

School Strategic Plan 2021-2025

Newport Lakes Primary School (0113)



Newport Lakes Primary School

Submitted for review by David Moss (School Principal) on 31 May, 2022 at 03:39 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 01 June, 2022 at 05:30 PM

Endorsed by Meredith Kelly (School Council President) on 06 June, 2022 at 10:09 AM

School Strategic Plan - 2021-2025

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School vision	<p>The vision of NLPS is to develop students that are resilient responsible, respectful and compassionate, within a safe and nurturing environment.</p> <p>We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners.</p> <p>We believe all students can learn and as members of diverse communities we can make a difference to the world around us.</p>										
School values	<table><tr><td>Resilience</td><td>We keep on trying.</td></tr><tr><td>Critical Thinking</td><td>We solve problems and use our minds well.</td></tr><tr><td>Responsibility</td><td>We take care of ourselves, our community and our world.</td></tr><tr><td>Compassion</td><td>We always treat each other well.</td></tr><tr><td>Respect</td><td>We think about and act in a positive way towards other.</td></tr></table>	Resilience	We keep on trying.	Critical Thinking	We solve problems and use our minds well.	Responsibility	We take care of ourselves, our community and our world.	Compassion	We always treat each other well.	Respect	We think about and act in a positive way towards other.
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Context challenges	<p>As Newport Lakes Primary School has a high number of students assessed as being in the top 2 NAPLAN bands, a challenge for the teaching staff is to continually develop the high growth from years 3 to 5 and to decrease the medium and low growth. This was particularly evident for girls in mathematics.</p> <p>There is a need to prioritise the building of staff professional knowledge and teaching of the Victorian Curriculum and a focus for every teacher and team to plan for and cater for the differentiation of the curriculum.</p> <p>A future focus on building staff pedagogical knowledge in the effective use of individual learning goals and an increased use of metacognitive tools to further engage students is required in the next SSP. This will enhance student engagement and achievement, as students will become more active agents in their learning. Many students stated, in focus groups, that they are not being challenged in learning, particularly in Literacy and Numeracy.</p> <p>The school has an established culture of inclusion, whereby diversity is understood and celebrated. It is important for this culture to continue to be promoted and embedded.</p> <p>The full impact upon our children’s mental health and well-being of the previous 2 years of remote learning, interrupted learning and state lockdowns is still unknown and cannot be underestimated. The school’s implementation of the Respectful Relations program has promoted health and wellbeing across the school community and the continuation of this important area of the Health curriculum in the next SSP is essential.</p>										

Intent, rationale and focus

Through the process of the self-assessment and school review it was identified that the percentage of students making expected growth in literacy and numeracy had decreased over the past two years. Whilst acknowledging that there have been many factors that may have caused the decrease, it was also agreed that this needed to be a focus for the school for the next SSP.

The next strategic plan period needed to prioritise building staff professional knowledge and teaching of the Victorian Curriculum to maximise expected learning growth for students in literacy and numeracy. It is also acknowledged that, after an extensive focus on literacy over the past strategic plan period, the school now needed to prioritise numeracy.

It was also recognised that not all students were being challenged in their learning. A future focus on building staff pedagogical knowledge in the effective use of individual learning goals and an increased use of metacognitive tools to further engage students was required. This would enhance student engagement and achievement, as students would become more active agents in their learning.

The school review also identified the need to further build staff professional knowledge in the effective assessment of, and support for, students in developing their personal and social skills.

Although presently undertaken, the school needed to develop a more consistent approach in communicating each students' progress with parents. This included enhancing the school's current processes used to provide a supportive school environment for the inclusion of all students, including neurodiverse students.

The following are the key directions for the 2021-2025 School Strategic Plan:

- a review of the Instructional Model, particularly in Mathematics
- improving teacher curriculum and assessment knowledge of the Victorian Curriculum
- building teacher data efficacy to inform differentiation for all students
- ensuring a consistent approach to implementing students' learning goals
- the development of students' metacognition
- the inclusion of all students, including neurodiverse students.

