

Preston North-East Primary (4764)
School Strategic Plan 2017-2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Phillip Banks 30/04/2017	.....[name]	[date]	.....[name]	[date]
School council:	Tracy Lancaster 30/04/2017	.....[name]	[date]	.....[name]	[date]
Delegate of the Secretary:	[name] [date]	.....[name]	[date]	.....[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
To provide a caring and challenging learning environment that equips children with the necessary skills to become valued members of the community.	The school's values are: <ul style="list-style-type: none"> To aim for individual excellence; To be confident and persistent; To respect and value others; To be resilient. 	Preston North East Primary School, located close to Northland Shopping Complex and the Darebin Creek Parklands, has provided education to the local community for 60 years. The school's motto is "Learning and Growing Together" and its purpose statement is providing a caring and challenging learning environment that equips children with the necessary skills to become valued members of the community. School values of individual excellence, confidence and persistence, respect for others and resilience provide guiding beliefs for action by all members of the school community. The school has a very welcoming physical environment with a range of educational facilities. In 2016, a total of 36.2 FTE staff were employed at the school (26.9 teaching and 9.3 non-teaching). The school's 2017 enrolment was approximately 370 students with a Student Family Occupation (SFO) index of 0.7924, above the state median of 0.51 for Victorian Schools. This indicated that, on average, the socio-economic status of the families at the school based on the school parents' occupations was in the low category of all schools. The student population is diverse, with over 30 nationalities represented from varying socio-economic backgrounds. The school had a 2017 staffing complement of 26.0 equivalent full time (EFT) teaching staff, consisting of two Principal class, and 24 teachers, along with 8.9 EFT Education Support Staff. The school's curriculum framework incorporated the eight learning areas ¹ required by the Education and Training Reform Act 2006 and was being aligned with the new Victorian Curriculum. In addition, a broad range of curriculum and extra opportunities was provided to students. These included specialist Literacy, Numeracy and English as a Second Language support, specialist teachers for Art, Music, PE and Italian.	<p>Intent: To build teacher capacity in pedagogy and deep content knowledge of literacy and numeracy to improve student learning.</p> <p>Rationale: Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p>Focus: Excellence in teaching and learning / Building practice excellence Community engagement in learning / Building communities</p>

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)
To optimise the learning growth of every student with a focus on English and Mathematics.	<i>Excellence in teaching and learning</i> Building practice excellence	<p>Build practice excellence to refine and embed a consistent whole school instructional model for English and Mathematics.</p> <p>This will include:</p> <ul style="list-style-type: none"> Evaluating impact of learning through rigorous use of purposeful assessment which measures student achievement and informs curriculum planning. Team and classroom planning which is aligned to the Victorian Curriculum, reflecting the specific learning needs of cohorts of students through differentiated learning tasks. Consistent evidence-based high impact teaching strategies which reflect: high expectations for all students to be engaged in purposeful and challenging learning. Providing quality, high-impact additional assistance to maximise outcome success for Indigenous students. <p>Formulating approaches to strengthening practice, grounded on evidence based high impact teacher strategies</p> <p>Elaborate a set of consistent school wide teaching and learning expectations that include non negotiables</p> <p>Leadership</p> <ul style="list-style-type: none"> School leadership has a shared understanding of the distributive model of leadership with a consistent approach to whole school programs, planning and direction. All staff act as teaching and learning leaders. This will be achieved by using internal and external expertise to foster growth and development. 	<p>Each student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> More than 25 per cent of students making high relative gain. Less than 25 per cent of students making low relative gain. <p>Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier.</p> <p>Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero)</p> <p>Achieve 'at-level' performance for Koori students in all Literacy and Mathematics strands.</p> <p>All staff adhere to Child Safe Standards - Code of Ethics. All classrooms have embed Theories of Action as evidenced through peer observations, planning documents, observational walks etc</p> <p>Staff to complete the Staff opinion survey leadership module Engagement of Literacy and Numeracy consult to work with Leading teachers</p> <p>Use AITSL self-reflection tool to set a benchmark for each staff member and subsequent targets for leadership and responsibilities.</p>



English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology.

Framework for Improving Student Outcomes

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<p>To develop curious students who are creative, critical thinkers and engaged in and connected to their learning.</p>	<p><i>Positive climate for learning</i> Empowering students and building school pride</p>	<p>Build a Positive Climate for Learning that promotes intellectual engagement and self-awareness.</p> <p>This will include;</p> <ul style="list-style-type: none"> • Developing student voice, leadership and agency in their own learning to promote positive school experiences. • Providing lessons whereby students are engaged in work that is interesting, purposeful and appropriately challenging. They receive regular feedback on their progress. • Designing authentic tasks that develop students' critical and creative thinking, collaboration, negotiation, decision-making, synthesis and problem solving skills. • Having high expectations of student learning. Students know they are respected as learners and that teachers believe they can succeed. 	<p>Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors;</p> <ul style="list-style-type: none"> - Stimulated Learning, Learning Confidence, Teacher effectiveness <p>Reduce the percentage of students with between 10 and 20 days absence per year so this reflects the data of similar schools. And consideration of SSP targets reflecting 'the Education State targets as and when appropriate, for example, more students reaching highest levels of achievement in Critical and Creative Thinking by 2025)</p>
<p>To develop empowered, healthy and resilient students who display behaviours and attitudes that reflect the school values.</p>	<p><i>Positive climate for learning</i> Empowering students and building school pride</p> <p>Setting expectations and promoting inclusion</p> <p>Community Engagement in Learning</p>	<p>Ensure that every student has access to resources to maximise inclusion and engagement in school life and the community. (Reduce the impact of low socio-economic background, EAL and trauma on engagement in school).</p> <p>This will include</p> <ul style="list-style-type: none"> • Regular and consistent teaching, modelling and promotion of the school values • Develop and embed a consistent approach in the use of restorative practices • Improving teacher awareness of the effects of trauma and disadvantage on student behaviour and learning. • Development of a whole school evidence-based social and emotional learning program to meet school, cohort and individual learning needs. • Allocating additional resources that provide information, support and targeted programs to maximise health and wellbeing for all students. • Increased community engagement and support across the school • Using 2017 Students Attitude to School Survey to set benchmarks for Happy, Healthy and Resilient Kids. 	<p>Increase the percentage of positive responses to the student Attitudes to School Survey measures to greater than 80%</p> <p>Classroom Behaviour and Student Safety to greater than 75% (65% and 67% respectively in 2016). Connectedness to Peers to greater than 80% (76% in 2016). Teacher Empathy greater than 80% (77% in 2016)</p> <p>Increase in parent satisfaction with school from 72% to 76%.</p>

