

Naranga: School Strategic Plan Goals 2019 - 2022

Goal 1
To improve the literacy and numeracy outcomes for every student.
FISO Priority Areas and Dimensions for this goal
Priority Areas: Excellence in teaching and learning Professional leadership Dimensions: <ol style="list-style-type: none">1. Curriculum planning and assessment. (CPA)2. Evidence-based high-impact teaching strategies (EBHITS)3. Evaluating impact on learning (EIL)4. Instructional and shared leadership (ISL)
Goal 1 rationale
The use of student assessment data to inform practice, and an in-depth understanding of high impact teaching strategies, is developing but not yet embedded in teacher practice. While the work has begun, there is not a whole-school approach to literacy and numeracy that is well understood and implemented across the school.
Goal 1 Targets
1.1 Student literacy growth <ul style="list-style-type: none">• 100% of students demonstrate growth in literacy (reading and writing) to achieve ILP goals each year from 2019 - 2022

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1.2 Student numeracy growth <ul style="list-style-type: none">• 100% of students demonstrate growth in numeracy to achieve ILP goals each year from 2019 – 2022.
1.3 School Staff Survey (SSS) <ul style="list-style-type: none">• By 2022, the percentage of positive responses of all staff to ‘Academic Emphasis’ in the School Climate module will increase from 59% to 85%.
1.4 School Staff Survey <ul style="list-style-type: none">• By 2022, the percentage of teachers’ positive responses to ‘Understand how to analyse data’ in the Teaching and Learning Evaluation module will increase from 59% to 100%.
Key Improvement Strategies (KIS)
<ol style="list-style-type: none">1. Implement a whole school approach to curriculum, instruction and assessment, including the HITS and use of data (CPA) (EBHITS) (EIL)2. Document and implement a whole school approach to literacy and numeracy (CPA)3. Build a whole school approach to instructional leadership (ISL)

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Goal 2
To engage every student in their learning.
FISO Priority Areas and Dimensions for this goal
Priority Areas: Positive climate for learning Excellence in teaching and learning Dimension/s: <ol style="list-style-type: none">1. Empowering students and building school pride (ESBSP)2. Intellectual engagement and self-awareness (IESA)3. Building practice excellence (BPE)
Goal 2 rationale
Student voice and agency is developing across the school, but is still variable and not yet embedded in practice. A systematic approach to goal-setting and feedback that includes the development of student voice and agency is not yet developed across the school.
Targets
2.1 Student Attitudes to School Survey (ATOSS) <ul style="list-style-type: none">• By 2022, the percentage of positive responses of all students to 'Stimulated Learning' in the 'Effective Teaching Practice for Cognitive Engagement' domain will increase from 67% to 80%.

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2.2 School Staff Survey (SSS)

- By 2022, improve the percentage of positive responses of all staff to 'Teacher Collaboration' from 75% in 2018 to 85% in 2022 in the School Climate module.

2.3 School Staff Survey (SSS)

- By 2022, the percentage of positive responses of teachers to 'Moderate assessment tasks together' in the Teaching and Learning – Implementation module will increase from 67% to 80%.

2.4 Parent Opinion Survey (POS)

- By 2022, the percentage of positive responses of parents to 'Student agency and voice' in the Student Development domain will increase from 64% to 80%.

Key Improvement Strategies (KIS)

1. Build student agency and voice across the school (ESBSP)
2. Implement a whole school approach to goal setting – students, teachers and staff (IESA)
3. Build the professional learning teams (PLTs) to improve consistency of high-level teacher practice (BPE)

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Goal 3
To build the personal and social capabilities of every student.
FISO Priority Areas and Dimensions for this goal
Priority Areas: Positive climate for learning Community engagement in learning Dimensions: 1. Health and wellbeing (HWB) 2. Parents and carers as partners (PCP)
Goal 3 rationale
Despite some excellent work in student wellbeing across the school, there is still room to improve coordination of staff from all roles in the school. Despite positive improvement, 36% of staff did not positively endorse the collective efficacy factor of the school climate module in the 2018 School Staff Survey (SSS). The next level of work is to continue to build the personal and social capabilities of every student through the building of a whole-school interdisciplinary approach to student wellbeing that includes staff and strong communication between home and school.
Targets
3.1 School Staff Survey (SSS) <ul style="list-style-type: none">By 2022, the percentage of positive responses of all staff to 'Collective efficacy' in the School Climate module will increase from 64% to 75%.

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- By 2022, the percentage of positive responses of all staff to 'Trust in students and parents Collective efficacy' in the School Climate module will increase from 58% to 75%.

3.2 Parent Opinion Survey (POS)

- By 2022 improve the percentage of positive responses of parents to 'Special Needs' from 58% in 2018 to 75% in 2022 in the School Ethos and Environment domain.

3.3 Student absence

- By 2022, decrease the percentage of students with 20 or more absence days from 42% in 2018 to 35%.

Key Improvement Strategies (KIS)

1. Implement a whole school approach to student wellbeing (including learning capabilities) (HWB)
2. Build the communication practices within the school, and between home and school (PCP)