

School Strategic Plan for Northcote Primary School 1401 2015 - 2018



**NORTHCOTE
PRIMARY SCHOOL**
More than a school ...a community

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Kerrie Williams</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Ian Taylor.</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Narrative

Northcote is known for its strong sense of community connectedness, and Northcote Primary School has this in spades.

Over our 140 year history the school has evolved into a place where community matters and where our students continue to achieve academically. We are proud of our consistent teaching and learning and the high standards we set for our staff and students.

At our school we celebrate the individual. Our students are highly engaged. They are motivated and happy to be here. Every day our students show how much they care for each other – in both the classroom and playground.

Northcote Primary School students come ready to learn and leave ready for the next adventure. They are encouraged and equipped to solve life's challenges, which we know is a vital skill.

We are a welcoming school community. Strong relationships are the hallmark of our school – among students, parents, staff and within the Northcote community.

As a school we are doing lots of great work and we are always challenging ourselves to keep improving. We need to pause from time to time to reflect on our achievements and remember what makes Northcote Primary such a special place.

Our staff, School Council and the broader school community are working together to support our students on their learning journey. We encourage parents to lend a hand and to continue to get actively involved in Northcote Primary school.

School Profile

Purpose	We help children become literate, numerate, curious and prepared for the future	
Values	Creativity - Stimulating curiosity and exploration as well as providing opportunities for choice, discovery and creative self-expression	Creativity means: Original ideas that have value Designing and making new things Different ways of seeing things Innovation & risk-taking Intellectual – thinking, problem-solving Artistic – performance, visual, music, dance
	Community Welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school	Community means: Actions based on shared experiences, expectations, values, beliefs and meanings between individuals Involvement, connection, belonging, inclusion, identity

	<p>Respect</p> <p>Accepting and valuing ourselves and others and demonstrating this in our behaviour.</p>	<p>Respect means:</p> <p>We respect ourselves by accepting and valuing who we are</p> <p>We respect others by treating people fairly and appreciating different circumstances and views</p> <p>We respect our community by welcoming newcomers and lending a hand to each other</p>
<p>Environmental Context:</p> <p>Educational</p>	<ul style="list-style-type: none"> • We strive to build and maintain a community of learners – students, parents and staff – learning, working and sharing together. • We recognise the importance of equipping students with skills and abilities to achieve socially, academically and emotionally in today’s changing world. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can. • Our pedagogical focus is to provide an inclusive teaching and learning program, with consistent, collaborative teaching practices (teacher teaming), strongly focused on meeting the needs of all students and capitalising on the collective strengths of teams of teachers. • We provide a comprehensive curriculum based on the AusVELS with specialist programs in the Arts, Physical Education, and Italian Language. • We have a strong focus on using evidence (data) to drive our teaching and learning, with an emphasis on high expectations for all learners. 	
<p>Environmental Context:</p> <p>Social – community</p>	<ul style="list-style-type: none"> • Northcote Primary School is located in Northcote in the City of Darebin. • The school enrolment for 2015 is approximately 358 students and this is expected to increase in the future. • We have an enthusiastic and professional staff team of 2 Principal class officers, 20 teachers and 4 support staff. • The school has a high Student Family Occupation (SFO) index of 0.23, and the number of families with 	

