

# School Strategic Plan 2020-2024

Napoleons Primary School (1072)



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# School Strategic Plan - 2020-2024

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<b>School vision</b>	At Napoleons Primary School we create a rich, inspiring learning environment where students are safe and supported to be challenged in order to continue to grow as learners. We celebrate diversity and the education of the whole child: nurturing a love of learning that includes intellect/academic, social/emotional and physical growth.
<b>School values</b>	<p>At Napoleons Primary School our values are Respect, Creativity, Perseverance and Belonging.</p> <p>Respect - we respect people, property and places and take responsibility for our actions in order that we have a cooperative and considerate school culture. When we show ourselves to be respectful, we also show our integrity and our kindness.</p> <p>Creativity - we show our creativity in our learning by considering all perspectives and encouraging a diversity of ideas. Creativity is where we can show our flair, our individuality and develop our interests.</p> <p>Perseverance - we demonstrate perseverance through showing initiative, taking responsibility for our learning to maximise our strengths, our behaviour and our choices in order to over come difficulties, build resilience and succeed.</p> <p>Belonging - we demonstrate belonging through creating connections and strong relationships between staff, students and families. Through these relationships we explore our world, learn and create understanding and kindness which leads to empathy and a strong sense of identity.</p>
<b>Context challenges</b>	<p>Napoleons Primary School is a rural school on the outskirts of Ballarat, although located in the Golden Plains Shire. For the last few years we have enrolments just under 100 students. We are keen to increase enrolments to past 100 students and we will do this through ongoing promotion and through building our relationship with the local community.</p> <p>Our recent school review has highlighted the following key directions:</p> <ul style="list-style-type: none"> <li>- ensuring we have a clearly documented guaranteed and viable curriculum</li> <li>- building teacher capacity in numeracy</li> <li>- improving and increasing the opportunities for student voice and agency</li> <li>- embedding a whole school Instructional Model</li> <li>- building teacher capacity in data literacy</li> <li>- building on our Professional Learning Communities</li> <li>- continuing to strengthen Instructional Leadership Teams</li> </ul>
<b>Intent, rationale and focus</b>	At Napoleons Primary School we seek to create a safe and supportive environment where all students can learn and grow. We aim to identify strengths in students and to use these strengths to support new learning. We aim to strengthen the connections we have with the school community - staff, students and parents to ensure we are all working in partnership to achieve our goals. We strive to

enable our students to have a voice and to have opportunities to influence their learning areas, to identify learning goals and to track, with teacher support, their progress.

To achieve these aims is to build a positive, learning culture that engages children through their interests and their ideas. Having our curriculum and Instructional Model in place provides clarity for both staff and students. Having clear processes in place with a shared language around learning and a development culture ensures consistency and builds capacity and confidence in both students and staff.

We will begin our Strategic Plan with ensuring our students have caught up their learning, from 2020 and remote learning, via the Tutoring Learning Initiative. This will ensure every student has the ability to maximise their learning growth. We have initiated an audit of our Student Voice Agency and Leadership at Napoleons Primary School and we have begun initiating a greater degree of agency through setting goals and success criteria. We will track our progress each term and each year using the continuum provided by the Amplify document and the resources accessible by FUSE. Our staff are already investing in training in numeracy, reading (Sounds Write) and Writing (6+1 Traits of Writing) professional learning. We have also begun training in Rights, Responsibilities and Respectful Relationships (RRRR) and we see that this will build on our previously initiated School Wide Positive Behaviours program. We anticipate that in the first year of our new Strategic Plan we will focus on building teacher capacity in the target areas of Numeracy and Literacy. We are working with the PLC Manager on developing depth in our PLCs. Through the PLC and through the School Improvement Team, we have begun building teacher capacity in data literacy with the Regional Data Coach. This will continue and the SIT will attend Data Literacy workshops with the Principal Network throughout 2021. Also during this year, we will consolidate our Guaranteed and Viable Curriculum and embed our Instructional Model.

In the second year and subsequent years of our SSP we will embed our Numeracy programs, beginning with a revised Scope and Sequence, implement our 6+1 Traits in Writing and have fully implemented Sounds Write across the school. Our RRRR has a 3-5 year implementation schedule which we will work through each year with the support of the Regional Respectful Relationships project team.

