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| **Niddrie Primary School**  **Number 5410**  **Strategic Plan 2018-2021**  ***For schools in the 2016 review cycle, the SSP must finish in***  ***2020. School in the 2017 review cycle will finish in 2021.*** | **Endorsement**  Principal: Greg Peters [date]  School council: Cory Prout [date]  Delegate of the  Secretary: Mona Malouf [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| Niddrie Primary School aims to maximise individual potential, to develop learning skills and attitudes and to give each child the opportunity to become a worthwhile and happy member of society. The school is committed to providing a safe and secure environment in which learning can be enjoyable, while at the same time ensuring that all children can achieve success. | **Respect:**  We treat others as we would like to be treated ourselves.  We value the differences in others.  We take care of our world and make a positive impact on the environment.  **Resilience:**  We bounce back when things don’t go our way or when things get tough.  We stay positive in all situations and have the courage to stand up for what we believe in.  We don’t give in.  **Learning:**  I always do my best.  I have a go and I’m prepared to take risks.  I set goals and reflect on my learning.  I share my learning with others.  I am always prepared to learn. | Niddrie Primary School, established in 1961, is situated in the suburb of Niddrie, 13 kilometres north-west of the Melbourne CBD. The 2017 enrolment of 281 students was drawn primarily from the surrounding areas of Niddrie and Airport West, with some attending the school from further afield. An increasing number of students is being drawn from outside the traditional catchment area. The school population reflects the characteristics of the local community with some diversity of socio – economic and cultural backgrounds.  School facilities feature a range of learning spaces and safe play areas. Rooms include 13 teaching spaces with specialist Art and Science integrated into the school buildings. Three outdoor spaces include a mix of artificial turf, playgrounds and landscaped gardens. Most recently, an alcove area was artificially turfed and surroundings landscaped, providing a retreat space for children requiring a quieter area for individual activities or to engage with others.  The 2017 staffing profile consisted of 13 full-timestaff and eight part-time teaching staff, two Principal Class and five educational support staff members including an Office Manager.  The school’s curriculum framework incorporated the eight learning areas required by the Education and Training Reform Act 2006 aligned with the new Victorian Curriculum. In addition, a range of extra curriculum and other opportunities was provided to students. These included specialist programs in Visual Arts, Physical Education, L.O.T.E – Italian, Science and Performing Arts. Complementary programs include the National Wakakirri Story-Dance Festival and an annual Christmas Concert provide opportunities for all students to perform on stage, a camping program and teams of Grade 5 and 6 students participating in the RACV Energy Breakthrough Challenge involving the use of Human Powered Vehicles.   |  | | --- | | **Challenges:**  Continue to build a learning environment characterised by high expectations.  Evaluate and monitor the impact of teaching and learning.  Build a shared leadership vision for teaching and learning.  Promote a feeling of optimism and positivity.  Building parent’s understanding of school policy and practices. | | **Student learning**  Niddrie Primary School aims to ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy.  These learning goal and targets are based on the rationale that if the school’s agreed differentiated teaching and learning model is consistently embedded in every classroom then high quality teaching will occur and every student will demonstrate the targeted learning progress.  We believe that key improvement strategies designed to achieve these ends include:   * Review and refine whole school differentiated approaches to Literacy and Numeracy * Build capacity to consistently embed whole school differentiated approaches to Literacy and Numeracy * Investigate and further develop distributed instructional leadership model within resource constraints   **Student engagement**  To develop learners who challenge themselves to advance their learning and who demonstrate the school’s Learner Dispositions. Based on the rationale that students who are cognitively, emotionally and behaviourally engaged with schooling will improve their learning outcomes.  **Student wellbeing**  We aim to develop optimistic students who display growth mindsets, behaviours and attitudes that reflect the school values. Based on the rationale that children with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes. |
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| **Four-year goals  (for improving student achievement, engagement and wellbeing)** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies** | **Targets  (for improving student achievement, engagement and wellbeing)** |
