

School Strategic Plan 2023-2027

Newham Primary School (1913)



Submitted for review by Simone Wood (School Principal) on 06 September, 2023 at 10:37 AM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 02 October, 2023 at 07:27 AM

Endorsed by Peter Brown (School Council President) on 17 October, 2023 at 11:01 AM

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School vision	Newham Primary School encourages our students to develop an active social conscience which enables them to contribute to their family and the school community. We empower all students to embrace learning and achieve their personal best as well as build their emotional, social, and physical well-being.
School values	The core values and principles that drive student and staff actions and decisions at Newham Primary School are based on our values; Achieving Excellence through, Resilience, Responsibility, Respect and Unity. We encourage our families to join us in this undertaking. These core values underpin all that we do as a school community.
Context challenges	We have identified the need to better student learning outcomes in literacy and numeracy. We see this as an evolving process. Currently our school employs effective methods in tracking student progress in core curriculum areas. We have identified professional learning in the Science of Reading, and we are improving numeracy through the Big Ideas framework, implementing a consistent numeracy instructional model, personalised tutoring, and employing differentiated strategies in the classroom to improve the learning growth of every student. However, our student numbers vary from year to year with the loss of students to Braemar in year 5 and we have recently committed to the review and restructure of our literacy approach under the supervision of a new literacy coordinator. Student wellbeing is at the core of Newham Primary School's identity and is evident through the implementation of SWPBS and a tiered approach to promoting positive student behaviours. As a result of Covid, it has been a long road back for students in terms of a sense of engagement and wellbeing. We see this too as an evolving process and as we move through the stages of our SWPBS reforms we can see positive change. However, it is important to continue to strengthen our students' sense of engagement and wellbeing as staff continue to demonstrate a collective responsibility for each student's success and wellbeing. In the past, attendance has required families to want to change their way of thinking about holidays and routine time off school. Since Covid, this situation has been accentuated by student anxiety around being back at school in general. We believe that through improving student agency and voice, and strengthening the sense of engagement and wellbeing that we can make a difference to student outcomes.

Intent, rationale and focus	Our intention over the course of this strategic plan is to improve student agency and voice in order to prepare our students to become intrinsically involved in their learning. Prioritising the following will support students and staff to achieve this goal. Newham Primary School will continue to expand teacher capacity to provide effective learning focused feedback to students to inform and support students in setting and monitoring their learning goals. Teachers will develop student's agency in their learning through enabling them to set challenging learning and wellbeing goals and monitor their growth. Consequently, staff will then develop strategies to increase data visibility to students and encourage student-led goal setting based on shared assessment data. This will be best achieved by simultaneously working on staff capacity to provide feedback as well as staff supporting students to set learning goals. This will be a priority over the first two years and as staff capacity for data increases, by the third and fourth year of the SSP staff will have commenced supporting students in understanding data improvement. In terms of strengthening students' sense of engagement and wellbeing, attendance is a priority and therefore Newham Primary School will consider these aspects in tandem. We have in the past investigated student absences and discovered the long-term cultural proclivity of travelling as a family during school time. Other reasons for absences have also been investigated and families aided in bringing their children to school. Strategies have been developed and new ones will continue to be sourced in order to maintain concentration on attendance importance. We have already begun re-engaging and reaffirming families in classrooms, school events and celebrations as a strategy and this will continue. Newham Primary School will continue to embed school policies and practices that promote inclusive, positive behaviour and a safe environment which will be done in conjunction with improving student voice and agency. Here at Newham, we continuously build staff capability to respond to the wellbeing needs of students, especially those at risk of disengaging, or those with special needs. We will continue this through our work in SWPBS and affiliated wellbeing strategies, and SSGs. This work is planned on a yearly basis, revisited, and extended each year after careful analysis of where we are currently. We will continue this structure over the lifespan of this SSP. Having identified priority areas in student learning outcomes in literacy and numeracy, Newham Primary School had earlier completed and implemented a numeracy instructional model under the direction of our numeracy coordinator and has commenced a staff member training in Literacy leadership. We continue on a yearly basis to plan professional learning and development on data analysis to inform planning and point of need teaching and learning and to build staff knowledge and capacity to plan and provide universal adjustments, support strategies and interventions to successfully meet tier 1, 2 and 3 learning needs of students. By the close of 2023 our literacy leader will have completed their studies. As part of their studies, they have already initiated the discussions required for staff to further collaborate on developing an agreed and documented Instructional model for literacy. This will be strengthened by PLC improvement cycles to support growth in literacy learning outcomes. The stages of this journey will be determined via the PLC process with an expectation that a Literacy Instructional model will be in place by the end of the SSP.
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All our curriculum and well-being coordinators will remain supported with professional learning and sharing time at staff meetings to ensure both literacy and numeracy receive the careful analysis from staff of where we are currently and the recognition and planning to support positive student outcomes. It is appropriate to concurrently prioritise the assessment schedule review process to ensure purposeful assessment and data informed planning is sustained. 2024 will see the implementation of an assessment schedule review, followed by a cycle of data informed yearly updates.

