

# School Strategic Plan 2018-2022

Northcote Primary School (1401)



Submitted for review by Kerrie Williams (School Principal) on 06 November, 2019 at 05:06 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 06 December, 2019 at 02:28 PM  
Endorsed by Andrew Schmidt (School Council President) on 09 December, 2019 at 08:46 AM

# School Strategic Plan - 2018-2022

Northcote Primary School (1401)

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| <b>School vision</b>               | Vision:<br>Collaborative learning in a community that cares  |
| <b>School values</b>               | Values:<br><br>Collaboration: Students are encouraged to be their best selves through progressive learning and teaching practices that give them the foundations, curiosity and creativity to be life-long learners.<br><br>Community-minded: Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school and wider community.<br><br>Respect: Accepting and valuing ourselves and others and fostering an atmosphere of inclusion, resilience and mutual respect.   |
| <b>Context challenges</b>          | To ensure consistency and alignment of all aspects of school practices that result in sustained improvement in student learning and wellbeing.   |
| <b>Intent, rationale and focus</b> | To improve literacy outcomes for all students<br>An analysis of the school's NAPLAN, Teacher Judgement and school-based benchmarking data identified inconsistencies in the proportion of students demonstrating high growth in all areas of literacy. Additionally, the school's Panorama Report in NAPLAN indicated lower percentages in the top two bands in Reading and Writing for Year 3 compared to like schools. Literacy was therefore identified as an area requiring focus for the next SSP, particularly in the areas of Reading and Writing.<br>Moderation of student writing was undertaken on a semester or term basis. The current lack of more frequent moderation practices was a barrier to achieving greater consistency in teacher judgements. The Panel found that teacher judgements of student progress were not yet consistent across all learning areas and year levels and agreed that increasing frequency on moderation would support the assessment process.<br><br>To improve student engagement<br>An analysis of the school's opinion surveys, together with consideration of the Panel's analysis of the school's progress against the FISO Continua, indicated the need for a focus on activating student voice and on continuing to embed the school's culture of high |

expectations. This will further support student engagement with their learning.

The Panel found that students at all levels across the school developed learning goals and had been provided with strategies such as 'I can' statements to support them to assess their progress against their goals. Parents were included in the development of semester goals and supported students in attaining these goals. Learning Intentions and Success Criteria were used consistently in Literacy and Numeracy across all classes.

A barrier to achieving the target set for the AToSS was identified by the Panel as being due to inconsistencies in the way the survey was conducted. Opportunities to develop student agency in analysing and developing understandings of the outcomes of the survey had not had a consistent approach by the school.

The Panel also found that whilst student leadership and student voice were embedded across the school, staff were at an early stage in developing understandings of how to integrate student agency into their teaching

Whilst authentic agency in learning was not yet established, the Panel agreed that the school had made progress towards achieving this through the establishment of individual learning goals and the strategies that were in place to support students to assess their progress towards meeting their goals.

To improve student wellbeing

The Panel reviewed the policies, programs and processes the school has in place to address student health and wellbeing and agreed that a focus on addressing the psychological and social wellbeing of students, particularly those students with complex needs, would support the further development of a positive climate for learning across the school.

The Panel found that Goal to develop students' social competencies, resilience and sense of wellbeing was not met in the previous School Strategic Plan. The Panel agreed that a barrier to achievement of this target was a lack of teacher confidence in dealing with the needs of students displaying high levels of anxiety.

The school introduced the Resilience, Rights and Respectful Relationships (RRRR) program to support the implementation of personal and social capabilities, together with the behavior management approach based on 'the Developmental Management Approach to Classroom Behaviour' (Professor Ramon Lewis). The school confirmed that this approach was effective in developing consistency of behaviour management across the school but was not meeting the needs of the school to cater for students with high level anxiety behavioural issues.