| **Goals – Student Achievement**  To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy. | **FISO Priority**  Excellence in teaching and learning priority.  **FISO dimension**   * Evidence-based high impact teaching strategies   **FISO Priority**   * Excellence in teaching and learning   **FISO initiative**   * Building practice excellence   **FISO dimension**  Evaluating impact on learning  **FISO Priority**   * Professional Leadership   **FISO initiative**   * Building leadership teams   **FISO dimension**  Instructional and shared leadership | 1. **Review and refine whole school differentiated approaches to Literacy and Numeracy** 2. **Build capacity to consistently embed whole school differentiated approaches to Literacy and Numeracy** 3. **Investigate and further develop distributed instructional leadership model within resource constraints** | **Learning growth targets:**  **Teacher judgements:**  Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.  (this target would be measured by teacher judgement based on assessment such as Progressive Achievement Tests and other school assessments - triangulated)  **NAPLAN Relative Learning Growth:**  At least 75 per cent of students attain high or medium gains from Years 3 to 5 in NAPLAN Reading, Writing and Numeracy  Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy based on the [average of the past three years’ proportions](#tops).  **Teacher Judgements:**  Increase the percentage of students receiving A or B grades by fifteen percentage points  Reduce by 50% the percentage of students receiving D or E grades based on 2017 proportions.  **NAPLAN:**  Increase the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy based on the [average of the past three years’ proportions](#tops)   * 1. 10 per cent increase in percentages of **Year** **3** students in the top two NAPLAN Bands:  |  |  |  | | --- | --- | --- | | **NAPLAN dimension** | Average 2015-2017 %  (Benchmark) | **Target based on 10% increase (=Average\*1.1)** | | Reading | 56% | **62%** | | Writing | 60% | **66%** | | Numeracy | 42% | **47%** |  * 1. 10 per cent increase in percentages of **Year 5** students in the top two NAPLAN Bands:  |  |  |  |  | | --- | --- | --- | --- | | **NAPLAN dimension** | Average 2015 -2017 %  (Benchmark) | **Target based on 10% increase (=Average\*1.1)** | **Target based on getting to 2016 similar schools %** | | Reading | 31% | **35%** | **39%** | | Writing | 14% | **16%\*** | **19%** | | Numeracy | 28% | **31%** | **30%** |     **NAPLAN:**  Zero percent of Year 3 and 5 students at or below the National Minimum Standards (bottom two NAPLAN Bands). |
| **Goals – Student Engagement**  To develop learners who challenge themselves to advance their learning and demonstrate the school’s Learner Dispositions. | **FISO Priority**  Positive climate for learning  **FISO initiatives**  Empowering students and building school pride initiative  **FISO dimensions**  Intellectual engagement and self-awareness dimension  **FISO essential elements**  4. Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement  5. Whole-school approach to health, wellbeing, inclusion and engagement | * 1. Investigate and develop a set of NPS learner dispositions eg– Persist, Self-regulate, Collaborate, Create, Reflect   2. Explicitly articulate the role of students in the student achievement KIS above (in Curriculum planning, Assessment and classroom routines) including;      1. Goal setting      2. Feedback (teacher, self, peer) | **Student Attitudes to School Survey**   * 1. maintain ninety per cent or greater positive responses to the measures of ‘Learner Characteristics and Disposition’ domains      1. stimulated learning,      2. learning confidence,      3. motivation and interest,      4. self-regulation and goal setting   2. attain eighty-five percent or greater positive responses to the measures of (Social engagement domain ‘Student Voice and Agency’ – 82% in 2017) |
| **Goal – Student Wellbeing**  To develop optimistic students who display growth mindsets, behaviours and attitudes that reflect the school values. | **FISO Priority**  Positive climate for learning.  **FISO initiative**  Setting expectations and promoting inclusion  **FISO dimensions**  Health and wellbeing dimension  **FISO essential elements**  5. Whole-school approach to health, wellbeing, inclusion and engagement  **FISO Priority**  Community engagement in learning.  **FISO dimensions**  Parents and carers as partners | **Continue consistent whole-school approach to health, wellbeing and inclusion (FISO essential element #5)**   * 1. Review and refine school values including elaborations in the PBS framework   2. Investigate how the wellbeing goal might influence actions that enhance parental engagement and support for independent learning.   3. Investigate Victorian Curriculum Social Capability as a framework for outcomes | **Student Attitudes to School Survey**  Agreement response rates to be maintained at ninety percent or more for;   * 1. the Advocate at school factor (Student Safety domain – 92 percent in 2017)   2. the School Connectedness factor (Social engagement domain – 86 percent in 2017)   **Parent Opinion Survey.**   1. Attain 23 percent or more agreement rates for ‘Confidence and resiliency skills’. (22.4% in 2017) 2. Attain 69 percent or more agreement rates for ‘Promoting positive behaviour’. (68.3% in 2017) |