Strategic Plan 2014–17
Mission
Guaranteed extraordinary learning opportunities for students, providing a rich curriculum and evidence-based practices of teaching.

Vision
Students will contribute positively to their local, national and global communities.

Philosophy
The North Melbourne Primary School philosophy is underpinned by the following beliefs and practices:
- All children can learn
- Learning outcomes will be maximised when children feel safe, connected and engaged at school
- Students are encouraged to be active and self-directed in their learning
- Our school values are reflected in all we do.

Values
At North Melbourne Primary School we value being:
- Responsible
- Inclusive
- Sagacious
- Ethical
North Melbourne primary school is one of the few schools close to the CBD. It backs onto Flemington Road; the boundary between North Melbourne and Parkville. The Royal Children’s, Women’s and the Royal Melbourne Hospitals are located nearby. St Michael’s Catholic Primary School, The University High School and The University of Melbourne are all within walking distance of the school. The school also has easy access to the facilities and space of Royal Park.

The school itself consists of four large buildings. The original building dates back to 1874 and has recently been refurbished. It consists of classrooms, and an arts wing, including both visual and performing arts rooms. One of the new buildings houses the administration area, library, staff lounge and classrooms. The Out of School Hours Care Program (OSHC), the Stephanie Alexander Kitchen Garden Program (SAKGP), gymnasium and canteen form another building. The most recent addition to the school, a flexible learning space, known as ‘The Flex’, was completed in 2011 and is home to approximately 225 students.

The playground space at the school is divided into three distinct areas. The oval, with artificial turf, a spider climbing frame and adventure playground; a central asphalted area, consisting of a basketball/netball court and bat tennis courts; the south side, a smaller area which consists of an asphalted area, a sand pit, another adventure playground and a small artificial turf area for bat tennis courts.

The school enrolments continue to grow. It is necessary to enforce a neighbourhood school policy, whereby only those students in areas where North Melbourne PS is the closest school, are eligible to be enrolled.

The student community reflects the cultural diversity of the surrounding neighbourhood, including North and West Melbourne, Parkville, the CBD and the Docklands. There are approximately 30 different nationalities represented. In February of each year the school conducts an international dinner, providing the opportunity for families to come along, meet each other and enjoy a feast of foods from the various cultures.

The school has easy access to several local community resources, including the North Melbourne library, swimming pool and ‘The Huddle,’ an educational and community facility embedded within the North Melbourne Football Club.

The Melbourne Graduate School of Education (The University of Melbourne) has enlisted the school as a base school for the School-University Partnership Model for teacher education. The school provides teacher candidates from the University with placement experiences across all year levels.

The relationship with The Royal Children’s Hospital continues to strengthen. The school enrols siblings of children receiving treatment at the hospital, providing much needed support to families.
during a difficult time. The Royal Children’s Hospital Education Institute and the school work together supporting students, programs and initiatives.

The school has a dynamic leadership team consisting of a principal, two assistant principals and leading teachers. This model has provided stability and structure. The school is divided into eight professional learning teams (PLT’s), seven of them teaching from prep to year 6; each team working collaboratively to provide a curriculum that is based on a solid foundation of literacy and numeracy. The specialist team delivers comprehensive specialist programs in visual and performing arts, physical education and languages.

The teaching teams represent a balance of experienced and beginning teachers to ensure the new teachers are mentored at the beginning of their careers. Teachers plan in their PLT’s to deliver a balanced curriculum based on the Australian Curriculum/AusVELS. The SAKGP provides students with experiences in planting, harvesting and cooking healthy meals with much of the produce coming from our vegetable garden.

The school continues to develop and maintain teacher professional development and teaching and learning resources in all key learning strands and dimensions. ICT, literacy and numeracy coaches offer support and professional development for all staff.
Achievement

The annual learning growth of every student in literacy and numeracy is at least 12 months.

Students demonstrate significant, measurable growth across all learning domains.

