

# School Strategic Plan 2018-2022

Newington Primary School (2103)



Submitted for review by Janet Hillgrove (School Principal) on 29 November, 2018 at 12:00 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 04 December, 2018 at 08:50 PM

Awaiting endorsement by School Council President

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<b>School vision</b>	<p>After consultation with all stakeholders, the vision of Urquhart Park Primary School has been encapsulated within 3 words: Inspire Inquire Grow</p> <p>Our vision is supported by our Mission Statement: At Urquhart Park Primary School, we develop active, global citizens who have the confidence, empathy and resilience to make a positive difference in our world. We empower our students to be creative and critical thinkers, who collaborate with others. We engage in challenging, concept-driven, inquiry learning that promotes learner agency.</p>
<b>School values</b>	<p>As Urquhart Park Primary School are an authorised IB-World School, our school values are aligned with the Primary Years Programme's Learner Profile.</p> <p>The International Baccalaureate® (IB) Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. We are committed to the development of students according to the IB Learner Profile.</p> <p>The profile aims to develop learners who are:</p> <ul style="list-style-type: none"><li>•Inquirers</li><li>•Knowledgeable</li><li>•Thinkers</li><li>•Communicators</li><li>•Principled</li><li>•Open-minded</li><li>•Caring</li><li>•Courageous</li><li>•Balanced</li><li>•Reflective</li></ul>
<b>Context challenges</b>	<p>Our context challenges include the need to:- * develop a guaranteed and viable curriculum</p>

	<ul style="list-style-type: none"> <li>* develop effective approaches towards assessment, particularly in Literacy and Numeracy</li> <li>* deepen both content and pedagogical knowledge through the implementation of evidence based high-impact teaching strategies</li> <li>* develop teacher capacity through targeted professional learning in Literacy and Numeracy and the implementation of key elements of the DET Numeracy and Literacy strategy</li> <li>* build leadership skills and teacher practice through the implementation of professional learning communities, peer observation and coaching</li> <li>* clarify school wide guidelines in Literacy and Numeracy so that consistency across the school improves</li> <li>* implement consistent lesson structures for Numeracy, Reading and Writing across the school</li> <li>* increase the voice and agency of our students through the implementation of individual learning goals and the development of the high-impact teaching strategy of feedback</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p><b>Our Intent</b>  Findings from the 2018 school review indicate that UPPS has established the structures, processes and procedures to enable the improvement in academic, social and emotional student outcomes.  Our intention throughout the life of this strategic plan is to improve student outcomes in Literacy and Numeracy for all students. We also intend to improve student achievement, wellbeing and engagement through the embedding of the IB Primary Years Program. The PYP will provide the vehicle for our school to engage the community and to offer a rich and challenging curriculum that supports student agency.</p> <p><b>Rationale</b>  The 2018 School Review indicated that too many students exhibited low academic achievement and learning growth in Literacy and Numeracy. This was attributed to a need for targeted professional learning for teachers, a lack of differentiation by teachers in terms of their instruction and a lack of clarity in relation to expectations in English and Maths. A need for increased leadership in Literacy has been identified. The embedding of the Primary Years Program (PYP) and the associated standards and practices will improve student achievement, engagement and wellbeing.</p> <p><b>Focus</b>  The school will prioritise the improvement of teacher practice in Literacy and Numeracy. This will be supported through the implementation of effective professional learning communities, peer observation and coaching. This should deepen teacher content and pedagogical knowledge and support the implementation of evidence based high impact teaching strategies. Key elements of the DET Literacy and Numeracy strategy will be used to build teacher capacity. The implementation of the Enhanced PYP will build student agency in their learning. Teachers will be supported to embed and develop inquiry pedagogy and engage students in their own learning.</p>



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<b>Goal 1</b>	To improve Literacy and Numeracy outcomes for all students.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• By 2022 all students will achieve at or above the expected level according to teacher judgements against the Victorian Curriculum in English.</li> <li>• By 2022 the percentage of students F-6 assessed at or above the expected level will increase from 2017 levels, according to teacher judgement.</li> </ul>
<b>Target 1.2</b>	<p>By 2022 the percentage of Year 5 students assessed as achieving high growth will increase from</p> <ul style="list-style-type: none"> <li>• 19% in Reading in 2017 to 25% in 2022</li> <li>• 22.5% in Writing in 2017 to 25% in 2022</li> </ul> <p>By 2022 the percentage of Year 5 students assessed as high growth in Numeracy will increase from</p> <ul style="list-style-type: none"> <li>• 16.22% in 2017 to 25% in 2022</li> </ul>
<b>Target 1.3</b>	<p>By 2022 to have an increased percentage of students in Years 3 and 5</p> <ul style="list-style-type: none"> <li>• achieving in the top 2 NAPLAN bands in Reading, Writing and Spelling, while decreasing the percentage of students in the bottom 2 bands from 2018 levels.</li> </ul> <p>By 2022 to have an increased percentage of students in Years 3 and 5</p>

	<ul style="list-style-type: none"> <li>achieving in the top 2 NAPLAN bands in Numeracy, while decreasing the percentage of students in the bottom 2 bands from 2018 levels.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Instructional and shared leadership	Build leadership skills and teacher practice through Professional Learning Communities (PLCs), peer observation and coaching.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Deepen content and pedagogical knowledge through implementation of evidence based high-impact teaching strategies.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build teacher capacity by implementing key elements of the DET Literacy and Numeracy Strategy including a consistent instructional model initially through the PMSS, and Community of Practice.
<b>Goal 2</b>	To improve student achievement, engagement and wellbeing through embedding the Primary Years Program (PYP)
<b>Target 2.1</b>	<p>By 2022 students will have increased positive endorsement on the Student Attitudes to School Survey (SAAtSS) in the areas of</p> <ul style="list-style-type: none"> <li>Student Voice and Agency from 71% in 2018 to 85% in 2022.</li> <li>Learning confidence from 76% in 2018 to 85% in 2022</li> <li>Motivation and Interest from 86% in 2018 to above 90% in 2022</li> <li>Stimulated Learning from 86% in 2018 to above 90% in 2022</li> </ul>
<b>Target 2.2</b>	<p>By 2022 students will have increased positive endorsement on the SAAtSS in the areas of</p> <ul style="list-style-type: none"> <li>Classroom Behaviour from 76% in 2018 to 85% in 2022</li> </ul>

	<ul style="list-style-type: none"> <li>• Reduction in behaviour notification data from 2018 levels as measured by school information management systems</li> </ul>
<b>Target 2.3</b>	By 2022 the International Baccalaureate Primary Years Program standards and practices assessments will demonstrate 100% compliance.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build student agency in their own learning
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build capacity of teachers to embed and develop inquiry pedagogy and engage students in their own learning
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Implement and embed the IB PYP standards and practices and undergo the transition to the Enhanced PYP