School Strategic Plan for Newport Lakes Primary School Western Metropolitan Region 2010-2013

School review provided by

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed</th>
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</thead>
<tbody>
<tr>
<td>Name Bev Fegan</td>
<td>Date 22/3/2010</td>
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Endorsement by School Council

<table>
<thead>
<tr>
<th>Signed.</th>
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<tbody>
<tr>
<td>Name Caitlin Horwood-Skelton</td>
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<tr>
<td>Date.</td>
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<tr>
<td>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</td>
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Endorsement by Regional Network Leader

<table>
<thead>
<tr>
<th>Signed.</th>
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<tbody>
<tr>
<td>Name Sue Conquest</td>
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<td>Date.</td>
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School Profile

Purpose

To be recognised within our community as a school where we encourage and accept each other, strive for academic excellence and develop socially, physically and emotionally.

Values

The school values support our student code of conduct and form the basis for our approach to student welfare.

**Excellence:**
- striving to do our best, including behaviour, work and our interaction with others
- excellent teaching and learning environment
- teachers and students expecting the best of themselves and others
- a commitment to lifelong learning

**Honesty:**
- staff and students being honest to themselves and others

**Persistence:**
- to remain focused on the goal ahead

**Respect:**
- care and concern for each person, valuing their unique qualities

**Acceptance:**
- valuing each other and accepting our individual differences

**Success:**
- celebrating our achievements individually and as a school community

Environmental Context

Newport Lakes Primary School is a dynamic teaching and learning environment with a strong connection in the local community. Part of the Hobsons Bay network of schools, it is the oldest continually operating school in the Western Metropolitan Region. With strong local community support, together with the growth of young families in the Newport area, enrolments have significantly increased over the past few years. 210 students are enrolled for 2010. Most of our students live in the immediate residential area and many walk and ride to school on a daily basis. The demographic change in our school community has impacted on our SFO index figure, now 0.5357 and LBOTE index figure, now 0.47, both significantly lower since the development of the previous Strategic Plan.

With 10 classrooms, planned specialist programs in PE, Art, ICT and Music for 2010, the staff comprises a balance of experienced and new staff who share a strong commitment to individual and whole school shared professional learning.

A before and after school care program was operates at the school which is independently managed by a not for profit organisation. The program also offers full day care during school holiday periods.

In 2008 a Parents Club was established and the School Council configuration was increased from 9 to 12 members in response to the increased parent interest in school involvement. A community member position was included in this School Council configuration in recognition of the school’s commitment to being involved as part of the wider Newport community.

The recent allocation of funds through the Building the Education Revolution program has been used to upgrade and refurbish the school’s administration area to create necessary staff and office space for the schools growing needs. A multipurpose building space is planned for the front of the school to accommodate the whole school community for shared events. It is envisioned that this space will be also available to community groups for use out of school hours.

Moving forward, this Strategic Plan will support the school through the challenges of the next four years as we manage the growth in our population and the drive to continually improve student learning outcomes in all areas of the curriculum.
## Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
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<tbody>
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</table>
To improve student achievement in all areas of the curriculum across the school.
To improve student achievement in English and Mathematics, with a particular focus on years 3 – 6.

**Assessment of reading**

- **Prep**: 100% of students at or above level 5
- **Year 1**: 100% of students* at or above level 15
- **Year 2**: 100% of deemed capable students at or above level 20

**VELS teacher judgement in Reading and Numeracy**

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Area</th>
<th>End of 2012 VELS Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Reading @ Number</td>
<td>100% at or above Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% at or above Level 2.5</td>
</tr>
<tr>
<td>4</td>
<td>Reading @ Number</td>
<td>100% at or above Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% at or above Level 3.5</td>
</tr>
<tr>
<td>6</td>
<td>Reading @ Number</td>
<td>100% at or above level 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% at or above Level 4.5</td>
</tr>
</tbody>
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**NAPLAN**

**NAPLAN: Reading and Numeracy - End of 2013 Targets**

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All students to be above Band 3 70% or more above Band 4</td>
<td>All students to be above Band 3 70% or more above Band 4</td>
</tr>
<tr>
<td>5</td>
<td>All students to be above Band 4 50% or more above Band 6</td>
<td>All students to be above Band 4 50% or more above Band 6</td>
</tr>
<tr>
<td>7</td>
<td>All students to be above Band 5 40% or more above Band 7</td>
<td>All students to be above Band 5 40% or more above Band 7</td>
</tr>
<tr>
<td>9</td>
<td>All students to be above Band 6 30% or more above Band 8</td>
<td>All students to be Band 6 30% or more above Band 8</td>
</tr>
</tbody>
</table>

Continue use of the School Improvement Team and Professional Learning Teams as the key organisational structures to manage growth and achieve high levels of learning.

Enhance teacher pedagogical content and discipline knowledge in literary and numeracy.

Greater use of assessment data to monitor and track student learning and to differentiate and inform teaching practice.