and demographics	<p>language backgrounds other than English is in the mid-high range.</p> <ul style="list-style-type: none"> • We are a community mainly from the local Northcote and surrounding areas who value working together in partnership to achieve the best outcomes for all students
Environmental: Grounds and facilities	<ul style="list-style-type: none"> • The school was established in 1874 and the predominant buildings are of Victorian and Edwardian heritage • Extensive refurbishments to original classrooms have created modern, flexible learning spaces in most areas • Synthetic turf for general play and basketball have enhanced the open play spaces • Extensive landscaping and attractive signage have improved the main entrances to the school • Maintaining the original buildings continues to be a community challenge that we strive to meet • 2 Mod 5 relocatable classrooms will be established in 2015 on land adjacent to the school (known as The Block), and it is anticipated that additional classrooms will be added to meet the rising school enrolment. These relocatable classrooms will accommodate the Year 5-6 students.
Service Standards	<ul style="list-style-type: none"> • We commit to the active sharing of our vision and goals to ensure school community engagement in our school strategic plan, and will prioritise resources to ensure appropriate support for school strategic goals • We provide all students with a balanced and flexible curriculum that develops their academic, social and emotional skills. • We provide a safe and stimulating learning environment that ensures all students can achieve their full potential, and recognize and celebrate effort and achievement. • We foster close links with parents and the broader school community through our commitment to open and regular communications, and welcome parent participation in and contribution to our students' learning experiences where appropriate.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To develop students to be literate, numerate and curious learners	<p>For each student to achieve at least one year's growth in learning (as measured by AusVELS) during each school year.</p> <p>Increased % of students in top 2 bands in all literacy and numeracy domains in NAPLAN from previous year</p> <p>Year 3 – Top 2 bands are 5&6 Year 5 – top 2 bands are 7 & 8</p> <p>By 2018, at least 50% of students in Year 3 to Year 6 will achieve above expected levels in AusVELS Thinking and AusVELS Personal Learning.</p> <p>By 2018, Student Survey Factor Mean Scores for Stimulating Learning will be above the 75th percentile.</p>	<p>Continue to build a consistent whole school approach to learning and teaching based on evidence based teaching approaches, eg. Powerful Learning/Theories of Action to improve student learning and to strengthen teacher capacity including:</p> <ul style="list-style-type: none"> -continuing to develop differentiation and documentation of curriculum and assessment to ensure that all students make the expected growth -providing strong support for staff professional learning, focussed on improving teaching practice, consistency of practice and the sharing of highly effective teaching strategies -ensuring a range of assessment practices and feedback mechanisms are used to: monitor and evaluate each child's progress; guide instructional practice; identify learning and report to students and families

<p>Engagement</p>	<p>To develop students who are motivated, engaged, resilient and contribute to the wellbeing of others</p>	<p>By 2018, Student Survey Factor Mean Scores for Wellbeing, Teaching and Learning, and Student Relationships will be above the state mean, and the factors Student Motivation and Stimulating Learning will be above the 75th percentile (Data: Attitudes to School Survey Results, Factor Mean Scores - Trend Analysis; Percentile Trend Analysis).</p> <p>NPS will investigate developing its own survey of student perceptions</p> <p>By 2018, student absence rates to be at or below the state mean for each year level.</p> <p>Maintain the School Staff Survey Overall Score for School Climate to be at or above the state mean.</p>	<p>Continue to ensure smooth, seamless, and effective transition for, students moving from kindergarten to school, early years to middle years, and primary school to secondary school.</p> <p>Investigate ways to maximize expertise and engagement in the community, and amongst parents in student learning.</p>
<p>Wellbeing</p>	<p>To develop students' social competencies, resilience and sense of well-being.</p>	<p>By 2018, Student Survey Factor Mean Scores for Wellbeing, Teaching and Learning, and Student Relationships will be above the state mean and in the 75th percentile</p> <p>By 2018, 95% of all F-6 students will achieve C or above in the AusVELS domain Interpersonal Learning</p> <p>By 2018, Parent Opinion Survey data for Student Safety to be at or above the state mean.</p>	<p>Build and expand the school's social and resilience skills programs (Bounce Back, Ray Lewis Developmental Management Model) to reflect the current needs of students by incorporating the elements from evidence-based and Nationally recognised programs (such as the National Safe Schools Framework; Kidsmatters; or Bully Stoppers)</p> <p>Identify authentic and differentiated opportunities for students to provide feedback on their learning to teachers</p>

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<p>Productivity</p>	<p>To ensure consistency and alignment of all aspects of school operations and resource allocation that result in sustained improvement in student learning and well being</p>	<p>Documentation of clear financial processes.</p> <p>Facilities plan to accommodate increased enrolments, programs and maintenance.</p> <p>By 2018, the School Staff Survey Overall Score for Professional Learning will be at or above the state mean.</p>	<p>Priority given in global budget to Strategic Plan and Annual Implementation Plan goals.</p> <p>Upgrade of facilities across the school</p> <p>Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.</p>
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School Strategic Plan 2015-2016: Indicative Planner

