

School Strategic Plan 2022-2026

Newington Primary School (2103)



Submitted for review by Sam Streeter (School Principal) on 22 December, 2022 at 11:34 PM

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School Strategic Plan - 2022-2026

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School vision	At Newington 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.
School values	Newington Primary School is an authorised IB-World School, our school values are aligned with the Primary Years Programme's Learner Profile. 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. The profile aims to develop learners who are: <ul style="list-style-type: none">•Inquirers•Knowledgeable•Thinkers•Communicators•Principled•Open-minded•Caring•Courageous•Balanced•Reflective
Context challenges	It was recognized in both the self evaluation and review that the school has undergone a change of leadership over the past 12 months. As Newington Primary School works towards a new School Strategic Plan that will commence in 2023 there will be more change in leadership, along with the staffing structure (the introduction of a School improvement team) and staffing role changes. Following the teacher focus groups on the fieldwork day of the school review the school has recognized the importance of inducting all new staff or staff with new roles into the programs/ frameworks, PYP and curriculum that are being implemented at Newington Primary School at the start of the year with ongoing support and professional learning in place for those that need it. This will further include upskilling all staff and the middle leaders to enable them to facilitate PLCS, AIP teams and other roles they do within the school with confidence and consistency. The importance of staff voice and agency upon the implementation of changes has also been recognized as a challenge, to be sure there is autonomy amongst all staff and commitment.

	<p>The review has pinpointed the importance for there to be a consensus amongst all staff in relation to data; how to use it, how to plan with it and how to understand it. Based on the feedback received during the school review process it is evident that staff have misconceptions and inconsistencies in regards to data literacy. Conversations around explicit teaching, differentiation in classrooms and challenging students who need to be extended were also discussed at length. There are students involved in the online Victorian High Abilities Program in year five/six, but there were questions raised around the extension of students who are working above level in the classroom.</p> <p>Two elements of the High Impact Teaching Strategies (HITS) that were highlighted as areas requiring future focus were the use of Success Criteria in classrooms and consistency around student goal setting. To assist with building teacher capacity and consistency with the HITS and FISO2.0 it was recommended that an evaluation of the current Instructional Models for Literacy and Numeracy be undertaken while making them a teaching tool that is visual in all classrooms.</p> <p>The impact of COVID over the last two years was seen as a challenge in achieving the set goals and targets of the last School Strategic Plan. Once students returned onsite there was still a significant high number of students with absences and wellbeing concerns/needs that came to the fore front, quickly becoming a priority for many students before they could focus on learning. Having a consistent approach around emotional regulation through a program like Zones of Regulation, would help strengthen the work done previously through the Resilience Project and the implementation of the Resilience, Rights and Respectful Relationship curriculum.</p> <p>There is a strong Koorie connection at Newington Primary School with a staff member leading a yarning circle fortnightly. Newington Primary School acknowledges Indigenous culture throughout the school curriculum, at meetings, and at all school/community events. Unfortunately students within this cohort do have a significant amount of absences and are displaying academic results below the average of other students. Building stronger connections with indigenous families, through our SSG and IEP processes moving forward will be important when working with students in this particular cohort.</p>
<p>Intent, rationale and focus</p>	<p>What are we trying to achieve? At Newington Primary School we will be aiming to build consistency amongst all staff while embracing new directions or changes moving forward. This will be done through the use of meeting norms and protocols, high level expectations and a shared understanding of FISO2.0 or other DET priorities. It is important that staff feel they have a voice and are inducted into school programs with support. Through the introduction of the 'Zones of Regulation' language and program we hope to enhance the daily learning of all students in the Newington Primary School classrooms. Incorporated with the PYP evaluation in March 2023 and a revision of the schools instructional models, the school's vision for all students to be active global citizens will be a vital element of all achievements.</p> <p>Why is this important? It is important that the students of Newington Primary School are at the centre of all decisions and changes made. All actions within this School Strategic Plan will be done as a collective staff, with supports put in place at varying levels. Communication with clear</p>

expectations about what the school is striving for and what we want our students to accomplish as active global citizens, will assist in all students having the opportunity to be engaged active participants in their learning.

