

School Strategic Plan 2021-2025

Narre Warren North Primary School (1901)



Submitted for review by Connie Vandervoort (School Principal) on 15 November, 2021 at 03:41 PM

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Endorsed by Cathy Maher (School Council President) on 17 November, 2021 at 12:45 PM

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School vision	<p>Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Students have opportunities to practise their social and emotional learning in safe classroom environments, where we have created a culture of celebrating mistakes and demonstrating Growth Mindset across all areas of the curriculum.</p> <p>Our school believes that students are at the core of its ethos and culture. The current school vision is enacted through a supportive learning community where all students are motivated and challenged to take responsibility for their own learning.</p>
School values	<p>Our school values of Respect, Responsibility, Resilience, Persistence and Honesty are visible in every area of the school and are referred to regularly throughout the school day. Our aim is for all children to reach their full potential and take responsibility for their own learning</p>
Context challenges	<p>Narre Warren North Primary School is located in the City of Casey, 35km south-east of Melbourne. From its foundation in 1877, Narre Warren North Primary School has enjoyed a strong sense of community spirit. The student population is culturally and linguistically quite homogenous, with a low proportion of speakers of English as a Second Language. The Student Family Occupation (SFO) category was 0.2961 in 2021.</p> <p>The school provides an approved curriculum framework differentiated to meet students' needs. Specialist programs are provided in Physical Education, inter-school sports, Visual Arts, Auslan, Science/STEM and a literacy support program. Student wellbeing is recognised as vital for productive learning and a comprehensive Social and Emotional Learning Program has been implemented. The school provides a Chaplaincy program to support school well being programs.</p> <p>Literacy and Numeracy: Analysis of the Naplan and school based teacher judgement data identified a decrease in the percentage of students in the top 2 bands and above age expected level. A need to build teacher capacity to assess, evaluate, plan and implement an effective differentiated curriculum to improve student outcomes was identified.</p> <p>Student engagement: Analysis of the Naplan data identified a decrease in high benchmark growth and an increase in low benchmark growth. The panel agreed that increasing student agency would lead to improved student outcomes. It was established that the development and implementation of an inquiry based approach to teaching and learning would improve student engagement,</p>

	<p>increase high benchmark growth, decrease low benchmark growth and build learner characteristics.</p> <p>Student wellbeing: The analysis of student, staff and parent data sets indicated high percentages of positive endorsement for student wellbeing factors. It was considered that due to the potential impact of remote learning on whole school health and wellbeing, the school would continue to embed and adjust the program according to the needs of the school community. Celebrating diversity and further developing inclusivity, would assist the school to maintain and increase student resilience and wellbeing within an inclusive learning environment.</p>
<p>Intent, rationale and focus</p>	<p>Our intent is to build teacher capacity to differentiate teaching to ensure challenge and progress for every student. By utilising a range of assessment strategies to teach to every student's point of need; and building teacher capacity through participation in peer observations and the provision of explicit feedback on Instructional practices; we will enhance teaching and learning in order to achieve our intent.</p> <p>We intend to implement an inquiry learning approach to increase student agency and provide opportunities for student collaboration and decisions making in their learning to improve student engagement.</p> <p>By strengthening the partnership between staff, students and parents to create a shared responsibility for student inclusion and wellbeing, students will be more ready to learn resulting in improved student outcomes.</p>

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Goal 1	To improve student learning outcomes in Literacy and Numeracy
Target 1.1	To increase the percentage of students in grade 3 in the top 2 Naplan bands in: <ul style="list-style-type: none">• Reading from 66 per cent (benchmark set as a mean over 2017-21) to 69 per cent• Writing from 57 per cent (benchmark set as a mean over 2017-21) to 61 per cent• Numeracy from 44 per cent (benchmark set as a mean over 2017-21) to 47 per cent.
Target 1.2	To increase the percentage of students in grade 5 in the top 2 Naplan bands in: <ul style="list-style-type: none">• Reading from 47 per cent (benchmark set as a mean over 2017-21) to 50 per cent• Writing from 18 per cent (benchmark set as a mean over 2017-21) to 21 per cent• Numeracy from 31 per cent (benchmark set as a mean over 2017-21) to 33 per cent.
Target 1.3	To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in: <ul style="list-style-type: none">• Reading from 56 per cent (benchmark set as a mean over 2017-20) to 59 per cent• Writing from 29 per cent (benchmark set as a mean over 2017-20) to 32 per cent• Number from 41 per cent (benchmark set as a mean over 2017-20) to 44 per cent.

Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher and team capability to utilise a range of assessment strategies to teach to students point of need.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on Instructional practices.
Goal 2	To improve student engagement in learning.
Target 2.1	Reduce the percentage of students scoring below Naplan benchmark growth in: <ul style="list-style-type: none"> • Reading from 21 per cent (benchmark set as a mean over 2017-21) to 18 per cent • Writing from 24 per cent (benchmark set as a mean over 2017-21) to 20 per cent • Numeracy from 18 per cent (benchmark set as a mean over 2017-21) to 15 per cent.
Target 2.2	Increase the percentage of students scoring above Naplan benchmark growth in: <ul style="list-style-type: none"> • Reading from 25 per cent (benchmark set as a mean over 2017-21) to 26 per cent • Writing from 20 per cent (benchmark set as a mean over 2017-21) to 23 per cent • Numeracy from 20 per cent (benchmark set as a mean over 2017-21) to 25 per cent.
Target 2.3	To increase the percentage of positive responses on the AtoS for the factors: <ul style="list-style-type: none"> • Student Voice and Agency from 59 per cent (benchmark set as a mean over 2017-20) to 66 per cent • Self Regulation and Goal Setting from 82 per cent (benchmark set as a mean over 2017-20) to 87 per cent

	<ul style="list-style-type: none"> • Connectedness to School from 73 per cent (benchmark set as a mean over 2017-20) to 78 per cent • Student Motivation from 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent • Sense of Confidence 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Implement an inquiry learning approach to increase student agency in their learning
Key Improvement Strategy 2.b Empowering students and building school pride	Enable authentic student agency to provide opportunities for student collaboration and decisions making in their learning.
Goal 3	To improve student resilience and wellbeing within an inclusive learning environment.
Target 3.1	<p>To increase the percentage of positive responses in the AtoS survey for the factors:</p> <ul style="list-style-type: none"> • Advocate at school from 82 per cent (benchmark set as a mean over 2017-20) to 88 per cent • Connectedness at school from 73 per cent (benchmark set as a mean over 2017-19) to 81 per cent • Resilience from 77 per cent (benchmark set as a mean over 2017-19) to 81 per cent • Sense of inclusion from 82 per cent (benchmark set as a mean over 2017-19) to 89 per cent • Respect for Diversity from 75 per cent (benchmark set as a mean over 2017-19) to 77 per cent.
Target 3.2	<p>To improve the percentage of positive responses on the Parent Opinion Survey for the factor:</p> <ul style="list-style-type: none"> • Parent satisfaction to maintain or increase above 86 per cent (benchmark set as a mean over 2017-20).

Target 3.3	<p>To improve the percentage of positive responses on the Staff Survey module:</p> <ul style="list-style-type: none"> • School Staff Safety and Wellbeing from 52 per cent in 2016 to 66 per cent.
Key Improvement Strategy 3.a Health and wellbeing	Strengthen the partnership between staff, students and parents to create a shared responsibility for student inclusion and wellbeing.
Key Improvement Strategy 3.b Health and wellbeing	Strengthen access to supports and interventions for students and families.