

School Strategic Plan 2023-2027

Northcote Primary School (1401)



Submitted for review by Shaun Wells (School Principal) on 18 November, 2023 at 11:39 AM

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School Strategic Plan - 2023-2027

Northcote Primary School (1401)

School vision	<p>Northcote Primary School is an inclusive school. We believe that every child deserves a rich, varied and challenging learning experience. Northcote Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and community to support student learning, engagement and wellbeing.</p> <p>Our vision, collectively developed by staff is: Together, we create an environment where every child thrives. Which links effortlessly and is expanded upon by our school motto: Collaboration in a community that cares.</p> <p>We have also developed guiding principles that as a school, we aim to promote and prioritise in our educational approach and in the decisions that we make around our students and their learning.</p> <p>Guiding Pillars:</p> <p>Inclusion At Northcote Primary School, we value inclusivity as a foundation for creating and maintaining a diverse school community where everyone feels welcomed, safe and respected. We envision a future where all individuals have equal opportunities to not only participate and be engaged but also succeed regardless of their ethnicity, gender, age, or socioeconomic status. We are committed to fostering an inclusive school environment that promotes diversity, equity, and belonging. Our goal is to build a school culture that reflects the richness and potential of all people, and to create a culture that meet the needs and preferences of every individual.</p> <p>Sustainability At Northcote Primary School we aim to cultivate a culture of sustainability amongst our students and wider school community that is focused on protecting and conserving the environment. We believe in promoting sustainable practices and are committed to providing our students with the necessary tools and resources to become responsible and ethical global citizens. Our vision is to create a school community that reflects these values, where students are empowered to make meaningful contributions towards environmental sustainability and are equipped with the knowledge and skills needed to tackle the critical environmental challenges of today and tomorrow.</p>
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	<p>Creativity Northcote Primary School is committed to fostering creativity, self-expression, and innovation through a combination of art, music, and other forms of artistic expression. We firmly hold the belief that these disciplines are essential to the development of well-rounded, intellectually engaged students. Our commitment extends to ensuring that every student has the opportunity to explore their creativity and cultivate their distinctive artistic perspective. We are dedicated to empowering students to use their creative abilities to make a positive impact on the world, and we believe that the arts are essential to building a vibrant and thriving community.</p> <p>Technology and Innovation At Northcote Primary School, we believe technology is an essential component in empowering our students to become successful and engaged global citizens. Our vision is to provide innovative, cutting-edge technologies that will equip our students with the tools necessary to thrive in an ever-changing world. We strive to create a student-centred learning environment that is interactive, collaborative, and inclusive. By leveraging technology in meaningful and impactful ways, we aim to foster creative and critical thinking skills, preparing our students to be leaders in their chosen fields and agents of positive change in society.</p> <p>Community At Northcote Primary School our vision is to promote community-mindedness by fostering strong connections and positive relationships within our organisation and with the wider community. Through our inward school facing activities and initiatives, we aim to foster a culture built on respect, collaboration, inclusivity, and everyone working together. Through our outward facing initiatives, we strive to be an integral part of the community, contributing to its ongoing growth and development, and giving back through volunteerism and philanthropy. Together, we aim to create a positive and sustainable impact both within our school and our wider community.</p>
<p>School values</p>	<p>Northcote Primary School's values are Respect, Collaboration and Community-Mindedness. These values apply to all members of the Northcote Primary School Community.</p> <p>Respect At Northcote Primary School we show respect for ourselves, others, learning, our community, and the environment. We care for each other, and we acknowledge how our actions and behaviour impact others and the world.</p> <ul style="list-style-type: none"> -We take responsibility for ourselves and our actions. -We set high standards for ourselves and others. -We actively listen to each other and respect others' opinions. -We encourage and support everyone to work hard and achieve their best.

	<p>-We are an upstander and do what is right.</p> <p>Collaboration At Northcote Primary School we foster a culture of working together. We share responsibilities, drawing on everyone's strengths and skills. We share our thoughts and ideas, have robust conversations, actively listen, and respectfully challenge to achieve our goals.</p> <ul style="list-style-type: none"> -We all have a voice. -We share responsibilities, and everyone contributes. -We give and receive feedback with curiosity and an open mind. -We work hard to achieve success. -We are flexible and hold our ideas lightly. <p>Community At Northcote Primary we belong to many communities, and we have a role in promoting harmonies and an inclusive environment. We ensure that everyone feels safe, valued and that they belong. We do not leave anyone out. Everyone is different and we welcome and celebrate all children, families, and staff.</p> <ul style="list-style-type: none"> -We build genuine relationships. -We accept and value difference. -We work well with everyone. -We act on our knowledge of our community and our global knowledge. -We are open minded and assume positive intent.
<p>Context challenges</p>	<p>Northcote Primary School is located on Helen Street in the inner northern suburb of Northcote, Melbourne and was first opened in 1874. Over our 149-year history the school has evolved into a place where community matters. Northcote Primary School is known for its strong sense of community connectedness and we are a welcoming school community. Strong relationships are the hallmark of our school – among students, parents, and staff and within the Northcote community. The wider Northcote Primary School community are seen as partners in providing a unified purpose and direction for achieving a quality education for every child and as a result our students achieve academically. We are proud of our teaching and learning approach and the high standards we set for our staff and students and are committed to continuous improvement across the school.</p> <p>In 2023 the school's enrolment was 327 students. The school was made up of 15 classes; 3 x Prep; 4 x 1/2 composite; 4 x 3/4 composite; and 4 x 5/6 composite classes. The school had three students in the Program for Students with a Disability (PSD), five percent of students with English as an Additional Language (EAL), and five Aboriginal or Torres Strait Islander students. The school's</p>