Targets

By 2017:
- AusVELS will show growth of at least 1.0 progression point per year in all areas of literacy and numeracy.
- Greater alignment between teacher judgements (AusVELS) and NAPLAN data. No more than 0.5 difference in years 3 and 5.
- The percentage of students achieving high growth on NAPLAN relative growth matched cohort reports to be at or more than 40% in each area.
- The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area.
- Teacher judgement will show at least 12 months growth in all students in all areas of the curriculum.

Strategies

Professional learning community: Strong collaboration and a focus on evidenced based learning.

Guaranteed and viable curriculum: Continuing to develop and document in literacy, numeracy.

Develop school’s inquiry based learning model: Review and then develop a 21st century concept driven inquiry curriculum.

Balanced leadership: Professional learning team leaders and future school leaders will be provided with ongoing training.

Teaching practice: All teachers trained in the Classroom Instructional Series. Continue to develop and document the literacy and numeracy instructional models.

Personalised learning: Responding to variations in student achievement data by adopting a personalised learning model with a focus on high expectations.

Professional learning: Aligning the focus of professional learning directly to the goals and targets from the strategic plan. Expand the current professional learning model to include focused collegial visits and peer coaching. Continue with both literacy and numeracy school based coaches.

Assessment model: Adopting a whole school data analysis program. Embed and review the whole school assessment and reporting schedule linked to literacy and numeracy continua. Develop a model to engage professional learning teams in evidenced based cycles of planning.

goal 1: achievement
goal 2: engagement

**Engagement**

To enhance student engagement by developing student capacity to monitor, evaluate and guide their own learning.

**Targets**

Use the staff opinion survey data to monitor the relevant correlates:
- Student attitudes to school survey variables in the teaching and learning section.
- To maintain scores at or above state and regional means in:
  - Learning confidence
  - School connectedness
  - Stimulated learning
  - Student motivation
  - Teacher effectiveness
  - Teacher empathy.

To improve scores to the state or regional means in the parent opinion survey in the variables of: student safety, classroom behaviour and student motivation.

**Strategies**

Enhancing self-directed learning through the following strategies:

**Increasing student voice:**
Increasing opportunities for students to input into decision making.

**Personal learning and goal setting:**
Develop a framework of knowledge and practice.

**e-learning:**
Provide students with access to evolving technologies, knowledge and skills that enhance learning opportunities and engagement across all areas of the curriculum.
‘There is a oneness, a friendliness and an independence which is rarely found in our society. This more than anything else is the spirit of Errol Street – an inner suburban primary school which perhaps has much to say about the world we live in.’

– Judith O’Neil, Ex President, School Committee
goal 3: wellbeing

For every student to reach their full potential in a safe, stimulating and evolving learning environment.

Wellbeing

Targets

Use the relevant correlate data from the staff opinion survey to develop strategies to improve the learning environment across the school.

Monitor and review relevant data from the student attitudes to school survey to ensure scores remain at or above the state and regional mean in:

- Classroom behaviour
- Connectedness to peers
- Student safety
- Student distress
- Student morale
- Learning confidence
- School connectedness
- Stimulated learning
- Student motivation
- Teacher effectiveness
- Teacher empathy.

To improve parent opinion survey scores to at or above both the state and regional mean in the variables of: student safety, stimulating learning, social skills and transitions.

To reduce unexplained absences to below the state mean and show evidence of decreasing late arrival data.

Strategies

Science of learning: Developing a school wide framework of knowledge and practice around learning behaviours.

Safe and secure learning environment: Reviewing and then developing a new school wide vision and values set.

Essential agreements: Developing and documenting.

Cybersafety: Further develop and document a whole school cybersafety program.

Transitions: Improve intra-school transitions through enhanced documentation and communication of learning, social and health information relevant to each student.

Attendance: Focus on documenting unexplained absences and monitoring and addressing late arrivals.
goal 4: productivity

Productivity
To ensure that school resources are strategically targeted to achieve optimum learning outcomes.