What are we prioritizing?

The following will take place as the set out priorities at Newington Primary School moving forward -

*Enhancing our wellbeing program through the introduction of Zones of Regulation. This will be further supported with the introduction of a Provisional Psychologist program in 2023 and the continuation of therapy dogs with the use of DETs mental health funding.

*Upskill middle leaders in PLCs and other leadership/staff roles to allow for consistency across the school.

*Using student goals to promote student engagement and challenge. This will also include evaluating the processes for students goal implementation and development across the school.

* The junior part of the school will investigate and train in "Sounds Write", "Heggerty" and "Peggy Lego" to enhance and focus on Literacy data needs. The middle and senior parts of the school will look into other ways to differentiate and explicitly teach Literacy.

*To investigate different numeracy practices in classrooms, during intervention and for extension.

*Allocating budgets to allow staff to have voice and agency around resources.

*To evaluate and develop more voice and agency through PYP for all students

* To review and evaluate the current Literacy and Numeracy Instructional Models with the goal for it to be visual in each classroom.

*Continual Development of PYP within the school

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Goal 1	To improve learning outcomes for all students in literacy and numeracy.
Target 1.1	By 2026, increase the proportion of Year 5 students achieving above expected level as measured by Teacher Judgement: <ul style="list-style-type: none">• Reading from 36 per cent (2021) to 46 per cent• Writing from 22 per cent (2021) to 32 per cent• Number and Algebra from 30 per cent (2021) to 40 per cent.
Target 1.2	By 2026, increase the proportion of students achieving in the top two bands for NAPLAN in Year 3: <ul style="list-style-type: none">• Reading from 60 per cent (2022) to 68 per cent• Writing from 35 per cent (2022) to 45 per cent• Numeracy from 42 per cent (2022) to 50 per cent.
Target 1.3	By 2026, increase the proportion of students achieving in the top two bands for NAPLAN in Year 5: <ul style="list-style-type: none">• Reading from 41 per cent (2022) to 50 per cent• Writing from 15 per cent (2022) to 25 per cent• Numeracy from 28 per cent (2022) to 38 per cent.

Target 1.4	<p>By 2026, increase the proportion of Year 3 and Year 5 students achieving NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none"> • Reading 22 per cent (2021) to 30 per cent • Writing 8 per cent (2021) to 25 per cent • Numeracy 34 per cent (2021) to 40 per cent.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further develop the PLC culture and structures, including the effective use of data.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capacity of all staff to understand the continuum of learning and develop the pedagogy to provide differentiated instruction.
Goal 2	Strengthen all students' sense of engagement and wellbeing.
Target 2.1	<p>By 2026, Staff Survey increase positive responses for:</p> <ul style="list-style-type: none"> • Collective efficacy from 66 per cent (2022) to 80 per cent • Academic emphasis from 70 per cent (2022) to 85 per cent

	<ul style="list-style-type: none"> • Instructional leadership from 88 per cent (2022) to 95 per cent.
Target 2.2	<p>By 2026, reduce the percentage of students with 20 or more days absence:</p> <ul style="list-style-type: none"> • from 27 per cent to 20 per cent
Target 2.3	<p>By 2026, increase 2022 AtoSS survey positive responses for:</p> <ul style="list-style-type: none"> • Student voice and agency from 63 per cent (2022) to 80 per cent • Learning confidence from 67 per cent (2022) to 80 per cent • Stimulated learning from 79 per cent (2022) to 90 per cent • Sense of connection from 67 per cent (2022) to 80 per cent • Sense of inclusion from 88 per cent (2022) to 95 per cent • Managing bullying from 71 per cent (2022) to 85 per cent.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Deepen and embed the school's whole school approach to health, wellbeing and inclusion.</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 have consistent understanding of, and provide opportunities for student agency, voice and leadership.</p>