overall socio-economic band value was rated as low with a SFOE score of 0.0833. The staffing profile was made up of a Principal, an Assistant Principal, a Leading Teacher, a Learning Specialist, x18 Teachers (18.22 FTE); x5 Education Support Staff (4.45 FTE) and a Business Manager.

Our school offers a range of specialist and extracurricular programs including languages education in Italian, Visual Arts, Physical Education, Music, interschool sport, choir, instrumental music tuition, student agency, leadership and voice, Buddy Program, Lunch Clubs, Camping Program, incursions and excursions, and an Out of School Hours Care Program. Technology is a core part of the educational program at Northcote Primary School and a core element in classrooms and learning spaces, which includes laptops and ipads and other devices to support learning programs.

Refurbishments to the original traditional classrooms, created modern, flexible learning spaces that provide the environment to transform the teaching and learning practices in our school. This allows us to be an innovative leader and far more suited for today's teaching and learning needs. While the school retains the original Victorian and later Edwardian heritage brick buildings on the outside, inside, classrooms are equipped with everything that a 21st century learner could need to get the best possible educational experience.

Team Teaching

Our modern, open classrooms and flexible learning spaces allow for a student-centred environment, where collaboration is key. Students can work in a variety of spaces one-on-one, in small groups or as a whole class, as well as with different groups of their peers. As classroom teachers work closely with the other teachers in their year level, students have opportunities to work with a wide range of teachers and students across the year level – not just students in their immediate homeroom. Students can directly observe teachers working together, modelling deep, critical, and creative thinking strategies, and demonstrating professional collaboration through various team-teaching models and approaches.

Professional Learning Communities

Collaboration is not just a learning tool in the classroom for students. We recognise that students learn more when their teachers work together. Teaching staff at Northcote are all members of a Professional Learning Community (PLC) where they collectively focus on individual student learning. Our teachers work together within their year level teaching teams, as well as across levels, to support every student and their needs. Teachers share accountability for maximising student learning through continually evaluating and refining their practice. Dedicated time and space is allocated for teachers to collect data and evidence, discuss student growth and achievement, and to plan differentiated lessons and responsive teaching strategies that cater for their cohort of students.

	<p>Key Challenges: As part of our pre-review self-evaluation (PRSE) and school review, some key challenges were identified. These challenges included variations in teaching and learning practices, resulting in a lack of consistency from classroom to classroom and year level to year level. Additionally, there was a real need for a whole school instructional model and a coherent mapped curriculum that demonstrated the developmental nature of learning expectations as students moved through the school.</p> <p>One of the other challenges identified was the need for development and support of instructional leadership across all levels of the school and a deliberate approach to leadership development as this will support the consistent implementation of whole school expectations around teaching and learning and wellbeing and engagement.</p>
<p>Intent, rationale and focus</p>	<p>Over the course of our next strategic plan we will place a strong emphasis on developing consistency in our teaching and learning approach. We understand that a consistent and well-structured educational experience is vital for our student's academic growth and success. To achieve this, we will be actively working to align our curriculum, instructional methods, and assessment strategies across all grade levels, with a particular focus on Literacy and Numeracy. By establishing a consistent approach, we aim to provide our students with a cohesive and dependable learning experience, allowing them to build a solid foundation of knowledge, skills and dispositions and to support them as they transition from one year level to the next.</p> <p>We also recognise the importance of establishing consistent expectations not only in academics, but also in student behaviour, wellbeing and engagement. We are committed to providing a clear and supportive framework for our students, ensuring that they know what to expect but that also align to our core school values of respect, collaboration and community-mindedness. These values serve as the foundation for our consistent behaviour expectations, where we encourage students to interact positively with one another, teachers and the community. Through our commitment to implementing school wide positive behaviour, we hope to create a learning environment where students are supported to develop the essential skills, habits and dispositions that will serve them beyond their time at school.</p> <p>We recognise that achieving consistency in our teaching and learning approach is a collaborative effort. To fulfill this commitment, we are dedicated to enhancing our collaborative practices among educators, staff, and stakeholders and will continue to build on our PLC structures and systems to achieve this. By fostering open communication, working and learning closely as a team by exploring evidence-based best practice, we aim to align our teaching pedagogy and curriculum seamlessly. Collaboration will continue be both the foundation and vehicle of our approach, allowing us to adapt and innovate as needed, while always adhering to our shared vision of providing a consistent, high-quality education for our students here at Northcote Primary School.</p>

