

School Strategic Plan 2021-2025

Niddrie Primary School (5410)



Submitted for review by Sarah Dalton (School Principal) on 21 February, 2022 at 11:51 AM

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Endorsed by Jess Spring-Brown (School Council President) on 17 March, 2022 at 02:36 PM

School Strategic Plan - 2021-2025

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School vision	Niddrie Primary School provides a safe, respectful, inclusive, and supportive learning environment for all. With a focus on continuous improvement, we maintain high expectations for all learners achieved through strong engagement and community partnerships. All voices are valued.
School values	<p>Respect We are respectful. We show respect in the way we care for, interact with, listen to, and treat others in our community.</p> <p>Resilience We are resilient. We overcome challenges by persevering and drawing upon strategies to help us grow.</p> <p>Inclusion We are inclusive. We invite, encourage and support everyone to participate in our community. We celebrate our differences.</p> <p>Learning We are all learners. We have high expectations for success. We set goals for our learning and strive to be better.</p>
Context challenges	<p>Key Challenges</p> <p>1) Providing high quality educational outcomes and strong learning growth. The review highlighted that variation in teacher planning, inconsistent teacher use of the Instructional model, and inconsistent use of student learning data to drive formative assessment were barriers to achieving high quality educational outcomes for all students. Limited knowledge of how to read, analyse and use formative assessment to inform differentiated practice was noted to be a significant barrier to improving outcomes for all students, particularly those achieving above the standard.</p> <p>2) Inconsistent use of learning intentions, success criteria, and learning goals. The review highlighted inconsistent use of individual student learning goals, varying opportunities for feedback, and minimal opportunities for students to be challenged in their learning. Student voice and agency in learning was noted to be in a beginning stage.</p>
Intent, rationale and focus	<p>Intent: Improve student growth in literacy and numeracy</p> <p>Rationale: Student benchmark and relative learning growth has been stagnant for a period of time at the school across both literacy and numeracy.</p>

Focus: Increasing staff knowledge of the Victorian Curriculum achievements standards, in alignment with a scaffolded literacy approach and a focus on the Big Ideas in Number, staff will consistently implement the Instructional Model inclusive of the HITS. Coaching and mentoring will be implemented across the whole school.

Intent: Improve student engagement in learning

Rationale: Attitudes to School data shows a small decline in factors including 'Student voice and agency', 'Motivation and interest', and 'Sense of connectedness', compared to 2019 response levels. Students must learn to direct their learning in partnership with teachers, through co-constructed learning goals that target their next steps and encourage challenge.

Focus: Increase student voice and agency through promoting engagement and ownership of learning. An emphasis on differentiating the curriculum for all students taking into account content, process, product and environmental differentiation supported by a clear understanding of Visible Learning, Goal Setting, Feedback and Differentiated Teaching. Teachers will build capacity to use feedback effectively to improve student learning outcomes with a focus on student-teacher partnerships to plan, implement and monitor learning at point of need.

Intent: Improve the wellbeing of all students

Rationale: A continued focus on educating all students to be resilient, confident and respectful in all aspects of school life was highlighted in the school review report.

Focus: A three-tiered model focusing on Universal prevention will be documented, introduced and monitored across the school. The Schoolwide Positive Behaviour Strategies (SWPBS) and the Resilience, Rights and Respectful Relationships (RRRR) curriculum will be embedded from Foundation to Year 6. Strengthened partnerships with families and the community will support improved wellbeing in the NPS community.

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Goal 1	Improve student learning growth in literacy and numeracy.
Target 1.1	<p>By 2025 increase the percentage of students achieving in the NAPLAN top two bands in</p> <p>Year 3</p> <ul style="list-style-type: none">• reading from 65% (2021) to 69%• writing from 71% (2021) to 75%• numeracy from 52% (2021) to 56%. <p>Year 5</p> <ul style="list-style-type: none">• reading from 35% (2021) to 45%• writing from 11% (2021) to 25%• numeracy from 24% (2021) to 36%.
Target 1.2	<p>By 2025 increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• reading from 15% (2021) to 27%• writing from 0% (2021) to 23%• numeracy from 12% (2021) to 25%. <p>By 2025 decrease the percentage of students achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• reading from 33% (2021) to 17%• writing from 33% (2021) to 19%• numeracy from 45% (2021) to 17%.
Target 1.3	Teacher judgements growth

	<p>By 2025 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in:</p> <ul style="list-style-type: none"> • reading and viewing from 59% (2019 to 2020) to 80% • writing from 69% (2019 to 2020) to 80% • number and algebra from 56% (2019 to 2020) to 80%.
Target 1.4	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 85% (2021) to 89% • Effective teaching time from 87% (2021) to 91% • Motivation and interest from 81% (2021) to 85% • Stimulated learning from 85% (2021) to 89% • Effort from 82% (2021) to 86% • Teacher concern from 77% (2021) to 81%.
Target 1.5	<p>School Staff Survey</p> <p>By 2025 increase the percentages of positive staff responses to the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 45% (2021) to 60% • Cultural leadership from 83% (2019) to **74% (did not complete in 2020/21 due to COVID) • Instructional leadership from 65% (2021) to 75% • Visibility from 70% (2019) to **72% • Leading change 72% (2019) to **74%. <p>**estimation of current situation based on staff survey results across the board</p>
Key Improvement Strategy 1.a Building practice excellence	Embed a whole school culture of high expectations, accountability and continuous improvement through a Professional Learning Community.
Key Improvement Strategy 1.b	Build staff capacity to use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.

Evaluating impact on learning	
Key Improvement Strategy 1.c Instructional and shared leadership	Develop a whole school approach to Instructional and shared leadership.
Goal 2	Improve student engagement in learning.
Target 2.1	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 73% (2021) to 75% • Motivation and interest from 81% (2021) to 83% • Sense of connectedness from 85% (2021) to 90%.
Target 2.2	<p>Parent Opinion Survey</p> <p>By 2025 increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 78% (2020) to 82% • Student motivation and support from 86% (2020) to 88% • Stimulating learning environment from 81% (2020) to 85%.
Target 2.3	<p>School Staff Survey Modules</p> <p>By 2025 increase the percentages of positive staff responses to the Promote student ownership of learning goals factor from 83% (2021) to 86%.</p>

Key Improvement Strategy 2.a Empowering students and building school pride	Develop an agreed understanding and approach to build student voice, and agency in learning.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Create learning environments that support student-teacher partnerships in the planning, implementation and monitoring of point of need learning..
Goal 3	Improve the wellbeing of all students.
Target 3.1	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Perseverance from 80% (2021) to 84% • Sense of confidence from 85% (2021) to 89% • Effective Classroom Behaviour from 82% (2021) to 86% • Sense of inclusion from 92% (2021) to 94% • Respect for diversity from 86% (2021) to 88% • Managing bullying from 83% (2021) to 85%.
Target 3.2	<p>Parent Opinion Survey</p> <p>By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Confidence & resilience from 91% (2020) to 93% • School pride & confidence from 87% (2020) to 91% • Parent participation & involvement from 77% (2020) to 81%.

Target 3.3	<p>School Staff Survey</p> <p>By 2025 increase the mean percentages of positive staff responses to the School climate module from 70% (2021) to 75%.</p>
Key Improvement Strategy 3.a Health and wellbeing	Develop and document a cohesive and consistent whole school approach to building student wellbeing.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Embed the Schoolwide Positive Behaviour Strategies (SWPBS) and the Resilience, Rights and Respectful Relationships strategy across the school.