

**4665 Newport Gardens Primary School Strategic Plan 2018-2021**

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Simon McGlade [date]	.....[name]	[date]	.....[name]	[date]
School council:	Emma Driscoll [date]	.....[name]	[date]	.....[name]	[date]
Delegate of the Secretary:	[name] [date]	.....[name]	[date]	.....[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Nurturing Our Future	Aspire to Improve Aspire to Include Aspire to Grow	<p>Over the course of the previous strategic plan, Newport Gardens Primary School has successfully put in place a structure that allows each Learning Community to operate as a Professional Learning Team with a developing focus on using student data to improve the planning, teaching and learning across all cohorts. The development of our whole school curriculum, in line with the implementation of the Victorian Curriculum, has improved the assurance of a guaranteed and viable curriculum across all classes.</p> <p>We have established a whole school approach to the explicit teaching of English which has built the capacity of staff, scaffolded the learning of students and improved the authenticity of the data. The latter stages of the previous strategic plan, saw an increased connection between the teaching of English and curriculum areas covered through our Inquiry process. We have outstanding success if the implementation of the fluencies method of inquiry which has seen Newport Gardens become a lighthouse school for the promotion of this inquiry method throughout Australia.</p> <p>Our school recognises future challenges lay in a closer alignment of assessments to improve the relative growth of all students, the further development of a whole school approach to the explicit teaching of mathematics and instructional coaching to support classroom practice.</p>	<p>At the conclusion of this strategic plan, we aim to have established processes to develop the capacity of school leaders who can lead effective PLTs with a focus on collective responsibility. Our enhanced PLTs will be the method for the introduction and implementation of the Department’s High Impact Teaching Strategies (HITS). This will link directly with our current work on the explicit teaching of English, and our developing work on the explicit teaching of Mathematics. The focus of coaching will shift from teacher directed GROWTH coaching to instructional coaching using a GROWTH model. Teachers will be determining the effectiveness of the HITS to improve relative gain and achieve the Education State targets of 25% more year 5 students reaching the highest levels of achievements in reading and mathematics by 2020. We aim to develop a whole school process to improve the identification of students requiring targeted intervention and to create evidence-based programs throughout the school.</p> <p>The establishment of student learning goals across curriculum areas will contribute to increasing student voice. Staff will implement a consistent approach to providing feedback to students on their learning. Parental contribution will be included in the process as will student reflection on their own progress. A ‘future focussed’ curriculum comprising inquiry learning, STEAM and the capabilities of the Victorian Curriculum will be a driving force in continuing to improve student engagement and collaboration. Effective methods of tracking the achievement of students in this area of the curriculum will be explored.</p> <p>The newly revised Student Engagement Policy will be implemented with a particular focus on attendance, transitions, restorative practices, respectful relationships and student agency to improve student engagement, connectedness and wellbeing.</p>

