

VISION

North Ingle School provides a safe and supportive learning environment, encouraging all students to strive for their personal best as powerful learners and successful global citizens.

MORAL PURPOSE

To provide high quality care and teaching & learning programs for every child and young person at North Ingle School and Preschool.

VALUES

- ◆ Respect ◆ Integrity ◆ Caring
- ◆ Commitment ◆ Honesty

MOTTO

Achieving Together

North Ingle School STRATEGIC PLAN 2017-2019



SCHOOL PRIORITIES

- ◆ Literacy ◆ Numeracy
- ◆ Attendance ◆ Digital Technologies

MONTAGUE PARTNERSHIP PLAN

Empowering everyone to be the best learner they can be

Improving learning outcomes with a focus on literacy and numeracy achievement through the identification, development, adaption and sharing of outstanding practices to promote consistency across the Montague Partnership.

BELIEFS ABOUT QUALITY TEACHING AND LEARNING

- Effective Literacy / Numeracy teaching needs to be intentional, explicit & systematic across the curriculum.
- All students can learn, therefore high expectations for ALL students.
- Quality teaching of Reading must include the 'BIG SIX' essential components of Reading Instruction.
- Data is required to monitor and measure effectiveness, of programs & student learning growth.
- Positive relationships with peers, staff & families are central to children's learning.
- Differentiating learning experiences which value student interests, needs & abilities enhance student engagement.
- Students are actively engaged with all aspects of the curriculum through authentic student voice and decision making of their learning

POWERFUL LEARNERS OF NUMERACY & LITERACY

North Ingle School is committed to higher achievement, engagement, intellectual stretch, resilience and a growth mind set for every learner in Results Plus expectations in Numeracy and Literacy development

- Expectation A: Track and monitor every learner's growth
- Expectation B: Have a numeracy and literacy improvement cycle
- Expectation C: Enact changes in pedagogical practice
- Expectation D: Identify and enact clear intervention processes

ASSESSMENT, MONITORING AND EVALUATION

- Consistent R-7 approaches to assessing & reporting on student achievement
- Developing evidence from a range of Literacy & Numeracy student achievement data to inform practice and ensure systematic monitoring of student progress.
- Implement DIAF rubric- Focus on Learning - to support continuous review of programs and improvement in student learning.
- Report against the Achievement Standards from the Australian Curriculum
- Reciprocal feedback is specific to the learning intention
- Implement **Learning Design, Assessment and Moderation processes aligned to the Learning Improvement Strategy**

CURRICULUM & STUDENT WELL-BEING DEVELOPMENT

- A whole school approach in implementing Literacy & Numeracy Blocks
- Ongoing review of common agreements in Numeracy & Literacy from Foundation to Year 7.
- Implement ICT within the General Capabilities of the Australian Curriculum
- Teachers designing and implementing engaging learning experiences within a differentiated curriculum that are responsive to ALL student needs and interests.
- Implementation of the Australian Curriculum and TfEl Framework
- Monitor student attendance, health and behaviour
- To develop and support students cognitive, emotional, physical and social dimensions
- The implementation of The Child Protection Curriculum.

PROFESSIONAL LEARNING

- Professional learning that builds staff capacity to explicitly teach Literacy & Numeracy across the curriculum.
- Opportunities for staff to work collaboratively in the design and delivery of quality teaching and learning programs.
- Increase staff confidence and use of ICT & digital technologies in teaching and learning programs
- Professional Learning Teams (PLT'S) to focus on student learning outcomes and improving teacher practice
- Performance Development meetings between Principal, Deputy Principal & classroom teachers, specialist teachers and SSO staff to discuss student improvement and setting future student targets and goals
- Professional dialogue is occurring in Professional Learning Teams to focus on student attainment