Targets
- Expenditure is within budget.
- Student achievement data supports the effective allocation and expenditure of budgets.
- Regular auditing to ensure effective, equitable allocation of resources across all budget areas.

Strategies
Monitor and evaluate: Allocate resources by reviewing the school’s strategic plan, student resource package and school-based budgeting processes across the years 2014–17.
Action research: Use local action research techniques to inform decisions regarding the use of resources.
Resource management: Continue to invest in the development and maintenance of all resources and facilities to a high standard.
'Where the physical environment is purposefully designed to support particular values and beliefs it can become a "teacher" in itself.'

– Mary Featherston Purposeful Design for Learning – the New Pedagogy
2014–17: indicative planner

Strategies

Professional learning community:
Strong collaboration and a focus on evidenced based learning.

Guaranteed and viable curriculum:
Continuing to develop and document in literacy, numeracy.

Develop school’s inquiry based learning model:
Review and then develop a 21st century concept driven inquiry curriculum.

Balanced leadership:
Professional learning team leaders and future school leaders will be provided with ongoing training.

Teaching practice:
All teachers trained in the classroom instructional series. Continue to develop and document the literacy and numeracy instructional models.

Personalised learning:
Responding to variations in student achievement data by adopting a personalised learning model with a focus on high expectations.

Professional learning:
Aligning the focus of professional learning directly to the goals and targets from the strategic plan. Expand the current professional learning model to include focused collegial visits and peer coaching. Continue with both literacy and numeracy school based coaches.

Assessment model:
Adopting a whole school data analysis program. Embed and review the whole school assessment and reporting schedule linked to literacy and numeracy continua. Develop a model to engage professional learning teams in evidenced based cycles of planning.

Actions

Systematise the operational structure of the professional learning community.

Continue to develop the guaranteed and viable curriculum in literacy with a focus on writing, speaking and listening, and in numeracy by embedding assessment tasks and additional essential learning concepts.

With external support, review and then develop a 21st century concept driven inquiry curriculum that incorporates the essential learning areas outlined in AusVELS and the Australian curriculum. Provide professional learning in an Inquiry concept driven curriculum.

Professional learning team leaders and future school leaders will be provided with ongoing training.

Coaches to support team planning with a focus on teaching and learning approaches to support improved teacher practice.

Coaches to support planning with a focus on goal setting and feedback strategies. Coaches to support team planning with a focus on personalised learning.

Adopting a data analysis program to improve the school’s capacity to analyse multiple forms of whole school data.

Embed and review the whole school assessment and reporting schedule linked to literacy and numeracy continua.

Expand the evidence base in literacy by conducting Fountas and Pinnell benchmarking assessments with all students in reading, writing, speaking and listening. Include the use of rubrics, moderation and exemplars in writing.

Review all strategies using systematised processes and in light of current research and learning theory.
Milestones

North Melbourne Primary School professional learning community system map.

Coaches attend and guide professional learning team meetings to develop differentiated planners which focus on student achievement.

A new, concept driven, school-wide inquiry scope and sequence planner which will be based on AusVELS and the Australian curriculum.

Evidence of classroom instruction that works will be visible in professional learning team planning documents, staff opinion survey data and feedback from guiding coalition meetings.

Learning space walk-throughs with a focus on the instructional strategies.

The instructional model for literacy and numeracy to be visible in each learning space.

Coaches and teachers to use multiple sources of information about students to monitor and ensure appropriate student achievement growth.

Coaches to introduce and support best practice in literacy and numeracy that can be measured with observation tools.

Gathering and sharing whole school data as a regular part of our assessment routines.

School wide assessment schedule.

Triangulation of data to support teacher judgement in AusVELS and the Australian curriculum.
**Strategies**

**Increasing student voice:** Increasing opportunities for students to input into decision making.

**Personal learning and goal setting:** Develop a framework of knowledge and practice.

**e-learning:** Provide students with access to evolving technologies, knowledge and skills that enhances learning opportunities and engagement across all areas of the curriculum.