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Goal 1	Maximise the learning growth for every student in literacy and numeracy.
Target 1.1	By 2025, increase the percentage of students making at or above Benchmark Growth in NAPLAN from Year 3 to Year 5 for: <ul style="list-style-type: none">• Reading from 73 per cent in 2021 to 80 per cent• Writing from 70 per cent in 2021 to 74 per cent• Numeracy from 76 per cent in 2021 to 82 per cent.
Target 1.2	To increase the percentage of Prep – 6 students at each year level making at or above expected growth over one year, as assessed by teachers in Semester 2 for: <ul style="list-style-type: none">• Reading and Viewing from 64 per cent in 2021 to 72 per cent• Writing from 83 per cent in 2021 to 87 per cent• Number and Algebra from 78 per cent in 2021 to 84 per cent.
Target 1.3	By 2025, increase the percentage of girls making at or above benchmark growth in Numeracy from Year 3 to Year 5 from 70 per cent in 2021 to 80 per cent.
Target 1.4	By 2025, increase the positive endorsement by staff in the SSS for the factors of: <ul style="list-style-type: none">• Instructional Leadership from 72 per cent in 2021 to 77 per cent• Staff trust in colleagues from 80 per cent in 2021 to 85 per cent• Academic emphasis from 74 per cent in 2021 to 79 per cent• Use of student feedback to inform practice from 81 per cent in 2021 to 86 per cent• Understand formative assessment from 86 per cent in 2021 to 90 per cent.

<p>Key Improvement Strategy 1.a 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>Review, enhance and implement the school’s Instructional Model.</p>
<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>	<p>Build teacher knowledge of the Victorian Curriculum to effectively assess, plan and teach.</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 Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop a whole school approach to differentiate the learning for all students.</p> <p>Improve teacher data efficacy to inform planning for teaching.</p>
<p>Goal 2</p>	<p>Empower all students as active learners.</p>
<p>Target 2.1</p>	<p>By 2025, increased the positive endorsement by Year 4 - 6 students on the AtoSS for the factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 78 per cent in 2021 to 83 per cent • Sense of confidence from 76 per cent in 2021 to 81 per cent • Student voice and agency from 66 per cent in 2021 to 72 per cent • Self-regulation and goal setting from 84 per cent in 2021 to 89 per cent.

<p>Target 2.2</p> <p>Target 2.3</p>	<p>By 2025, increase the positive endorsement by staff on the SSS for the factors of:</p> <ul style="list-style-type: none"> • Understand formative assessment from 86 per cent in 2021 to 90 per cent • Knowledge of high impact teaching strategies from 81 per cent in 2021 to 86 per cent • Promote student ownership of learning goals to match or exceed the 90 per cent attained in 2021. <p>By 2025, increase the percentage of students achieving in the top two bands in NAPLAN in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 70 per cent in 2021 to 78 per cent • Writing from 65 per cent in 2021 to 70 per cent • Numeracy from 58 per cent in 2021 to 63 per cent. <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 60 per cent in 2021 to 64 per cent • Writing from 26 per cent in 2021 to 31 per cent • Numeracy from 40 per cent in 2021 to 46 per cent.
<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>Implement metacognitive tools to support students to self-regulate, self-monitor and self-direct their learning.</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>Build teacher capacity to co-design learning opportunities with students.</p>
<p>Key Improvement Strategy 2.c</p>	<p>Establish a common understanding around the purpose and implementation of student learning goals.</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 3</p>	<p>Maximise health and wellbeing outcomes for every student.</p>
<p>Target 3.1</p> <p>Target 3.2</p>	<p>Victorian Curriculum - Personal and Social Capabilities: The percentage of students achieving at or above expected level as assessed by teachers in Semester 2 from 86 per cent in Semester 1, 2021 to 90 per cent in Semester 2 2024.</p> <p>Attitudes To Schools Survey: By 2025, increase the percentage of positive endorsement for Year 4-6 students combined for:</p> <ul style="list-style-type: none"> • Motivation and interest from 74 per cent in 2021 to 79 per cent • Perseverance from 78 per cent in 2021 to 83 per cent • Emotional awareness and regulation from 72 per cent in 2021 to 77 per cent • Life satisfaction from 68 per cent in 2021 to 73 per cent.
<p>Target 3.3</p>	<p>Parent Opinion Survey: By 2025, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 82 per cent in 2021 to 87 per cent • Parent participation and involvement from 71 per cent in 2021 to 76 per cent • School communication from 74 per cent in 2021 to 79 per cent • Teacher communication from 61 per cent in 2021 to 70 per cent
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build teacher capacity to implement and assess the Personal and Social Capabilities.</p>

<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Implement a supportive school environment that promotes inclusion of all students, including neurodiverse students.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Review and develop communication with parents and carers about their child's learning growth.</p>