**School Strategic Plan 2022-2026**

Norris Bank Primary School (3618)



Submitted for review by Sandra James (School Principal) on 19 October, 2023 at 10:38 AM  
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 19 October, 2023 at 11:24 AM  
Endorsed by Anna Koh (School Council President) on 17 November, 2023 at 08:44 AM

**School Strategic Plan - 2022-2026**

Norris Bank Primary School (3618)

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| School vision | Norris Bank PS School will support every student to reach their social/ emotional and academic best regardless of personal circumstance. |
| School values | Our School Values are Kindness, Respect and Curiosity These values shape our conversations both with students, staff and the school community. These values guide our day-to-day interactions with everyone. We seek to understand our student's needs, interests and strengths and empower our students to reach their personal best through living these values in a safe and nurturing environment. |
| Context challenges | Being a very small suburban school, our key challenges moving forward are consistency of our staffing profile. Being able to provide enough time allocation out of the classroom for capacity building in leadership roles and improving our Numeracy and Literacy results across the school. Also providing individualised high-level support to the high number of students requiring this on a daily basis be it from non-neuro-typical developmental delays or trauma or both.  Time taken in financing, maintaining or replacing aging buildings and large grounds to stay OHS compliant. |
| Intent, rationale and focus | Our school is trying to achieve excellence in Inclusive Practice and Curriculum Planning and Delivery in Numeracy, Literacy. This is important as we believe all behaviour is a form of communication and having a high-level understanding and implementation of inclusive practice results in a safe, calm and orderly environment for optimal learning. Understanding how our students learn and exactly where they are all sitting in their Zone of Proximal Development through high level Data Literacy and quality planning processes is paramount to our student's success. Our Strategic Plan is prioritising Wellbeing and Inclusive Practice and Curriculum Planning and Development. Foci in 2024   - our whole school is undertaking the Berry Education Model Training and Northern School of Autism training to improve mental health practices and attendance. Regular attendance meetings are now scheduled by leadership with attendance plans and IEP's. Every class will have a full time ES staff member to support every teacher. Tutoring intervention will continue for those students deemed at risk.  - Disability Inclusion Profiles will be prioritised in 2024 and led by the Assistant Principal.  - Teaching timetables are being recreated to allow teachers to plan together in teams over a whole day. Locking in an uninterrupted block of non-face to face teaching time as a team with school leadership, will allow the development and embedding of an agreed whole school instructional model, curriculum planning and delivery. - 2024 will see an increased focus on Numeracy Development and Early Years Literacy and Numeracy Development. Foci in 2025 - Continued development and establishment of agreed instructional model, curriculum planning and delivery. - Increase in Student Voice and Agency. |

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| Goal 1 | To optimise and accelerate the learning growth of every student. |
| Target 1.1 | By 2026, the percentage of students assessed in the top two NAPLAN bands will increase:   * in Year 3 Numeracy from 27 per cent in 2022 to 35 per cent * in Year 5 Numeracy from 33 per cent in 2022 to 35 per cent * in Year 3 Writing from 42 per cent in 2022 to 50 per cent * in Year 5 Writing from 17 per cent in 2022 to 24 per cent |
| Target 1.2 | By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in numeracy will increase from 77 per cent in 2022 to 90 per cent. |
| Target 1.3 | By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in writing will increase from 92.3 per cent in 2022 to 93 per cent. |
| Key Improvement Strategy 1.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 | Develop, document, and embed an agreed instructional model for teaching and learning. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a common approach to curriculum planning and documentation across the school. |
| 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 through PLCs to expertly analyse and use learning and wellbeing data to inform differentiated learning. |
| Goal 2 | To improve student agency and voice to actively engage in learning and well-being. |
| Target 2.1 | By 2026, the percentage of students having less than 20 days of approved absences per year will increase from 51% in 2022 to 64% |
| Target 2.2 | By 2026, the percentage of students reporting positive endorsement to the student Attitudes to School Survey measures will increase for:   * student voice and agency factor from 53% in 2022 to 65% * resilience from 58% in 2022 to 64% * sense of confidence from 68% in 2022 to 75% |
| Target 2.3 | By 2026 increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure:   * High expectations for success from 85% in 2022 to 87% |
| Target 2.4 | By 2026 increase the percentage of staff reporting positive endorsement to the School Staff Survey measure   * Parent and Community Involvement  from 56% in 2022 to 67% |
| 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 a whole-school approach to student agency in learning and wellbeing |
| Key Improvement Strategy 2.b 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 through a consistent approach to supporting students’ sense of confidence and connectedness |
| Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Develop, document, and embed positive mental health approaches across the school |