Having had Covid interrupt and then foil attempts at re-establishing relationships, Newham Primary School intends to explore and develop networks with similar schools to build communities of practice in literacy & numeracy. Prior to Covid this aspect of practice had provided inspiration and connection for staff. It is influential when a school of our size is able to pursue relationships with like schools, increasing the number of staff available for collaborative inquiry. Therefore, we also intend to build those connections with staff in similar local schools using the existing CoP (Communities of Practice) to develop significant collaboration, peer observation opportunities and provide staff with relevant feedback for teaching and learning beyond the school. An investigation of suitable schools will commence in 2024.

We cannot discount the importance of collaboration between Newham Primary School and families regarding student learning outcomes in literacy and numeracy. Therefore, we plan to strengthen our 3-way partnership, where families understand and contribute to student outcomes in learning and well-being. We expect to continue our current situation where we are proactively re-engaging families through events that encourage family participation. From 2024 we will look for further opportunities to expand our event schedule, specifically with the intent to encourage parents to participate in academic support both at school and at home.

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Goal 1	Improve learning outcomes for all students
Target 1.1	NAPLAN target to be confirmed. Note – target measure to use three year moving average.
Target 1.2	By 2027 (2026-2027), increase the percentage of students achieving at or above expected growth in Teacher Judgment (Timeline Growth data) for: • Reading and Viewing from 68% (2021-2022) to 80% • Writing from 68% (2021-2022) to 80% • Number and Algebra from 63% (2021-2022) to 80%
Target 1.3	By 2027, increase the percentage of positive responses in the School Staff Survey for: • Collective efficacy from 63% in 2022 to 80% • Collaborate to plan curriculum from 40% in 2022 to 87% • Moderate assessment tasks together from 60% in 2022 to 80% • Use data for curriculum planning from 80% in 2022 to 86%
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high	Enhance the culture of staff collaboration and inquiry

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Document, and embed an agreed instructional model for literacy
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use learning data to inform point of need teaching and learning
Key Improvement Strategy 1.c	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to provide effective learning focused feedback to students
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	To empower all students to become engaged, confident and motivated learners
Target 2.1	By 2027, increase the percentage of positive responses in the Student Attitudes to School Survey (AtoSS) for: • Sense of connectedness from 58% in 2022 to 75% • Student Voice and Agency from 43% in 2022 to 60% • Self-Regulation and Goal setting from 67% in 2022 to 80%

	• Motivation and Interest from 65% in 2022 to 75%
Target 2.2	By 2027, increase the percentage of positive responses in the School Staff Survey (SSS) for: • Use student feedback to improve teaching practice from 60% in 2022 to 70% • Promote student ownership of learning from 20% in 2022 to 75%
Target 2.3	By 2027, decrease the percentage of students with 20+ days of absence from 51% in 2022 to 20%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice, and agency across curriculum areas and learning opportunities
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning and wellbeing goals and monitor their own growth
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge and capacity to plan and provide universal adjustments, support strategies and interventions to successfully meet tier 1, 2 and 3 learning needs of students
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole-school approach to improving attendance rates

Goal 3	Improve student wellbeing outcomes
Target 3.1	By 2027, increase the percentage of positive responses in the Student Attitudes to School Survey (AtoSS) for: • Emotional Awareness and Regulation from 55% in 2022 to 70% • Resilience from 66% in 2022 to 70% • Perseverance from 55% in 2022 to 75% • Sense of Confidence from 60% in 2022 to 75%
Target 3.2	By 2027, increase the percentage of positive responses in the Student Attitudes to School Survey (AtoSS) factor Respect for Diversity from 66% in 2022 to 75%.
Target 3.3	By 2027, increase the percentage of positive responses in the Parent Opinion Survey (POS) factor Confidence and resiliency from 70% in 2022 to 80%.
Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capability to respond to the wellbeing needs of students, especially those at risk of disengaging, or those with special needs
Key Improvement Strategy 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	