**School Strategic Plan 2019-2023**

Newborough East Primary School (4670)



Submitted for review by Julie Skee (School Principal) on 16 September, 2019 at 04:59 PM  
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 16 September, 2019 at 05:12 PM  
Endorsed by Jude Bergmann (School Council President) on 10 October, 2019 at 09:04 AM

**School Strategic Plan - 2019-2023**

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| School vision | NEPS is a learning community where we work together to make a life, a living and a difference. |
| School values | The school promotes the Values of Respect for Self, Others, Learning and Community and values the safe, caring and supportive environment it has established over many years with a focus on social, emotional, physical as well as academic development of children.  Staff have a strong commitment to developing their skills and undertake regular professional learning activities based on our key priorities with a strong focus on Numeracy. Parent involvement is strongly encouraged and we have many volunteers who help out in our school. The School Council is active and productive and understands the focus of the school. |
| Context challenges | Newborough East is an attractive school set on 6.2 hectares with a population of approximately 312 in 2019. The school has a Principal, an Assistant Principal, approx. 18 full time teaching staff and 25 educational support staff. We have spacious refurbished classrooms, a Gymnasium, Library facility, Art Room and Computer Room. We are situated across the road from the Moe Recreation Centre, swimming pool and athletics track, all facilities that we use regularly. In 2019 we have 14 classrooms which includes 2 straight Prep grades.  In 2018, NEPS continued our strong focus on Maths with staff working in their PLT teams to pre-test, analyze, plan the learning activities, implement and post-test as per the Griffin model approach. An increase in pedagogical knowledge was evident in teacher’s discussion about their teaching practice. A positive change in student attitude towards Maths is also more evident. Our results in teacher-assessed judgments in both English and Mathematics are higher than the state average, although similar in the NAPLAN Comparison. The focus of the school in 2018 has been improving Numeracy outcomes for all students, in particular the Numeracy NAPLAN growth from Grade 3 to 5. The results of this focus have been an increase on the 2014-2016 data with 65% of our students showing Medium or High growth in Maths from Grade 3 – 5. In 2019 the AIP focus will be on increasing the number of students in the top 2 bands for reading and numeracy as assessed by the NAPLAN assessments.  Key challenges: - Change in leadership can be seen as a barrier, but clear role descriptions that have been developed over this time have allowed for a smooth transition for staff entering new leadership roles. - Behaviour interruptions - Time out of classrooms isn't always perceived well - Increase in workload of leadership team members - Transition to a new Principal - Teacher capacity to extend students - Lack of common assessment for numeracy across the school - Data literacy - the ability of ALL teachers to interpret and use data to inform teaching and learning - School-wide consistency of practice - Funding and supports - Growing needs of our students and lack of external support |
| Intent, rationale and focus | Reading Intent: To maximise the achievement and learning growth of all students in Reading.  Rationale: There was a drop in the percentage of students in the top two bands of NAPLAN between Years 3 and 5. There was a difference in the teacher judgement assessment and the outcomes from standardised tests. There had been a focus on Numeracy during the previous SSP. Focus: 1a To develop, document and implement a guaranteed and viable curriculum in Reading. (CPA) 1b To develop, document and implement school wide agreed assessment practices for Reading. (CPA) 1c To implement agreed instructional practices in the teaching of Reading. (BPE) (EIL) 1d To strengthen teacher capabilities in teaching reading through the effective use of PLTs. (BPE)  Numeracy Intent: To maximise the cognitive engagement, achievement and learning growth in Numeracy  Rationale: The Panel identified the need to give students more voice and agency in their learning. At present, there was limited student agency in building authentic learning partnerships. Students had limited input into the curriculum and were given inconsistent feedback as a means to improve their learning. Students need to develop their ability to self–regulate their learning and to actively challenge themselves. There is a need to develop teacher capacity to empower all students to reach their full potential with a focus on numeracy.  Focus: 2a To strengthen teacher capabilities in differentiating the learning in Numeracy 2b To implement processes that strengthen student agency and voice in their learning. 2c To develop a school wide approach to the use of student collaboration with an initial focus on Numeracy   Wellbeing Intent: To enhance student wellbeing with a focus on confidence, resilience and student safety.  Rationale: Student opinion data showed that students had concerns over student safety, though this was not reflected in known school data. Students’ confidence in their learning was lower than desired. The wellbeing framework in the school was not clearly identified, though there were many wellbeing supports in place.  Focus: 3a Develop a positive narrative that enables clarity and consistency of expectations around behaviour across the school community.  3b Develop a feedback process for students to regularly share information and co–design wellbeing strategy. 3c Develop a documented school–wide wellbeing strategy that is regularly reviewed. |

