Figure 1 Ngunnawal Primary School Logo

Ngunnawal Primary School

Network: North/Gungahlin

Strategic Plan 2018-2022

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Vision - TBC

Mission - TBC

Values

S – Show you're caring

H – Honesty

A – Always do your best

R – Respect and responsibility

E – Everyone knows what you give comes back to you

Beliefs - TBC

Priority One: To improve student outcomes in Literacy

Student outcomes to be achieved through this priority include:
- To improve student outcomes in grammar and punctuation
- To improve student outcomes in spelling

Targets

By the end of 2022 we will achieve:
A-E data:
- 50% or less of the cohort receives a C for English with at least 40% of the remaining cohort receiving As and Bs.
- Less than 10% of each cohort receives a D for English in any given semester
- No student receives an E for English in any given semester
- See a measurable shift in students in the cohorts moving to the grade level above their current grade level (20%realistic, 30% aspirational)

NAPLAN- Similar schools
- Move into the pink range in similar schools on My School data (realistic)
- Move into the purple range in similar schools on My School data (aspirational)

NAPLAN- SMART DATA
- Move from 59% of students achieving expected growth or better (in 2017) in spelling to 70 % of students achieving expected growth or better on SMART
- Move from 52% of students achieving expected growth or better (in 2017) in grammar and punctuation to 70 % of students achieving expected growth or better on SMART
- Move from 53% of students achieving expected growth or better (in 2017) in reading to 70 % of students achieving expected growth or better on SMART

National School Improvement Tool – Domain focus: *Domain 6 - Systematic curriculum delivery*
National Quality Standard – Quality Area focus: *Quality Area 6 - Collaborative partnerships with families and communities*
Education Directorate Priorities: TBC (ED Strategic Plan still to be finalised)

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Manage a sustainable data base	December each year.	SLB SLCs	SAS online G drive	- Sustainable data base implemented across the school. - 100% of Staff regularly input data onto database to inform teaching and learning, and assessment and reporting
1.2. Staff training in data collection to become data literate	January Week 0 each year. Early Term 3 Conversations each term in teams	SLB SLCs	SMART Reporting data	- 100% of teaching staff attend PL on interpreting NAPLAN data - 100% of teaching staff attend School Assessment database data refresher - 100% 0f teaching staffs attend Assessment database data analysis and triangulation
1.3. Data conversations every PLTs	Conversations each term in teams	SLCs Teaching staff	Database	- 100% of staff are provided with PL on Discipline dialogue with a focus on data - 100% of PLT meetings incorporate data conversations with discussions and outcomes recorded in the minutes of the

				meetings and distributed to exec and team members.
1.4. Research, design and implement a strategy to inform and educate all stakeholders about the current approaches with teaching English	2018 onwards	SLA SLB SLCs Teaching staff		- Information is in the newsletter twice a term - Parent groups are run once a semester - Shared learning in a visual way (noticeboards) updated twice a term - Photos displayed within the school updated twice a term. - Class Do Jo implemented across the school - 10% increase in the number of parents engaged in whole cohort reading (Kinder- to grow to 1/ 2 and upwards)
1.5. Develop response to needs strategies that includes information about teacher, environment and technology resources	2019 onwards	SLA SLB SLCs Teaching staff		- Investigate and reassign learning spaces within the school to meet the needs of our students - Research, design and implement a personalised learning approach throughout the school
1.6. Audit of staff expertise	December 2018 onwards	SLB SLCs **Teaching staff**	Database	- Create a database of staff and their skills each year - Use staff expert skills sets in coaching and monitoring other staff

1.7. Develop a culture of coaches	2019 0nwards	SLA SLB SLCs Teaching staff	PL	- 100% of all staff participating with coaching in the school
1.8. Investigate leadership opportunities	2020	SLA SLB SLCs		- 100% of staff are provided with opportunities to develop and demonstrate their leadership skills
1.9. Develop a curriculum delivery plan that clearly articulates spelling and grammar and punctuation at NPS.	2018 onwards	SLA SLB SLCs Teaching staff	Database	- Curriculum delivery plan completed and implemented by all staff
1.10. PL research and modelling of differentiation in the classroom.	2020	SLA SLB SLCs Teaching staff		- 100% of teaching staff engage in learning about, planning and implementing differentiation techniques in their classrooms
1.11. Bump it up wall	2018 Dec onwards	All Staff	Database	- 100% of teachers will display a bump it up wall in their classroom. - Each classroom will actively be referring to the bump it up wall to improve student outcomes
1.12. Learning goals	2018 Dec	SLA SLB SLCs Teaching staff	Database	- 100% of mainstream student will have learning goals
1.13. Individualised data	2020	SLA	Database	- 100% of mainstream students