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<b>Goal 1</b>	To maximise the achievement and the learning growth of every student, particularly in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2024, the percentage of students demonstrating 12 months or more high learning growth (benchmark) using teacher judgement data will increase from its current 3 year means from:</p> <ul style="list-style-type: none"><li>• 29% in Reading to 35%</li><li>• 18% in Writing to 35%</li><li>• 23% in Numeracy to 35%</li></ul> <p>This will be triangulated with reference to agreed norms-referenced/standards based data</p>
<b>Target 1.2</b>	<p>By 2024, increase the percentage of students making high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading from 29% (benchmark set as a mean over three years prior to start of review period) to 35%</li><li>• Writing from 18% (benchmark set as a mean over three years prior to start of review period) to 35%</li><li>• Numeracy from 23% (benchmark set as a mean over three years prior to start of review period) to 35%</li></ul>
<b>Target 1.3</b>	<p>By 2024, increase the percentage of Year 3 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"><li>• Reading from 42% (benchmark set as a mean over three years prior to start of review period) to 46%</li><li>• Writing from 26% (benchmark set as a mean over three years to start of review period) to 30%</li><li>• Numeracy from 33% (benchmark set as a mean over three years to start of review period) to 38%</li></ul>

<b>Target 1.4</b>	<p>By 2024, increase the percentage of Year 5 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 34% (benchmark set as a mean over three years prior to start of review period) to 40%</li> <li>• Writing from 13% (benchmark set as a mean over three years prior to start of review period) to 20%</li> <li>• Numeracy from 21% (benchmark set as a mean over three years prior to start of review period) to 30%</li> </ul>
<b>Target 1.5</b>	<p>By 2024, improve the percentage of positive endorsement on the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> <li>• School Climate 85% (2020) to 90% (2024)</li> <li>• Collective Efficacy 82% (2020) to 87% (2024)</li> <li>• Collective Responsibility 100% (2020) to be retained.</li> <li>• Academic Emphasis 65% (2020) to 70% (2024)</li> </ul> <p>Teaching and Learning Module—Evaluation</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data 57% (2020) to 62% (2024)</li> <li>• Use student feedback to improve practice 57% (2020) to 62% (2024)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capability in data literacy with effective moderation practices to plan for differentiation and teach to point of need.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Strengthen teacher and team capability to embed a guaranteed and viable curriculum.
<b>Key Improvement Strategy 1.c</b>	Continue to develop instructional leadership across the school.

<b>Building leadership teams</b>	
<b>Goal 2</b>	To improve student engagement, voice and learner agency.
<b>Target 2.1</b>	By 2024, improve the percentage of positive endorsement for AToSS factor: <ul style="list-style-type: none"> <li>• Student voice &amp; agency 68% (2019) to 80% (2024)</li> <li>• Effective teaching time 93% retain or increase (2024)</li> </ul>
<b>Target 2.2</b>	By 2024 the number of absence days will decrease from 16 days (2017–19) to 13 days (2024).
<b>Target 2.3</b>	By 2024, improve the percentage of positive endorsement for SSS Teaching and learning module—Evaluation factor: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice 57% (2020) to 62% (2024)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Implement a process for students and teachers to participate in the development of challenging student learning goals, and to monitor progress towards the achievement of goals.
<b>Goal 3</b>	To improve the resilience and social and emotional wellbeing of all students.
<b>Target 3.1</b>	By 2024, improve the percentage of positive endorsement for the AToSS factors: <ul style="list-style-type: none"> <li>• Resilience 76% (2019) to 82% (2024)</li> <li>• Sense of Confidence 83% (2019) retain or improve (2024)</li> <li>• Managing Bullying 78% (2019) to 80% (2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Attitudes to Attendance 85% (2019) to 90% (2024)</li> <li>• Sense of Connectedness 70% (2019) to (75%) (2024)</li> </ul>
<b>Target 3.2</b>	<p>By 2024, improve the percentage of positive endorsement for the POS factor:</p> <ul style="list-style-type: none"> <li>• General satisfaction 59% (2019) to 70% (2024)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop and implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.