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| Goal 1 | To maximise the achievement and learning growth of all students in Reading |
| Target 1.1 | Drafting note: consider inclusion of 2018 benchmarks for all targets to facilitate development of 12 month AIP targets  By 2023, all students achieve 12 months growth or more in reading through teacher judgement |
| Target 1.2 | By 2023, there will be an increase in NAPLAN medium and high growth in Reading between Years 3 and 5 to 75 per cent |
| Target 1.3 | By 2023 there will be an increase in the number of students achieving in the NAPLAN top two bands of Reading at Year 5 to 35 per cent |
| Target 1.4 | By 2023, all Newborough East PS students will begin high school as independent readers as measured by benchmarked data (PM Level 30/F&P Level U) |
| Key Improvement Strategy 1.a Curriculum planning and assessment | To develop, document and implement a guaranteed and viable curriculum in Reading |
| Key Improvement Strategy 1.b Curriculum planning and assessment | To develop, document and implement school wide agreed assessment practices for Reading |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | To implement agreed instructional practices in the teaching of Reading |
| Key Improvement Strategy 1.d Building practice excellence | To strengthen teacher capabilities in teaching reading through the effective use of PLTs |
| Goal 2 | To maximise the cognitive engagement, achievement and learning growth in Numeracy |
| Target 2.1 | Drafting note: consider inclusion of 2018 benchmark for all targets to facilitate development of 12 month AIP targets   By 2023 there will be an increase in:   * the percentage of students achieving in the NAPLAN top two bands in Numeracy to 25% * the NAPLAN medium and high growth in Numeracy between Years 3 and 5 to 75% |
| Target 2.2 | By 2023, all students achieve 12 months growth or more in numeracy through teacher judgement |
| Target 2.3 | By 2023 there will be an increase in the AToSS data in:   * Student agency to 85% * stimulating learning to 85% * differentiated learning challenge to 90% |
| Target 2.4 | By the end of the SSP the SSS will show an increase in outcomes in:   * Collective efficacy to 84% * Collaborate to scaffold student learning to 75% |
| Key Improvement Strategy 2.a Evaluating impact on learning | To strengthen teacher capabilities in differentiating the learning in Numeracy |
| Key Improvement Strategy 2.b Empowering students and building school pride | To implement processes that strengthen student agency and voice in their learning |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | To develop a school wide approach to the use of student collaboration with an initial focus on Numeracy |
| Goal 3 | To enhance student wellbeing with a focus on confidence, resilience and student safety |
| Target 3.1 | Drafting note: consider inclusion of 2018 benchmark to facilitate development of 12 month AIP targets   By the end of the SSP the AToSS will show an increase in outcomes in:   1. Sense of confidence to 90% 2. Resilience to 85% 3. Experiencing bullying to 35% |
| Target 3.2 | By the end of the SSP the POS will show an increase in outcomes in:   1. Confidence and resilience skills to 95% 2. Managing bullying to 85% |
| Target 3.3 | By the end of the SSP the SSS will show an increase in outcomes in:   * Trust in students and parents to 80% * Academic emphasis to 85% |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop a positive narrative that enables clarity and consistency of expectations around behaviour across the school community |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop a feedback process for students to regularly share information and co–design wellbeing strategy |
| Key Improvement Strategy 3.c Health and wellbeing | Develop a documented school–wide wellbeing strategy that is regularly reviewed |