Continued development of VELS curriculum across the school.

Continue to engage the home and community in student learning.
## Student Engagement and Wellbeing

To nurture and sustain the strong sense of community connectedness for all Newport Lakes PS members

**Attendance**
Reduce average absence rates to 12 days or less per student across Years P-6 by 2012, and to 11 days per Prep student

**Attitudes to school survey**
Increase school connectedness score to 4.8 or above on a 5 point scale by 2012.

**Parent opinion survey**
Increase variables of 'stimulating learning' and 'general satisfaction' to 6.6e on a 7 point scale

**Staff opinion survey**
Increase variable 'student motivation' to 4.7 or above on a 5 point scale

Implement a comprehensive whole school approach to issues of student attendance and punctuality

Implement a comprehensive whole school approach to student social and emotional development.

Implement clear communication, policies and processes to support a shared community understanding about school operations and philosophy, upholding the Newport Lakes reputation of a close connected community

## Student Pathways and Transitions

To improve the transition of students at all points; to, within and from Newport Lakes Primary School.

**Parent opinion survey**
To increase the transition variable to 6.5 on a 7 point scale

Continue Preschool to school transition program

Further develop internal transitions

Further develop the Year 6 to 7 transition program

## School Strategic Planner 2011-2014: Indicative Planner

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT LEARNING</strong></td>
<td>Year 1</td>
<td></td>
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</table>
| Continue use of the School Improvement Team and Professional Learning Teams as the key organisational structures to manage growth and achieve high levels of learning. | SIT (School Improvement Team) meeting regularly to monitor and implement student learning goals. To develop a set of school expectations that provide:  
- clear guidance to teachers about agreed school teaching practice  
- clear targets for improved student learning  
- clear expectations and formats about planning for explicit teaching  
- role descriptions for leaders and classroom teachers using expectations  
  PLT (Professional Learning Teams)  
  - Provide professional learning to build instructional leadership capacity in PLTs  
  - Develop PLT improvement plan derived from the SSP/AIP goals and targets. | SIT established and meeting regularly. SIT utilising traffic light system to identify and track school improvement focuses and moving from red to green.  
PLT’s meeting regularly with learning plans established. PLT’s have clear improvement focus and responsibility to monitor and enhance student improvement. |
- Achievement of PLT targets to be clearly established as the responsibility of all team members
- Implement processes for identifying students who might be struggling and intervening to substantially move these students, possibly including a ‘data manager’ position.
- Refining and embedding the PRP process into the PLT structure and improvement plan so that PLT targets become all members’ responsibilities.
- PLTs responsible for monitoring consistency around various ‘expectations

Integrate Ultranet in school’s core purpose and beliefs
Identify and support staff in completing appropriate Ultranet Online Professional Learning

All staff have a shared vision of how the Ultranet is linked to improving learning and teaching
Teachers meet regularly to develop curriculum plans,

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td>Continue involvement in the WMR Blueprint professional learning activities and initiatives. Use of Reading Recovery strategies across classrooms.</td>
<td>Further develop methods of making practice public - use of modelling, coaching, observations, feedback and the best use of teacher development within PLT’s.</td>
<td>Continue with methods of making practice public - use of modelling, coaching, observations, feedback and the best use of teacher development within PLT’s.</td>
<td>Key improvement strategy embedded and review for new Strategic Plan.</td>
</tr>
<tr>
<td>Review current practice using ‘The Key Characteristics of Effective Literacy Teaching P-6’ Continue to build teacher ICT capacity Introduction of the E5 model to support teaching practice.</td>
<td>Inter class visits regularly timetabled with purposeful focus.</td>
<td>Inter school visits regularly timetabled with purposeful focus.</td>
<td></td>
</tr>
<tr>
<td>Year 4 Key improvement strategy embedded and review for new Strategic Plan.</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>Develop a school wide approach to collecting and tracking student achievement data. Introduce the on demand testing as a method of assessing students ‘for, as and of’ learning. Develop greater understanding of VELS progression points and how to accurately reflect student achievement.</td>
<td>School assessment schedule developed. On demand testing being used to plan for learning. Greater consistency between VELS and other data sources.</td>
<td>ICT as a learning tool reflected in curriculum planning E5 planning documents introduced.</td>
<td>E5 planning documents available on Ultranet</td>
</tr>
</tbody>
</table>

 Enhance teacher pedagogical content and discipline knowledge in literacy and numeracy.

Greater use of assessment data to monitor and track student learning and to differentiate and inform teaching practice.
### Year 2
- Develop staff understanding of how to use data analysis to plan for student improvement.
- Assessment data forms part of the curriculum planning process.

### Year 3
- Further develop team approaches to planning for cohorts of students based on student assessment data.
- Team planning reflects student needs across classrooms.