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| <b>Goal 1</b>     | To improve literacy outcomes for all students   |
| <b>Target 1.1</b> | <p>NAPLAN: The percentage of students in the top <b>two bands</b> to be <b>equal to</b>, or better than, like school groups in Reading and Writing for Year 3 and Year 5.</p> <p>Year 3 Reading from 73% (2018) to 76% (2022)</p> <p>Year 5 Reading from 45% (2018) to 59% (2022)</p> <p>Year 3 Writing from 50% (2018) to 62% (2022)</p> <p>Year 5 Writing from 28% (2018) to 34% (2022)</p> |
| <b>Target 1.2</b> | <p>NAPLAN Writing growth from Year 3 to Year 5 to be equal to, or better than, like school groups. Relative to the similar school's group NPS result is similar to the results for primary schools with similar characteristics (SS=29% NPS=31%). Increase high growth from 31% (2018) to 33% by 2022.</p>  |
| <b>Target 1.3</b> | <p>Trend data for NAPLAN Mean Scale Score to show consistent improvement as follows:</p> <p>Year 3</p> <ul style="list-style-type: none"><li>● Reading from 492 (2018) to 500 (2022)</li><li>● Writing from 427 (2018) to 460 (2022)</li><li>● Spelling from 430 (2018) to 445 (2022)</li><li>● Grammar and Punctuation from 461 (2018) to 470 (2022)</li></ul>                               |

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|   | <p>Year 5</p> <ul style="list-style-type: none"> <li>● Reading from 544 (2018) to 560 (2022)</li> <li>● Writing from 499 (2018) to 510 (2022)</li> <li>● Spelling from 509 (2018) to 525 (2022)</li> <li>● Grammar and Punctuation from 545 (2018) to 560 (2022)</li> </ul> |
| <b>Target 1.4</b>   | Teacher Judgements: The percentage of students achieving above expected growth in Reading, Writing and Speaking and Listening to consistently reach 25% or better.  |
| <b>Target 1.5</b>   | Teacher Judgements: The percentage of students achieving below expected growth in Reading, Writing and Speaking and Listening to be consistently below 25%.   |
| <b>Key Improvement Strategy 1.a</b><br>Evidence-based high-impact teaching strategies | Build the capacity of all staff to use evidence-based targeted teaching in Reading, Writing and Speaking and Listening  |
| <b>Key Improvement Strategy 1.b</b><br>Evaluating impact on learning                  | Build teacher capacity to make consistent teacher judgements of student progress validated by rigorous data analysis  |
| <b>Goal 2</b>   | To improve student engagement   |
| <b>Target 2.1</b>   | <p><b>AToSS:</b></p> <ul style="list-style-type: none"> <li>● Student Voice and Agency (Years 4–6) to improve from 59% positive to 70%</li> <li>● Stimulated learning to improve from 68% positive to 80%</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>● Motivation and interest to improve from 73% positive 85%</li> </ul>  |
| <b>Target 2.2</b>  | <p><b>POS:</b></p> <ul style="list-style-type: none"> <li>● High Expectations to improve from 73% positive to 85%</li> <li>● Stimulating Learning Environment to improve from 68% positive to 80%</li> </ul>  |
| <b>Key Improvement Strategy 2.a</b><br>Empowering students and building school pride | Develop teachers' shared understanding of, and capacity to implement, student voice, agency and leadership  |
| <b>Key Improvement Strategy 2.b</b><br>Intellectual engagement and self-awareness    | Increase teacher capacity to embed opportunities for students to exercise authentic agency in their own learning through empowering students to be actively involved in regular conversations about what and why they are learning and their learning progression |
| <b>Key Improvement Strategy 2.c</b><br>Evaluating impact on learning                 | Build teacher capacity to effectively diagnose individual students' abilities in order to explicitly teach using tailored strategies that are appropriately challenging   |
| <b>Goal 3</b>  | To improve student wellbeing  |
| <b>Target 3.1</b>  | <p><b>AToSS</b></p> <ul style="list-style-type: none"> <li>● Not Experiencing Bullying from 49% positive to 60%,</li> <li>● Resilience from 77% positive to 85%,</li> <li>● Teacher Concern from 64% positive to 75%.</li> </ul>                                  |

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| <b>Target 3.2</b>   | <b>POS</b> <ul style="list-style-type: none"> <li>● By 2022, improve POS data on Managing Bullying to the 50th percentile.</li> </ul>  |
| <b>Key Improvement Strategy 3.a</b><br>Parents and carers as partners | Support parents/carers to build high levels of family involvement in school activities through the ongoing development of sustainable and effective partnerships between teachers, parents and families.                                       |
| <b>Key Improvement Strategy 3.b</b><br>Health and wellbeing           | Build staff capacity to provide for the learning needs of all students through developing knowledge and understanding of potential mental health issues of students and providing visible and active support for healthy norms and behaviours. |