		SLB SLCs Teaching staff		will have Individualised data collated on the school data base - 100% of teachers will demonstrate in their planning documents how and when they are using individualised data to assist individualized learning development
1.14. Constant effective feedback through visible learning strategies	2018-2020	SLA SLB SLCs Teaching staff		- 100% of teachers will provide individualised feedback and whole class verbal and written feedback to students
1.15. Investigate external partnerships to support spelling, grammar and punctuation	2020	SLA SLB SLCs	Database	- 10 % increase in outside partnerships (the university, college, clubs, parents, multi-national KPMG) working with the school

Priority Two: To improve student outcomes in Mathematics

Student outcomes to be achieved through this priority include:
- To improve student outcomes in number sense and algebra

Targets

By the end of 2022 we will achieve:

A-E data:
- 50% or less of the cohort receives a C for Maths with at least 40% of the remaining cohort receiving As and Bs.
- Less than 10% of each cohort receives a D for Maths in any given semester
- No student receives an E for Maths in any given semester
- See a measurable shift in students in the cohorts moving to the grade level above their current grade level (20%realistic, 30% aspirational)

NAPLAN- Similar schools
- Move into the pink range in similar schools on My School data (realistic)
- Move into the purple range in similar schools on My School data (aspirational)

NAPLAN- SMART DATA
- Move from 69% of students achieving expected growth or better (in 2017) in Numeracy to 85 % of students achieving expected growth or better on SMART

National School Improvement Tool – Domain focus: *Domain 8 - Effective pedagogical practices*
National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*
Education Directorate Priorities: TBC (ED Strategic Plan still to be finalised)

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1. Manage a sustainable data base	December each year.	SLB SLCs	SAS online G drive	- Sustainable data base implemented across the school. - 100% of Staff regularly input data onto database to inform

				teaching and learning, and assessment and reporting
2.2. Staff training in data to become data literate in mathematics data	January Week 0 each year. Early Term 3 Conversations each term in teams	SLB SLCs	SMART Reporting data	- 100% of teaching staff attend PL on interpreting NAPLAN data - 100% 0f teaching staff attend School Assessment database data refresher - 100% 0f teaching staff attend assessment database data analysis and triangulation
2.3. Have data conversations every PLTs	Conversations each term in teams	SLCs Teaching staff	Database	- 100% of staff are provided with PL on Discipline dialogue with a focus on data. - 100% of PLT meetings incorporate data conversations with discussions and outcomes recorded in the minutes of the meetings and distributed to exec and team members
2.4. Design and implement a well-constructed internal and external marketing plan with parents/community, staff and students	2018 onwards	SLA SLB SLCs Teaching staff		- Information is in the newsletter twice a term - Parent groups are run once a year - Shared learning in a visual way (noticeboards) updated twice a term. - Photos displayed within the school updated twice a term

					- Class Do Jo implemented across the school
2.5. Develop response to needs strategies that includes information about teacher, environment and technology resources	2019 onwards	SLA SLB SLCs Teaching staff		- Investigate and reassign learning spaces within the school to meet the needs of our students - Research, design and implement a personalised learning approach throughout the school
2.6. Audit of staff expertise	December 2018 onwards	SLB SLCs Teaching staff	Database	- Create a database of staff and their skills each year - Use staff expert skills sets in coaching and monitoring other staff
2.7. Develop a culture of coaches	2019 0nwards	SLA SLB SLCs Teaching staff	PL	- 100% of all staff participating with coaching in the school
2.8. Investigate leadership opportunities	2020	SLA SLB SLCs		- 100% of executive staff are provided with leadership opportunities to develop and demonstrate their leadership skills
2.9. Develop a curriculum delivery plan that clearly articulates maths at NPS.	PNALs PL.	SLA SLB SLCs Teaching staff	Database	- Curriculum delivery plan completed and implemented by all staff.
2.10. PL research and model in differentiation	2020	SLA		- 100% of teaching staff engage in

for staff		SLB SLCs Teaching staff		learning about, planning and implementing differentiation techniques in their classrooms
2.11. Bump it up wall	2018 Dec onwards	All Staff	Database	- 100% of teachers will display a bump it up wall in their classroom - Each classroom will actively be referring to the bump it up wall to improve student outcomes
2.12. Learning goals	2018 Dec	SLA SLB SLCs Teaching staff	Database	- 100% of mainstream students will have learning goals
2.13. Individualised data	2020	SLA SLB SLCs Teaching staff	Database	- 100% of mainstream students will have individualised data collated on the school data base - 100% of teachers will demonstrate in their planning documents how and when they are using individualised data to assist individualised learning development.
2.14. Constant effective feedback through visible learning strategies	2018-2020	SLA SLB SLCs Teaching staff		- 100% of teachers will provide individualised feedback and whole class verbal and written feedback to students
2.15. Investigate external partnerships to support Number Sense and Algebra	2020	SLA SLB	Database	- 10 % increase in outside partnerships (the university,