		Actions	Achievement Milestones
<p>Achievement</p> <p>Continue to build a consistent whole school approach to learning and teaching based on evidence based teaching approaches, eg. Powerful Learning/Theories of Action to improve student learning and to strengthen teacher capacity including:</p> <p>-continuing to develop differentiation and documentation of curriculum and assessment to ensure that all students make the expected growth</p> <p>-providing strong support for staff professional learning, focussed on improving teaching practice, consistency of practice and the sharing of highly effective teaching strategies</p> <p>-ensuring a range of assessment practices and feedback mechanisms are used to: monitor and evaluate each child's progress; guide instructional practice; identify learning and report to students and families</p>	Year 1	<p>Implement a whole school spelling approach that is developmental and evidence-based</p> <p>Review the Assessment Schedule to ensure a range of assessment practices and feedback mechanisms are embedded</p> <p>Investigate revised Powerful Learning strategies</p> <p>Appoint Data Managers to support regular data collection and analysis in teams</p> <p>Introduce a revised Peer Observation process that builds on the existing collaborative environment and sharpens the focus of discussion</p> <p>Develop, document and implement an agreed model of instructional practice for teaching (all curriculum)</p> <p>Professional Learning Teams focus on student learning and develop appropriate and differentiated curriculum to meet individual student needs</p> <p>Build capacity of all teachers to identify a student's point of learning readiness (zone of proximal development) by assessing against the standards and develop strategies to inform learning intentions and success criteria</p> <p>Staff professional learning in AusVELS Thinking dimension</p>	<p>Priority teaching & learning strategies evident in classroom walk throughs, peer observations and teacher planning</p> <p>Differentiated curriculum and an agreed model of instructional practice documented and implemented in all learning areas.</p> <p>Teachers and leaders use protocols to examine & moderate student work with reference to agreed standards. Content knowledge & pedagogy is deepened through professional discussions.</p> <p>Data entered regularly into SPA or similar data storage program.</p> <p>Data collected and used regularly by PLTs to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students</p> <p>Effective differentiation in literacy and numeracy sessions result in an upward trend in Year 3 and Year 5 NAPLAN results in English and Mathematics</p> <p>Planning documents reflect AusVELS Thinking strategies</p>

		Actions	Achievement Milestones
<p>Engagement</p> <p>Continue to ensure smooth, seamless, and effective transition for, students moving from kindergarten to school, early years to middle years, and primary school to secondary school.</p> <p>Investigate ways to maximize expertise and engagement in the community, and amongst parents in student learning.</p>		<p>Whole school engagement survey/s undertaken and action taken to identify improvement areas (NSSF)</p> <p>Promotion of student learning through regularly changing displays throughout the school</p> <p>School goals and values visible in displays throughout the school</p> <p>Parent / classroom helpers program implemented</p>	<p>Areas identified from survey data acted upon and improvements evident, eg. reduced student distress in class and playground; improved attendance</p> <p>All community know what our school goals and values are and what they look like at NPS</p>
<p>Wellbeing</p> <p>Build and expand the school's social and resilience skills programs (Bounce Back, Ray Lewis Developmental Management Model) to reflect the current needs of students by incorporating the elements from evidence-based and Nationally recognised programs (such as the National Safe Schools Framework; Kidsmatters; or Bully Stoppers)</p> <p>Identify authentic and differentiated opportunities for students to provide feedback on their learning to teachers and vice versa</p> <p>Further develop home/school communication strategies which promote the school's approaches to wellbeing, and teaching and learning</p>		<p>Whole school wellbeing survey/s undertaken and action taken to identify improvement areas (NSSF)</p> <p>Staff professional Learning in Bounceback and Developmental Management</p> <p>Staff professional learning in AusVELS domains Interpersonal Learning and Personal Learning</p> <p>Maintain regular team email communication to parents</p> <p>Elevate wellbeing throughout the school by recognising and rewarding effort, resilience and school values through awards and newsletter / website communication</p>	<p>Areas identified from survey data acted upon and improvements evident, eg. reduced student distress in class and playground; improved attendance</p> <p>Bounceback scope and sequence developed and implemented P – 6.</p> <p>Planning documents reflect AusVELS Interpersonal Learning and Personal Learning strategies</p>

		Actions	Achievement Milestones
<p>Productivity</p> <p>Priority given in global budget to Strategic Plan and Annual Implementation Plan goals.</p> <p>Upgrade of facilities across the school</p> <p>Develop a whole school professional learning plan that aligns school improvement goals and staff performance and development goals.</p>		<p>Upgrade finance processes to reflect current business practices eg direct credit payment of bills and wages</p> <p>Grounds improvements to The Block and senior play area</p> <p>Continue to investigate building improvements (Hall; Admin)</p> <p>Staff professional learning to understand the School Staff Survey Professional Learning element</p> <p>Develop a professional learning schedule for each term based on audit of teacher needs</p>	<p>Financial processes improved</p> <p>Completion of The Block grounds upgrade and senior play area</p> <p>All staff have an active understanding of the SSS Professional Learning element</p> <p>School schedules (specialist and professional learning) privilege core learning (Literacy and Numeracy) domains</p> <p>Learning improvement goals met in Individual Learning Plans for identified students</p>