> <th colspan="2">Middle School Numeracy</th> </tr> <tr> <td>Minimum Number Level</td> <td>Grade 3 - +6mths Grade 4 - +6mths</td> </tr> <tr> <td>Stretch target for lowest achievers</td> <td>Grade 3 - @ level Grade 4 - @ level</td> </tr> </table> <p>95% of students taking up the option of being a part of the 1:1 Netbook Program acknowledging that financial assistance may be required for some.</p> <p>To have the general satisfaction school mean of the parent opinion survey at or above 6.0</p>	Grade 2 Reading		Minimum Reading Level	F & P – Level L	Stretch target for lowest achievers	F & P Level - K	Middle School Numeracy		Minimum Number Level	Grade 3 - +6mths Grade 4 - +6mths	Stretch target for lowest achievers	Grade 3 - @ level Grade 4 - @ level	<p>Deploy staff judiciously to achieve desired outcomes e.g. Integration of intervention strategies based on the Levelled Literacy Intervention (LLI) and Getting Ready in Numeracy (GRiN) models.</p> <p>Implement LLI in grade 2 as an intervention/ classroom teacher role.</p> <p>Implement the GRiN program for students in the Middle School.</p> <p>Introduce the explicit teaching of ICT from P-6 and consolidate and further up-skill staff to make best use of the 1:1 Netbook Program from grades 3-6.</p>
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