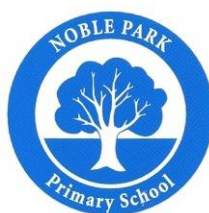


School Strategic Plan 2023-2027

Noble Park Primary School (3675)



Submitted for review by Jodie Pyman (School Principal) on 29 October, 2023 at 04:50 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 12 November, 2023 at 05:40 PM

Endorsed by Ryan Chapman (School Council President) on 15 November, 2023 at 09:29 AM

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School vision	We aspire to create an inclusive school community that embraces opportunity and inspires individuals to collaborate, learn and achieve.
School values	<p>Be Kind We use our words and actions to show we care.</p> <p>Be Respectful We accept each other for who we are.</p> <p>Be Responsible We own our choices and our behaviour.</p> <p>Be Safe We look after each other through the choices we make.</p>
Context challenges	<p>Safe, Inclusive and Respectful Learning Environment Noble Park Primary School is situated Southeast of Melbourne and has a current enrolment of 340 students with a SFOE of 0.6153. The school is an integral part of the community and has a student population which is culturally and linguistically diverse. Approximately 85% of students do not speak English as their first language and approximately 30% of students come from a refugee background. To support students and families from a culturally and linguistically diverse population, the school is committed to upskilling teachers and education support staff, with a specific focus on trauma informed practices and multi-tiered systems of support that improve social, emotional, behavioural and academic outcomes for students. To strengthening the leadership capacity of key staff within the school and to promote succession planning, Learning Houses will be managed by a Leading Teacher / Learning Specialist who are not allocated to a home group. This staff member will work collaboratively with the teachers and education support staff within the Learning House while overseeing the wellbeing and academic needs of the students within that cohort level.</p> <p>Collective Engagement of the School Community Noble Park Primary School celebrates diversity and respects parents and carers as active participants in their child's learning and development. By working with partner organisations, the school offers programs tailored to the needs of parents, carers and the local</p>

	<p>community. Community programs, such as play group and English language classes, are integral in strengthening relationships with families and supporting them within the school setting. To collectively engage the school community to uplift and improve culture, transparency, accountability and Department of Education consultation processes with students, staff, parents and carers will be implemented. This will develop a sense of belonging and trust while bringing the School Vision and Values to life.</p> <p>Agreed Instructional Model for Literacy and Numeracy. As pedagogical practices changed at the end of 2022, Noble Park Primary School has moved from a play-based instructional model to an explicit teaching instructional model. To drive whole school improvement, an agreed instructional model for literacy and numeracy will be developed, implemented and embedded by staff, over the next 4 years. Evidence based High Impact Teaching Strategies (HITS) will be embedded within the instructional model and professional learning opportunities will be provided to build the capacity of staff to understand the Victorian Curriculum with an emphasis on 'what students know now' and 'what they need to know next'. To support this process, agreed planning documents that identify the phases of the instructional model, including differentiated learning opportunities for all students, will also be developed and implemented across the school.</p> <p>Attendance Attendance including unapproved, unexplained absences and the number of days absent at Noble Park Primary School are higher than state levels. The main reasons for higher absences include cultural celebrations, extended travel by some families and varying levels of value attributed to regular school attendance. The importance of school attendance will be regularly promoted and communicated to parents, carers and students and consistent processes for monitoring attendance will be established and implemented consistently to improve student attendance. Family involvement in supporting student attendance will also be prioritised through a positive and inclusive approach.</p>
<p>Intent, rationale and focus</p>	<p>Noble Park Primary School is committed to improving the learning and wellbeing outcomes of every student. By developing a safe, inclusive and respectful learning environment, students will be encouraged to have high expectations of themselves as learners, while being supported to achieve success every day.</p> <p>To improve learning outcomes and provide a high standard of academic achievement, Noble Park Primary School is committed to creating a learning environment that provides relevant, authentic and differentiated learning opportunities for all students. Through the development and implementation of an agreed instructional model for literacy and numeracy that incorporates evidence based High Impact Teaching Strategies (HITS), students will be engaged in explicit and differentiated learning opportunities while being empowered to reach their full potential. The school will focus on implementing high quality and consistent teaching practices over the next four years, while developing a common approach to assessment and curriculum planning. The implementation of the Professional Learning Communities initiative will strengthen the way that leaders and teachers analyse data and reflect on their instructional practice, in order to build practice excellence and improve student learning outcomes across the school.</p> <p>Noble Park Primary School is committed to enhancing student wellbeing through a consistent and targeted approach to promote</p>