### Year 4
- Key improvement strategy embedded and review for new Strategic Plan

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**Continued development of VELS curriculum across the school.**

### Year 1
- Link the school integrated planner with different reading and writing text types.
- Develop whole school literacy planners to support common approach to teaching these text types.
- Integrated planner identifies literacy focus and text types.

### Year 2
- Further develop ICT as part of the curriculum planning across the school.
- School elearning plan available on Ultranet

### Year 3
- Review school integrated planner and update as required
- School integrated planner updated.

### Year 4
- Key improvement strategy embedded and review for new Strategic Plan

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**STUDENT ENGAGEMENT AND WELLBEING**

Implement a comprehensive whole school approach to issues of student attendance and punctuality

### Year 1
- Develop and implement an effective approach to tracking student attendance and punctuality. 
  - Continue to implement ‘It’s not OK to be away’ strategies
  - Student attendance regularly monitored
  - ‘It’s not OK to be away’ implemented

### Year 2
- Through community education, further develop understanding about the importance of regular attendance and punctuality.
  - Establish a reporting measure that relates student attendance / absence to student learning opportunities and outcomes.
  - Improved attendance and punctuality.

### Year 3
- Continue to monitor and improve student attendance and punctuality.
  - Engage with network best practice and implement recommendations
  - Network strategies implemented

### Year 4
- Key improvement strategy embedded and review for new Strategic Plan

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Implement a comprehensive whole school approach to student social and emotional development.

### Year 1
- Identify school Student Engagement and Wellbeing Team
- Commence participation in the Student Wellbeing Positive Behaviours
- Commence implementation of Positive Behaviours in School.
- Develop school Student Engagement Policy
- Team identified and attending Positive Behaviours PD
- Student Engagement Policy developed

### Year 2
- Further implementation of the Positive Behaviours Program
- Develop community understanding and awareness of student social and emotional development through community education activities.
- Community education sessions part of year calendar
<table>
<thead>
<tr>
<th>Year</th>
<th>Key Improvement Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td>Review and adapt school approach to student social and emotional development and the effectiveness of the Positive Behaviours Program</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Key improvement strategy embedded and review for new Strategic Plan</td>
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**Implement clear communication, policies and processes to support a shared community understanding about school operations and philosophy, upholding the Newport Lakes reputation of a close connected community**

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<tr>
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<th>Key Improvement Strategy</th>
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| **Year 1** | Improve community awareness and access to information about the school operations with strategies such as:  
- Post school policies on school website.  
- Develop list of forms that can be accessed from school website.  
Community access to school forms and policies through website. |
| **Year 2** | Ensure that policies are current and relevant by developing a review cycle for school policies  
Review cycle for policies established |
| **Year 3** | |
| **Year 4** | Key improvement strategy embedded and review for new Strategic Plan |

**STUDENT PATHWAYS AND TRANSITIONS**

*Continue Preschool to school transition program*

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<thead>
<tr>
<th>Year</th>
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| **Year 1** | Maintain the relationships established with local kindergartens supporting the transition of new families into the school.  
Pre and early school entry data collection through ‘Transition – A Positive start to school’ and English Online Interview.  
Review school based approach to transition and provide information to parents about the curriculum programs and learning needs of preps, enabling parents to best support their child’s learning at home.  
Kinder / School visits planned in school calendar  
Prep teachers use ‘Transition – A Positive start to school’ to support students and families in transition |
| **Year 2** | Deepen the relationships with local kindergartens  
Develop documentation to record school transition program approach, activities and timelines.  
Conduct parent helpers program to provide detailed support information for parents about how to best support their child’s learning  
Transition program documented  
Parent Helpers program conducted |
| **Year 3** | Continue the relationships with local kindergarten teachers, through shared professional learning opportunities.  
Support new families understanding about curriculum information available for parents through school website to support new families  
Kinder teachers invited to school based PD  
Curriculum information on Website |
| **Year 4** | Key improvement strategy embedded and review for new Strategic Plan |

**Further develop internal transitions**

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<tr>
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| **Year 1** | Review existing practices for student transition within the school.  
Develop induction process for new students arriving throughout the year  
Induction program for new students developed |
| Year 1 | Develop a transition plan for year 6 to 7. Establish contacts at local secondary colleges. | Transition plan developed |
| Year 2 | Maintain communication with local secondary colleges and review transition procedures. Establish parent/student feedback protocols for transition. | Feedback data collected |
| Year 3 | Deepen relationships with secondary colleges. Provide opportunities for students to experience secondary school practices eg timetables, managing self. | Documented visits and feedback |
| Year 4 | Key improvement strategy embedded and review for new Strategic Plan | |

**Further develop the Year 6 to 7 transition program**

| Year 2 | Provide opportunities for students to visit new year levels through a ‘step up day’ program. | Step up day established |
| Year 3 | Review and improve ‘step up day’ program | |
| Year 4 | Key improvement strategy embedded and review for new Strategic Plan | |

Further develop information shared between teachers about students moving up year levels.