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**Actions**

- Nominated staff members to facilitate North Melbourne Primary School junior school council.
- Junior school councillors to be trained in leadership skills and competencies.
- Professional development provided to staff to assist students to effectively develop personal learning goals.
- ICT coaching for students and teachers.
- Introduce iPad program for years 3 and 4.
- Professional development for teachers in 21st century principles of learning.
- Ensuring school based infrastructure meets the needs of the school community.
- Review all strategies using systematised processes and in light of current research and learning theory.

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**Milestones**

- North Melbourne Primary School junior school council to meet regularly and document meeting notes.
- North Melbourne Primary School junior school council, develops a local agenda to address student focused issues.
- Attendance in leadership/junior school council training.
- Attendance and participation at school council and leadership meetings.
- Teachers incorporate ICT into planning documents and classroom practice.
- Ninety percent of the years 3 and 4 students participating in the iPad program.
- Students develop and maintain an e-portfolio to showcase their learning.
- Student centred, personalised learning visible across the whole school. Student goal setting, monitoring and feedback a core part of learning at North Melbourne Primary School.
- Learning goals mapped against the P–6 Australian curriculum in numeracy, literacy, science and history.
- Equal and universal access to technology for all students at school. Reliable and fast network access.
- All teachers trained and proficient using technologies to enhance and engage student learning.
wellbeing

Strategies

Science of learning: Developing a school wide framework of knowledge and practice around learning behaviours.

Safe and secure learning environment: Reviewing and then developing a new school wide vision and values set.

Essential agreements: Developing and documenting.

Cybersafety: Further develop and document a whole school cybersafety program.

Transitions: Improve intra-school transitions through enhanced documentation and communication of learning, social and health information relevant to each student.

Attendance: Focus on documenting unexplained absences and monitoring and addressing late arrivals.

Actions

Develop an action team to research and establish a framework of understanding and practice around learning behaviours.

Professional development for staff in classroom instruction that works (McREL).

Whole school involvement in a review of the school’s vision and values.

Continue to implement social and emotional learning throughout the classroom curriculum (Bounce back).

Monitor the development and ongoing use of essential agreements in every classroom.

Implement a cybersafety program that includes professional development for staff and opportunities for parent training.

The development of an e-portfolio to record and share student wellbeing information.

Introduce an electronic attendance roll to enable effective monitoring of student absence and late arrival.

Review all strategies using systematised processes and in light of current research and learning theory.

Milestones

Teachers implementing McREL high yield instructional strategies in their planning and instruction.

Mission statement, vision and values reviewed and revised to reflect 21st century teaching and learning practices.

An observable increase in student resilience and problem solving competencies in the yard and classroom.

Essential agreements will be visible in every classroom and referred to regularly.

Cybersafety practices will be incorporated into the regular classroom wellbeing programs.

Teachers accessing student e-portfolios to develop individual learning programs.

Teachers using the electronic roll to efficiently record student attendance data.
### Strategies

**Monitor and evaluate:** Allocate resources by reviewing the school’s strategic plan, student resource package and school-based budgeting processes across the years 2014–17.

**Action research:** Use local action research techniques to inform decisions regarding the use of resources.

**Resource management:** Continue to invest in the development and maintenance of all resources and facilities to a high standard.

### Actions

School council finance committee compare actual expenditure against approved budgets and make adjustments and recommendations as required.

Resource allocation will be aligned to the strategic plan priorities.

Professional learning teams will use the action research approach to implement best practice techniques to guide teaching and learning.

The school will continue to seek expert advice in relation to resource management and effective utilisation of school-wide assets.

### Milestones

School budget will be responsibly monitored and directed towards achieving school priorities and goals.

Shared best practice will be demonstrated in professional learning team planning sessions and observed in classroom practice.

Observable improvement in student outcomes due to the effective distribution and management of school resources.