Our commitment to consistency and collaboration extends beyond the classroom. We believe that setting and maintaining high expectations for our students, teachers, and staff are essential to our mission over the next four years at Northcote Primary School. By fostering a culture of excellence, we challenge everyone in our learning community to continuously raise the bar and achieve their full potential. Consistency in our teaching and learning approach, coupled with collaborative practices, will enable us to not only meet but exceed these high expectations and have the greatest impact on student learning. Together, we aspire to create an environment where every student thrives.

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<p>Goal 1</p>	<p>To optimise learning growth for every student in Literacy and Numeracy.</p>
<p>Target 1.1</p>	<p>Reading</p> <p>Year 3 NPS 75% SS 86%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN reading from 35% (2023 baseline) to 39% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN reading from 75% (baseline in 2023) to 82% or above in 2027.</i> <p>Year 5</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN reading from 50% (2023 baseline) to 54% in 2027.</i> <p>Writing</p> <p>Year 3 NPS 84% SS 91%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN writing from 13% (2023 baseline) to 20% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN writing from 84% (baseline in 2023) to 91% or above in 2027.</i>

	<p>Year 5 NPS 83% SS 87%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN writing from 19% (2023 baseline) to 24% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN writing from 83% (baseline in 2023) to 87% or above in 2027.</i> <p>Numeracy</p> <p>Year 3 NPS 75% SS 85%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN numeracy from 14% (2023 baseline) to 19% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN numeracy from 75% (baseline in 2023) to 85% or above in 2027.</i> <p>Year 5 NPS 81% SS 84%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN numeracy from 26% (2023 baseline) to 30% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN numeracy from 81% (baseline in 2023) to 84% or above in 2027.</i>
<p>Target 1.2</p>	<p>Increase the percent positive responses on the School Staff Survey (SSS) in the specific factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 55% (2019–2022) to 70% in 2027 • Instructional leadership from 54% (2019–2022) to 70% in 2027 • Visibility from 29% (2019–2022) to 50% in 2027

	<ul style="list-style-type: none"> • Understand how to analyse data from 66% (2019–2022) to 70% in 2027 • Knowledge of high impact teaching strategies from 60% (2019–2027) to 70% in 2027 • Time to share pedagogical content knowledge from 46% (2019–2022) to 70% in 2027 • Professional learning through peer observation from 34% (2019–2022) to 70% in 2027. <p>(based on 4 years baseline data 2019–2022)</p>
Target 1.3	<p>Increase the percent positive responses on the Attitudes to School Survey (AtoSS) in the factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 73% in 2022 to 80% in 2027 • Teacher concern from 61% in 2022 to 80% in 2027 • Differentiated learning challenge from 70% in 2022 to 80% in 2027.
Target 1.4	<p>Increase the percent positive responses on the Parent Opinion Survey (POS) in the factors:</p> <ul style="list-style-type: none"> • Effective teaching from 70% in 2022 to 80% in 2027 • Stimulating learning environment from 69% in 2022 to 80% in 2027.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.</p>
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Embed collaborative curriculum planning and build a guaranteed and viable curriculum.</p>
Key Improvement Strategy 1.c	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen PLC practice and processes across all teams so that all PLCs effectively use formative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen instructional leadership, professional learning and coaching across the school.</p>
<p>Goal 2</p>	<p>To develop a positive culture with high levels of engagement and wellbeing.</p>
<p>Target 2.1</p>	<p>Increase the percent positive responses on the SSS in the factor: Trust in students and parents from 76% in 2022 to 85% in 2027.</p>
<p>Target 2.2</p>	<p>Increase the percent positive responses on the AtoSS in the factors:</p> <ul style="list-style-type: none"> • Effort from 72% in 2022 to 80% in 2027 • Sense of connectedness from 75% in 2022 to 80% in 2027 • Stimulated learning from 59% in 2022 to 80% in 2027 <p>Managing bullying from 73% in 2022 to 80% in 2027.</p>

<p>Target 2.3</p>	<p>Increase the percent positive responses on the POS in the factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 52% in 2022 to 80% in 2027 • School communication from 60% in 2022 to 80% in 2027 • Teacher communication from 66% in 2022 to 80% in 2027 • Promoting positive behaviour from 76% in 2022 to 85% in 2027 • Confidence and resiliency skills from 72% in 2022 to 80% in 2027 • Student motivation and support from 64% in 2022 to 80% in 2027.
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen community connections, and improve communication with parents and carers to enhance student learning, engagement, and wellbeing.</p>

<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
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