



# PORT NOARLUNGA PRIMARY SCHOOL 2017 STRATEGIC LEARNING PLAN

## INTRODUCTION

Our Strategic Learning Plan sets out our Vision, Purpose, Values and Guiding Principles. In addition, it identifies the Key Strategic Directions which will drive our improvement planning and programs over the next year.

## CONTEXT

Late 2016 data indicates that Port Noarlunga Primary School draws students from a wide area with 55% of students living outside of the local Port Noarlunga/Christies Beach area. There are 24.7% of students receiving a School Card allowance, 6.1% are identified with a disability, 2.3% with English as a second language and 3.5% identifying as Aboriginal.

One of the State's Aquatics Centres is based at the school & strengthens our links with the local beach & river environment. Interactive Whiteboards are used to support student learning in all curriculum areas across the school whilst sound field systems are installed in all teaching areas. A computer suite supports student learning, and portable devices include iPads and XO's (small durable laptops). The OSHC programme cares for students before and after school and over holiday breaks. The canteen operates within Healthy Eating Guidelines and offers lunches & over the counter sales each day. Many students take the opportunity to play Saturday morning soccer. A gymnasium is used for P.E. lessons, assemblies and special events. A Health and PE teacher, a Performing Arts teacher, a History teacher and a French teacher provide specialist subjects for students.

## OUR VISION:

**Working  
Together  
Learning  
Forever**

## OUR PURPOSE:

We are committed to ensure:

- Students are challenged to achieve their potential
- Students are supported to enjoy school
- Students develop life skills and community awareness within technologically rich and innovative programmes

## OUR VALUES:

Our Values of:

**Respect**  
**Responsibility**  
**Independence**  
**Caring and**  
**Honesty**

form the basis of all interactions between students, staff and the community.

## OUR GUIDING PRINCIPLES:

At Port Noarlunga Primary School we believe strong, positive relationships and sound communication forms the basis for providing the best learning opportunities for all students.



# PORT NOARLUNGA PRIMARY SCHOOL 2017 KEY (STRATEGIC) DIRECTIONS

(Where we are heading?)

WHAT  
DO WE  
WANT FOR  
OUR  
STUDENTS?

## Key (STRATEGIC) Direction 1

All students maximise learning opportunities to achieve their potential

## Key (STRATEGIC) Direction 2

Students feel safe and confident within a positive and caring environment.

## Key (STRATEGIC) Direction 3

Port Noarlunga Primary School is the school of first choice for its community.

WHAT  
WILL WE  
SEE  
HAPPENING  
FOR  
STUDENTS  
AS A  
RESULT?

### INTENDED OUTCOMES:

- Students demonstrate learning in a variety of ways, including the use of ICT
- Students are challenged to achieve high standards
- Individual students are identified and monitored to ensure they achieve their full potential

### INTENDED OUTCOMES:

- Students adapt to change with resilience and optimism.
- Students understand and apply our school values and restorative practices
- Students take pride in their achievements and their school

### INTENDED OUTCOMES:

- Students learn in a stimulating environment.
- Students, staff and families are strong advocates for Port Noarlunga Primary School.
- Children engage in positive transition through strong links with kindergartens.

<b>2017 Priorities</b> (What do we want to do this year?)	<b>Key Strategies</b> (What will it take to get there?)	<b>Evidence</b> (How will we measure / evaluate learner progress?) <b>&amp; Targets</b> (Key indicators of learner success)
<p><b>Track and Monitor Every Learner's Growth:</b></p> <ul style="list-style-type: none"> <li>• Improvements in educational outcomes for priority groups are sustained</li> <li>• Evidence based improvement, accountability processes and data analysis are used to plan, monitor and review for improved learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• All identified priority groups have access to differentiated curriculum, including intervention</li> <li>• Continue the use of Scorelink as a data analysis &amp; tracking programme</li> <li>• Personalise and analyse data to inform teaching and learning.</li> <li>• Specific support is provided to those students not meeting DECD Standards of Educational Achievement in mandated data sets, as well as those achieving in higher bands in NAPLAN</li> <li>• Enact an agreed schedule for data collection and analysis (part of self-review schedule)</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking and analysis of student learning outcomes using NAPLAN, PAT-R &amp; PAT-M, Running Records, Literacy Pro and other year level diagnostic testing informs planning and reporting.</li> <li>• Retention of students in the higher NAPLAN bands</li> <li>• Increased number of students achieving in the NAPLAN higher bands</li> <li>• All students, including priority groups, achieve sustained progress in line with specific SMARTA goals.</li> <li>• Performance Development conversations reflect teachers' ability to analyse data effectively to inform practice.</li> <li>• PNPS Self Review Schedule is developed and implemented</li> </ul>
<p><b>Have a Numeracy &amp; Literacy Improvement Cycle:</b></p> <ul style="list-style-type: none"> <li>• Students achieve and maintain higher standards of learning and achievement in Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school consistent strategies to teach, monitor and assess Literacy and Numeracy.</li> <li>• All teachers will engage in training and development in the area of Numeracy and Literacy, with a focus on task design, moderation and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of Year 5 and Year 7 students achieve in the Middle and Upper levels of progress in the NAPLAN Reading and Numeracy data</li> <li>• Early Years students reach DECD SEA for reading levels (Running Records)</li> <li>• Year 3-7 students meet DECD Standards of Educational Achievement in PAT and NAPLAN assessments</li> </ul>
<p><b>Enact Changes in Pedagogical Practice:</b></p> <ul style="list-style-type: none"> <li>• Continue to improve teaching quality and leadership capability</li> <li>• Staff members build their skills, knowledge and understanding of task design, moderation and assessment, with a focus on improved pedagogy in Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• At individual, school and Partnership level quality research-based training and development is undertaken by all staff</li> <li>• Collaboration within our Partnership to support the implementation of strategies to improve Numeracy.</li> <li>• TfEL Compass Survey – Years 3 to 7</li> <li>• Regular and focussed PLC meetings 3 X per term</li> <li>• Trial of Brightpath writing moderation tool</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Development processes reflect goals &amp; priorities of this plan</li> <li>• TfEL Compass Survey reflects growth in student perception in questions relating to growth mindset.</li> <li>• PLC's are implemented to support sharing of good practice</li> <li>• Moderation of student work improves consistency of teacher judgment and assessment.</li> </ul>
<p><b>Identify and Enact Clear Intervention Processes:</b></p> <ul style="list-style-type: none"> <li>• Whole school intervention processes are implemented and reviewed.</li> <li>• The school's attendance data will reflect the DECD targets.</li> <li>• Improve learner resilience and cognitive engagement through the development of a growth mindset in our students and community members</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention for identified students R-2, Speedy Smarties and Quick Smart Literacy and Numeracy intervention for Years 3-7. Data analysis informs intervention.</li> <li>• Attendance data is analysed and interpreted by the School Counsellor to inform appropriate intervention.</li> <li>• Implementation of strategies to build student resilience and cognitive engagement</li> <li>• Use of CELF-4 as a screening tool to identify and support intervention for language impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Every student involved in the targeted intervention programmes makes progress against agreed measures</li> <li>• We will meet the DECD target for attendance in all year levels and decrease in unexplained absences</li> <li>• Anecdotal evidence will show an improvement in students' resilience.</li> <li>• CELF-4 screening results are analysed and used to support students with language impairment</li> </ul>