North Ingle School | Operational Site Plan | 2017-2019

PRIORITIES AND TARGETS	KEY STRATEGIES	MEASURABLE EVIDENCE																																																		
<p>Literacy</p> <p>Improve Reading Outcomes against DECD Standard of Educational Achievement (SEA)</p> <p>Reading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>NAPLAN</th> <th>No of Students</th> <th>Meeting SEA</th> <th>Higher Bands Attainment</th> <th>Higher Bands Retention</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading Band 3 or above</td> <td>17</td> <td>12</td> <td>3</td> <td>N/A</td> </tr> <tr> <td>Year 5 Reading Band 5 or above</td> <td>21</td> <td>16</td> <td>6</td> <td>5</td> </tr> <tr> <td>Year 7 Reading Band 6 or above</td> <td>13</td> <td>7</td> <td>3</td> <td>2</td> </tr> <tr> <td colspan="5">PAT Reading</td> </tr> <tr> <td>Year 3: 95 or above</td> <td>17</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td>Year 4: 106 or above</td> <td>19</td> <td>16</td> <td></td> <td></td> </tr> <tr> <td>Year 5: 112 or above</td> <td>21</td> <td>13</td> <td></td> <td></td> </tr> <tr> <td>Year 6: 118 or above</td> <td>19</td> <td>9</td> <td></td> <td></td> </tr> <tr> <td>Year 7: 120 or above</td> <td>13</td> <td>9</td> <td></td> <td></td> </tr> </tbody> </table>	NAPLAN	No of Students	Meeting SEA	Higher Bands Attainment	Higher Bands Retention	Year 3 Reading Band 3 or above	17	12	3	N/A	Year 5 Reading Band 5 or above	21	16	6	5	Year 7 Reading Band 6 or above	13	7	3	2	PAT Reading					Year 3: 95 or above	17	12			Year 4: 106 or above	19	16			Year 5: 112 or above	21	13			Year 6: 118 or above	19	9			Year 7: 120 or above	13	9			<ul style="list-style-type: none"> All teachers demonstrate commitment to the whole school Literacy Agreement and Literacy Block SMART Target setting Learning intentions are made clear for students Specific feedback to improve student's learning Student Voice in learning is used to support the teaching & learning cycle Implement the Gradual Release of Responsibility 3 waves of intervention Differentiation through task design Explicit instruction of the comprehension strategies to the 30+ readers 	<ul style="list-style-type: none"> Literacy Agreement is implemented by staff Use multiple sets of data to track and analyse student achievement and growth Increased number of students achieving the SEA Increased number of students achieving in higher bands 12 month growth against SEA Benchmark
NAPLAN	No of Students	Meeting SEA	Higher Bands Attainment	Higher Bands Retention																																																
Year 3 Reading Band 3 or above	17	12	3	N/A																																																
Year 5 Reading Band 5 or above	21	16	6	5																																																
Year 7 Reading Band 6 or above	13	7	3	2																																																
PAT Reading																																																				
Year 3: 95 or above	17	12																																																		
Year 4: 106 or above	19	16																																																		
Year 5: 112 or above	21	13																																																		
Year 6: 118 or above	19	9																																																		
Year 7: 120 or above	13	9																																																		
<p>Improve Writing Outcomes against DECD Standard of Educational Achievement (SEA)</p> <p>Writing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>NAPLAN</th> <th>No of Students</th> <th>Meeting SEA</th> <th>Higher Bands Attainment</th> <th>Higher Bands Retention</th> </tr> </thead> <tbody> <tr> <td>Year 3 Writing Band 3 or above</td> <td>17</td> <td></td> <td></td> <td>N/A</td> </tr> <tr> <td>Year 5 Writing Band 5 or above</td> <td>21</td> <td>16</td> <td>3</td> <td>3</td> </tr> <tr> <td>Year 7 Writing Band 6 or above</td> <td>13</td> <td>9</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	NAPLAN	No of Students	Meeting SEA	Higher Bands Attainment	Higher Bands Retention	Year 3 Writing Band 3 or above	17			N/A	Year 5 Writing Band 5 or above	21	16	3	3	Year 7 Writing Band 6 or above	13	9	2	2	<ul style="list-style-type: none"> All teachers demonstrate commitment to the whole school Literacy Agreement and Literacy Block SMART Target setting Explicit instruction of text types Implement the Gradual Release of Responsibility 3 waves of intervention Specific feedback to improve student's learning Learning intentions are made clear to all students 	<ul style="list-style-type: none"> Whole school text type map Moderated work samples Assess against EALD Language and Literacy Levels Use NAPLAN marking rubric Increased number of students achieving the SEA Increased number of students achieving in higher bands 12 month growth against SEA Benchmark 																														
NAPLAN	No of Students	Meeting SEA	Higher Bands Attainment	Higher Bands Retention																																																
Year 3 Writing Band 3 or above	17			N/A																																																
Year 5 Writing Band 5 or above	21	16	3	3																																																
Year 7 Writing Band 6 or above	13	9	2	2																																																
<p>Numeracy</p> <p>Improve Numeracy Outcomes against DECD Standard of Educational Achievement (SEA)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>NAPLAN</th> <th>No of Students</th> <th>Meeting SEA</th> <th>Higher Bands Attainment</th> <th>Higher Bands Retention</th> </tr> </thead> <tbody> <tr> <td>Year 3 Numeracy Band 3 or above</td> <td>17</td> <td>13</td> <td>2</td> <td>N/A</td> </tr> <tr> <td>Year 5 Numeracy Band 5 or above</td> <td>21</td> <td>14</td> <td>5</td> <td>3</td> </tr> <tr> <td>Year 7 Numeracy Band 6 or above</td> <td>13</td> <td>6</td> <td>3</td> <td>0</td> </tr> </tbody> </table>	NAPLAN	No of Students	Meeting SEA	Higher Bands Attainment	Higher Bands Retention	Year 3 Numeracy Band 3 or above	17	13	2	N/A	Year 5 Numeracy Band 5 or above	21	14	5	3	Year 7 Numeracy Band 6 or above	13	6	3	0	<p>Planning with the Australian Curriculum using The proficiency strands <i>Understanding, Fluency, Problem Solving and Reasoning</i> across the three content strands: <i>Number and Algebra, Measurement and Geometry, and Statistics and Probability.</i></p> <ul style="list-style-type: none"> All teachers demonstrate commitment to the whole school Numeracy Agreement and Numeracy Block Ann Baker Natural Maths strategies and methodologies to be implemented 3 waves of intervention 	<ul style="list-style-type: none"> Evidence of changes to teachers' pedagogy and practices in the classroom. Evidence of a Mathematics Block in classrooms Establish a whole school Mathematics Agreement Ann Baker methodologies implemented 12 month growth against SEA Benchmark Quick Smart Numeracy intervention is operating across the primary years with identified students through PAT-M and NAPLAN results Implement and analyse online NAPLAN & PAT-Maths Assessments Parents attending Numeracy Workshops 																														
NAPLAN	No of Students	Meeting SEA	Higher Bands Attainment	Higher Bands Retention																																																
Year 3 Numeracy Band 3 or above	17	13	2	N/A																																																
Year 5 Numeracy Band 5 or above	21	14	5	3																																																
Year 7 Numeracy Band 6 or above	13	6	3	0																																																