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)
<i>To maximise the learning growth of every student in Literacy and Numeracy</i>	<p><b>Professional Leadership</b> <i>Building leadership teams, Instructional and shared leadership</i></p> <p><b>Excellence in Teaching and Learning</b> <i>Curriculum planning and assessment</i></p>	<p>Embed the practice of distributive leadership and collective responsibility to increase the capacity of all staff to improve practice, consistency and student learning outcomes.</p> <p>The combined efforts of the strategies listed below will collectively work towards achieving the goals and multiple targets identified to build professional leadership and excellence in teaching and learning;</p> <ul style="list-style-type: none"> <li>• Improve effectiveness and consistency of PLT structures</li> <li>• Review of school organisational structure in order to improve student outcomes</li> <li>• Embed use of High Impact Teaching Strategies (HITS)</li> </ul>	<p>Targets:</p> <ul style="list-style-type: none"> <li>• To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy</li> </ul> <p>Relative Growth Targets:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students making greater than one year's growth against low, medium and high NAPLAN relative growth trend <ul style="list-style-type: none"> <li>- Reading 30% or greater      Writing 25% or greater      Number 30% or greater</li> </ul> </li> <li>• Decrease the percentage of Year 3-5, students making low relative growth in writing, reading, spelling, numeracy to 25% or less</li> </ul> <p>NAPLAN Targets:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands from: <ul style="list-style-type: none"> <li>- Grade 3 Reading 61% - 66%      Writing 60% - 69%      Number 45% - 55%</li> <li>- Grade 5 Reading 40% - 49%      Writing 22% - 30%      Number 32% - 40%</li> </ul> </li> <li>• Decrease the percentage of Year 3 - 5 students in Reading, Writing and Numeracy in the lower 2 NAPLAN bands from: <ul style="list-style-type: none"> <li>- Grade 3 Reading 7% - 5% or less      Writing 4% - 5% or less      Number 7% - 5% or less</li> <li>- Grade 5 Reading 13% - 5% or less      Writing 7% - 5% or less      Number 13% - 5% or less</li> </ul> </li> </ul>
<p><i>Create a supportive and inclusive learning community which nurtures the social and emotional development of all students</i></p> <p><i>Deepen and strengthen students' learning motivation and sense of engagement in their learning</i></p>	<p><b>Positive Climate for learning</b> <i>Empowering students &amp; building school pride</i></p>	<p>Provide further opportunities within the school community for increased student agency.</p> <p>The combined efforts of the strategies listed below will collectively work towards achieving the goals and multiple targets identified to build a positive climate for learning;</p> <ul style="list-style-type: none"> <li>• Strengthen documentation to track and compare data around unexplained absences</li> <li>• Explicitly teach the Victorian Curriculum capabilities into the inquiry curriculum</li> <li>• For students to set goals for their learning, and to be able to provide feedback on their own and others' learning including teacher effectiveness</li> <li>• Implement a future focused curriculum incorporating inquiry learning, STEAM and the capabilities of the Victorian Curriculum</li> <li>• Implement the revised student engagement policy</li> <li>• Enhance school-wide communication practices</li> </ul>	<p>Targets:</p> <p>By 2021, the 4-6 Student Attitudes to School Survey to be at or above the 50<sup>th</sup> percentile range in the domain of Effective Teaching Practice for Cognitive Engagement (2017 Results: Differentiated learning challenge 15.7%, Effective classroom behaviour 33.5%, Effective teaching time 11.5%, Stimulating learning 7.8%)</p> <p>By 2021, all 4-6 Student Attitudes to School Survey to be at or above the 50<sup>th</sup> percentile range in the domain of Teacher-student relations (Effort 19.9%, High expectations for success 8.2%, Teacher concern 21.6%)</p> <p>By 2021, all 4-6 Student Attitudes to School Survey to be at or above the 50<sup>th</sup> percentile range in the domain of Learning Characteristics and Disposition (Attitudes to attendance 30.5%, Motivation and interest 10.8%, Resilience 37.8%, Self-regulation and Goal setting 24% and Sense of confidence 33.3%)</p> <p>By 2021, all 4-6 Student Attitudes to School Survey to be at or above the 50<sup>th</sup> percentile range in the domain of Social Engagement (Sense of connectedness 19.3%, Sense of inclusion 13.1%, Student voice and agency 26.2%)</p> <p>By 2021, all 4-6 Student Attitudes to School Survey to be at or above the 50<sup>th</sup> percentile range in the domain of School Safety (Advocate at school 15.5%, Managing Bullying 36.4%, Respect for diversity 35.6%)</p> <p>By 2021, all 4-6 Student Attitudes to School Survey to be at or above the 50<sup>th</sup> percentile range in the domain of Not Experiencing Bullying (42.3%)</p> <p>Improve F-6 attendance rates to be at or better than state level</p> <p>To maintain a positive approval rating of 60% or above in all parent opinion survey domains</p>
<i>To provide high impact teaching that motivates students to strive for</i>	<p><b>Professional Leadership</b> <i>Building leadership teams, Instructional and shared leadership</i></p>	<p>Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice.</p> <p>The combined efforts of the strategies listed below will</p>	<p>To have professional leadership practices rated at 'embedding' or higher against the FISO continuum</p> <p>The Professional Learning variable mean score on the Staff Opinion Survey to be at or above the 75th percentile for all primary schools (in 2016, NGPS Principal / Teacher mean was 83.51% compared with 87.16% as the 75th percentile for all primary schools)</p>

<p><i>excellence and achieve continuous learning growth</i></p>		<p>collectively work towards achieving the goals and multiple targets identified to build professional leadership.</p> <ul style="list-style-type: none"> <li>• The leadership team fosters a culture of improvement across the school and has a shared understanding of why and how FISO initiatives for improvement will be implemented to develop capacity among teachers</li> <li>• The leadership team develops capability among teachers to implement and monitor whole-school curriculum planning, and practice demonstrates the transparent links between the SSP, the AIP, FISO initiatives and the school's vision, values and culture.</li> <li>• The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement.</li> </ul>	<p>The Teaching and Learning variable mean score on the Staff Opinion Survey to be at or above the state mean for all primary schools (in 2016, NGPS staff didn't complete this module, the state mean was 78.93)</p>
---	--	---	---