		SLCs		college, clubs, parents, multi-national KPMG) working with the school

Priority Three: To improve social and emotional learning outcomes for students with a particular focus on relationships

Student outcomes to be achieved through this priority include:
- Self-management, citizenship, social responsibility, agency, belonging/pride, student efficacy, relationships and connectivity, mindful and enhanced student wellbeing.

Targets

By the end of 2022 we will achieve:
- Social, emotional learning report data is aligned to the Personal and Social Capability as described in the Australian Curiculum
- A criterion based assessment rubric is used to accurately assess student social and emotional learning
- School based survey is developed to map and demonstrate increased student wellbeing
- Decrease in Reflection Room referrals for anti-social behaviour by 50% from 2017 by 2022
- Decrease suspensions by 50% using data from 2017 by 2022

National School Improvement Tool – Domain focus: *Domain 3 - A culture that promotes learning*
National Quality Standard – Quality Area focus: *Quality Area 5 - Relationships with children*
Education Directorate Priorities: TBC (ED Strategic Plan still to be finalised)

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
3.1. To review the special needs referral process to encourage shared best practice before school psychologist referral	2018 Dec	SLB SLC		- 100% of staff to be provided with PL on new process for special needs referral
3.2. Collect information from the NPS community about ways in which they can offer support in school and how the school can support them	2020 onwards	SLA SLB	Survey	- Survey administered and information collected from the key stake holders on how they can support us and how we can support them

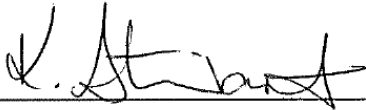| 3.3. Develop NPS community/staff skills register	2019 Feb onwards	SLB SLC Teaching staff	Database	- Create a Database of staff and their skills each year - Use staff expert skills sets in coaching and monitoring other staff
3.4. Increase student voice and agency: sustainability, Student Council, G & T and self-directed inquiry	2020 onwards	SLA SLB SLC Teaching staff	Satisfaction survey	- Results in the student satisfaction survey analysed. - Strategy developed to address issues raised
3.5. Key staff to consistently model/coach strategies to increase student wellbeing	2019 0nwards	SLA SLB SLCs Teaching staff	PL	- 100% of all staff participating with coaching in the school
3.6. Increase the profile of SASSCO and REDCO	2018	Keren, Larry & Tracey	Information in newsletters	- 70% of parents in school survey understand the role of the SASSCO - PL around the role of REDCO and SASSCO
3.7. High expectations for every student and staff member	2020	SLA SLB SLCs Teaching staff Parents	School Survey	- 20% increase in School Satisfaction survey results on questions about expectations to align student perception with staff
3.8. Review and develop (where appropriate) the whole school behaviour management process and create a whole school shared belief	2020	SLA SLB SLCs Teaching staff	Database	- Created a whole school shared belief around behavior management. - Review/Develop whole school

		Parents		behavior management plan - 80% increase in student management for staff and increase of 25% behavior responses for students in the Schools Satisfaction survey
3.9. Review social and emotional reporting on the school based report template to align the Australian Curriculum	2019	SLA SLB SLCs Teaching staff	Database	- The reporting template is aligned with the Personal and Social Capability as described in the Australian Curriculum
3.10. Develop and implement a social and emotional database referenc ing the Australain Curriculum (rubric)	2020	SLA SLB SLCs Teaching staff	Rubric database	Implemented a social and emotional database (rubric)
3.11. Friendly Schools Plus professional learning for staff	2020	Key staff members	PL	Key staff members have attended PL around Friendly Schools Plus

Endorsements

School Principal

SIGNATURE

Name: Kristine Stewart

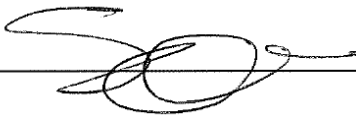## Board Chair

SIGNATURE

Name: Stephen Tokley

Director School Improvement

SIGNATURE

Name: Judith Hamilton   _____