positive behaviours, build resilience and promote student engagement. By implementing the School-Wide Positive Behaviour Support (SWPBS) framework, the school will improve the social, emotional, behavioural and academic outcomes for all students. Eight essential features of the SWPBS, including establishing a common philosophy and purpose, will be implemented over the next 4 years. This will provide teachers and students with more time to focus on relationships and classroom instruction as creating a predictable learning environment improves wellbeing, engagement and attendance. To provide differentiated wellbeing opportunities for students, universal, targeted and individual interventions will be implemented by the appropriate staff or external professionals.

Noble Park Primary School will continue to strengthen the community based programs that are already tailored to meet the needs of parents, carers and the local community, while collectively engaging the school community to uplift and improve culture. Transparency, accountability and Department of Education consultative processes will be developed, implemented and embedded within the school, commencing with the Vision and Values program in 2023.

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Goal 1	Improve student outcomes in literacy and numeracy.
Target 1.1	<p>NAPLAN targets</p> <p>Reading Year 3</p> <p>By 2027, increase the percentage of students in strong to 50%</p> <p>By 2027, increase the percentage of students in exceeding to 5%</p> <p>Reading Year 5</p> <p>By 2027, increase the percentage of students in strong to 45%</p> <p>By 2027, increase the percentage of students in exceeding to 17%</p> <p>Numeracy Year 3</p> <p>By 2027, increase the percentage of students in strong to 41%</p> <p>By 2027, increase the percentage of students in exceeding to 5%</p> <p>Numeracy Year 5</p> <p>By 2027, increase the percentage of students in strong to 43%</p> <p>By 2027, increase the percentage of students in exceeding to 10%</p>

Target 1.2	<p>By 2027, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 42% in 2022 to 60% • Academic emphasis from 35% in 2022 to 55% • Professional learning targeted to improve literacy and numeracy from 71% in 2022 to 80%
Target 1.3	<p>By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 64% in 2022 to 72% • Differentiated learning challenge from 68% in 2022 to 76% • Sense of confidence from 45% in 2022 to 60%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document, and embed an agreed instructional model for literacy and numeracy.
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.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Develop the capabilities of professional learning teams to effectively use data to inform differentiated learning at students' point of need.

positive, safe and orderly learning environment	
Key Improvement Strategy 1.d 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 the instructional leadership capacity of staff across the school.
Goal 2	Improve student wellbeing outcomes.
Target 2.1	By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors: <ul style="list-style-type: none"> • Sense of connectedness from 61% in 2022 to 70% • Managing bullying from 65% in 2022 to 75% • Perseverance from 61% in 2022 to 70%
Target 2.2	By 2027, improve the percentage of positive responses for the following Staff Opinion Survey factors: <ul style="list-style-type: none"> • Build resilience and a resilient and supportive environment from 48% in 2022 to 60% • School support for staff physical safety from 50% in 2022 to 70% • Instructional leadership from 56% in 2022 to 68%
Target 2.3	By 2027, improve the percentage of students with 20+ days absence from 44% to 30%.

<p>Key Improvement Strategy 2.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</p>	<p>Embed a consistent approach that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build all staff capability to respond to the learning and wellbeing needs of all students.</p>
<p>Key Improvement Strategy 2.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</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop targeted intervention practices and protocols to promote student engagement.</p>