

Narre Warren North 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:	Connie vanderVoort 7/9/17	.....[name].....	[date]	.....[name].....	[date]
School council:	Cathy Maher [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
<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.</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>	<p>The Narre Warren North Primary School community values respect, honesty, resilience, responsibility and persistence.</p> <p>Narre Warren North Primary School aims for all students to reach their full potential.</p>	<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 as evidenced by second, third and fourth generation families attending the school.</p> <p>The majority of the students are from the immediate locality, but a significant number come from outside the area. 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) Index is 0.4061.</p> <p>Learning can be impacted by the prevalence of families taking extended holidays during school terms.</p> <p>Building Practice Excellence (Alignment with FISO):</p> <p>The school had undertaken extensive work in the development of curriculum structures, processes and documentation. The construction of a whole school instructional model would enable the school’s curriculum plan to fully integrate learning areas and capabilities, pedagogy and assessment.</p> <p>If we develop a shared professional practice with high-impact teaching strategies and collaborative processes to monitor and track student progress along their learning pathway, then student outcomes will improve.</p> <p>Curriculum Planning and Assessment:</p> <p>The school has begun to adopt whole school approaches to teaching and learning in Reading which have begun to be documented and formalised, however there is nothing in place school wide in Writing. The lack of a whole school Writing approach has resulted in inconsistencies across the school in the teaching of Writing and low results. NAPLAN data indicates a decline in Writing.</p> <p>Reading has been a priority for the last 2 years. Further work is required to develop consistency in teaching practice across the school.</p> <p>If teachers’ knowledge of evidence-based, high-impact strategies is developed and teaching and learning approaches are founded on shared understandings of best practice, then student learning outcomes will be improved.</p> <p>Empowering Students and Building School Pride, Health and Wellbeing:</p> <p>The learning growth for students achieving above the expected level is not consistently as high as for other cohorts of students. Students have some say in their learning and teachers set learning goals with high expectations to engage students in their own learning, however, an analysis of the degree to which the students have agency in learning and opportunities to give feedback and receive effective feedback is an area requiring further inquiry.</p> <p>If teachers develop challenging and aspirational goals with students and teach them to self-assess and monitor their own progress within a positive learning climate then resilience, engagement and motivation will improve.</p> <p>If students have a say in the decisions that affect their learning and their school life then they will engage more deeply and positively in the learning experiences and develop self-confidence, self-efficacy and self-regulation.</p>	<p>Our intent is to develop a whole school instructional model, build teacher capacity in English, particularly Reading and Writing and provide the best educational opportunities, including empowering students, giving them a voice in their learning, and introducing STEM in order to improve student engagement.</p> <p>By focusing on Building Practice Excellence, Curriculum Planning and Assessment; Empowering Students and Building School Pride we will enhance teaching and learning in order to achieve our intent.</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)
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<p>To implement a whole-school instructional model which incorporates the use of data to drive improvement in student learning.</p>	<p><u>FISO Priority:</u> Excellence in Teaching and Learning</p> <p><u>FISO Initiative(s):</u> Building Practice Excellence</p> <p><u>Essential Elements:</u> 1, 8</p>	<p>Develop an agreed Instructional model through audit, research, refinement, consultation and collaboration.</p>	<p>Completed documentation of Instructional Model</p> <p>SOS: Results of School Climate variable; Collective Efficacy and Academic Focus to be sustained or show continuous improvement using 2017 results as base line.</p> <p>SATS: Results of variable; Learning Confidence and Student Motivation to be sustained or show continuous improvement using 2017 results as base line</p>
		<p>Develop teacher capacity through the PLT structure with the emphasis on evaluating impact on learning of the whole school instructional model.</p>	
<p>To improve student achievement in English with an emphasis on Reading and Writing.</p>	<p><u>FISO Priority:</u> Excellence in Teaching and Learning</p> <p><u>FISO Initiative:</u> Curriculum Planning and Assessment</p> <p><u>Essential Elements:</u> 1, 6</p>	<p>Implement a consistent instructional model across the school for Writing, based on action research, in order to improve student learning.</p>	<p>Maintain and/or increase in the percentage of students in the top two Vic Curriculum bands (A & B) in Reading and Writing.</p> <p>Reduce percentage of students with low growth as identified by Naplan results in Reading and Writing.</p> <p>Increase percentage of students with high growth as identified by Naplan results in Reading and Writing.</p>
		<p>Establish whole school assessment for Writing, based on effective assessment practices in Writing including moderation and use of data in PLTs.</p>	
		<p>Develop whole school consistency in Reading.</p>	
<p>To build a culture of student-centred learning.</p>	<p><u>FISO Priority:</u> Positive Climate for Learning</p> <p><u>FISO Initiatives:</u> Empowering Students and Building School Pride, Health and Wellbeing</p> <p><u>Essential Elements:</u> 4, 5</p>	<p>Development of whole school feedback model based on High Impacts Teaching Strategies Tool (HITS)</p>	<p>Co-construction with students of a school based survey to measure continuous improvement from established base line.</p> <p>SATS: Results of variables; Connectedness to School, Connectedness to Learning and Student Voice to show continuous improvement using 2017 results as base line.</p> <p>POS: Results of variables; Student Agency and Voice and School Communication to show continuous improvement using 2017 results as base line.</p>
		<p>Build social skills, emotional resilience and positive mental health and wellbeing in all students.</p>	