PRIORITIES AND TARGETS				KEY STRATEGIES	MEASURABLE EVIDENCE																								
<table border="1"> <thead> <tr> <th>PAT Maths</th> <th>No of Students</th> <th>Meeting SEA</th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 3: 101 or above</td> <td>17</td> <td>13</td> <td></td> </tr> <tr> <td>Year 4: 110 or above</td> <td>19</td> <td>12</td> <td></td> </tr> <tr> <td>Year 5: 112 or above</td> <td>21</td> <td>15</td> <td></td> </tr> <tr> <td>Year 6: 120 or above</td> <td>19</td> <td>7</td> <td></td> </tr> <tr> <td>Year 7: 121 or above</td> <td>13</td> <td>5</td> <td></td> </tr> </tbody> </table>				PAT Maths	No of Students	Meeting SEA		Year 3: 101 or above	17	13		Year 4: 110 or above	19	12		Year 5: 112 or above	21	15		Year 6: 120 or above	19	7		Year 7: 121 or above	13	5		<ul style="list-style-type: none"> Trained SSO staff to work with identified students in the Quicksmart Numeracy Intervention Program from NAPLAN and PAT-M Data results Facilitate Parent Maths workshops to develop community understandings of new pedagogies Investigate the 'Big Ideas in Number' Program. 	
PAT Maths	No of Students	Meeting SEA																											
Year 3: 101 or above	17	13																											
Year 4: 110 or above	19	12																											
Year 5: 112 or above	21	15																											
Year 6: 120 or above	19	7																											
Year 7: 121 or above	13	5																											
<p>Student Attendance</p> <p>Increase Student Attendance to 95%</p>																													
				<ul style="list-style-type: none"> All staff implement the Attendance Policy. Class teachers to accurately record daily attendance including Lateness in the Roll Book from 8.45am. Roll books to office by 9:15am. Office Staff to call daily for 'at risk' students Leadership team to work with teachers and Attendance Counsellor. Increase extra-curricular activities – Buddy Class Activities/Lunchtime Programs/SRC/Breakfast Club Regular and high attendance acknowledged at school assemblies as suggested by SRC Executive 	<ul style="list-style-type: none"> Roll Books sent to the Office by 9.15am and checked daily All absences are followed up NO unexplained absences in Roll Book Certificates acknowledging regular student attendance at assemblies Meeting or exceeding our school Attendance Target ACEO follows up on attendance matters with indigenous families 																								
<p>Digital Technologies 3 Year Plan</p> <p>Improve Student and Staff access to Digital Technologies P-7.</p> <ul style="list-style-type: none"> 2017 – access, teacher capacity and budget 2018 – pedagogic shift using digital technologies 2019 – embedding pedagogic shift in this area. 				<ul style="list-style-type: none"> Plan, implement and integrate Digital Technologies across P-7 programmes Develop a P-7 systematic continuum of development in computational thinking. Collect base line data of staff confidence and ability in using and teaching digital technologies Professional Development of staff using a coaching/mentoring model providing tailored Digital Technologies content and timely support to build teacher knowledge, confidence and self-efficacy Establish staff buddy system to support teaching and learning of Digital Technologies 	<ul style="list-style-type: none"> Documented programming Documented Continuum P-7 aligned to Australian Curriculum Evidence of base line data Professional Learning Communities support the development of methodologies and sharing of effective practice. Regular PLC's, conversations and team teaching between buddies 																								

PRIORITIES AND TARGETS	KEY STRATEGIES	MEASURABLE EVIDENCE
<p><u>Grant Priorities</u> (Applied for 2017 Digital Literacy School Grants (DLSG))</p>	<ul style="list-style-type: none"> • Establish a STEM/DT Coordinator Role • Identify and collaborate with Mentor site • Begin to design designated STEM Space/ Makerspace • Development of whole school Computational Thinking Continuum • Sourcing and acquisition of resources to address CTC • Creation of professional development plan aimed at up-skilling, supporting, mentoring and empowering staff to undertake changes in pedagogy to implement authentic DT integration. • Development of a tool to measure student understandings of the DT subject and random sampling of students at beginning and end of project. • Periodic review of program • Undertake collaboration between schools, universities and industry that are succeeding in DT education to mentor and exchange best practice ideas and innovation. • Development of DT clubs for girls. 	<p><u>Grant Priorities</u></p> <ul style="list-style-type: none"> • Evidence of Staff and students using Windows RT Tablets/iPads/laptops in the daily learning programs • Coordinator nominated • Mentor site identified and collaboration begun. • Creation of STEM Space/ Makerspace • Introduction of regular DT specific professional development (PD) • Periodic staff surveys to measure staff engagement, progress, and self-efficacy. • Use of STEM dispositional Tools created by DECD. • Introduction of PD on whole school CTC • Introduction to explicit teaching on computational thinking • Authentic incorporation of DT & STEM in teachers' pedagogy, across the curriculum • Regular use of devices school wide. • Measurement of familiarity with the DT subject at the beginning and periodically throughout the project using enveloped tools and Google Forms. • Collect and moderate work-samples – Beginning, during and end. • Digital Technologies embedded across the curriculum. • Improvement in NAP ICT data. • Improved student dispositions towards STEM subjects as evidence by DECD survey data.