

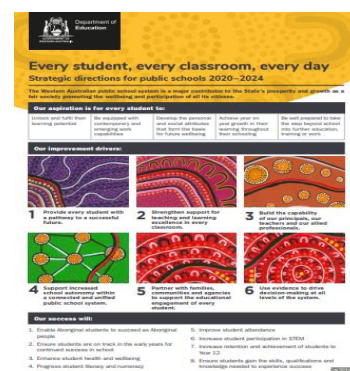


School Vision: **Our school community supports, challenges, and inspires each other to personal excellence.**

This plan sets the future direction for Noranda Primary School until the end of 2024. Noranda Primary School has four key priority areas. We have set our contextual priorities incorporating the six pillars from the Department of Education's *2020 – 2024 Strategic Directions*. We have incorporated the aspirations for every student in the *Building on Strength: Future Directions for the WA Public School System*. It is based on our school based self-assessment of being an Effective School as per the Public School Review in 2020. Details of these documents can be found on our website: <http://www.norandaps.wa.edu.au>

Noranda Primary School Key Priority Areas for 2022 – 2024 are:

- **Successful Students**
- **Excellence in Teaching and Learning**
- **Enhancing Leadership Capability**
- **Effective Partnerships and Relationships**



Successful Students: Noranda Primary School will provide a positive, nurturing and inclusive environment where students can reach their full potential.		
Area	Strategies	Monitoring
Early Years	<ul style="list-style-type: none"> • Early Years learning approaches provide opportunities for students to learn through balance of explicit teaching and play and teaching is drawn from Early Years Learning Framework, West Australian Curriculum and National Qualities Standards 	<ul style="list-style-type: none"> ✓ Observations of students actively learning in their environment ✓ Purposeful play and provocation areas within classroom and outdoor areas ✓ NQS Audit
Clear learning expectations	<ul style="list-style-type: none"> • Expectations of students learning are transparent and clearly articulated for students to be active in their learning process • Learning Intentions are evident in all lessons 	<ul style="list-style-type: none"> ✓ School based scope and sequences of skills and learning year to year ✓ Observations of students active in their learning ✓ Learning intentions are on student samples and evident in class displays
Teamwork and critical and creative thinking	<ul style="list-style-type: none"> • Students are engaged in learning that challenges and extends their critical and creative thinking skills • Students learn through collaborative learning approaches to build teamwork capabilities 	<ul style="list-style-type: none"> ✓ Critical and creative thinking skills are taught and evident in teacher planning ✓ Collaborative learning strategies are incorporated and observed in all classrooms
STEAM and Technologies	<ul style="list-style-type: none"> • Students engage in STEAM lessons in classrooms with a focus of incorporating Technologies into class based lessons in a meaningful way 	<ul style="list-style-type: none"> ✓ Technologies scope and sequence ✓ Students' technologies skills improve ✓ Students engage in Science and Arts aligned to WAC
Student Voice	<ul style="list-style-type: none"> • We seek student voice and input into school directions, approaches and initiatives 	<ul style="list-style-type: none"> ✓ NSOS Student Survey shows students feel valued ✓ School based student surveys ✓ Students on committees within the school
Mental health and emotional wellbeing	<ul style="list-style-type: none"> • Students learn about mental health and wellbeing through explicit teaching through whole school approach • Promote the concept of Growth Mindset • We are a Mentally Healthy School 	<ul style="list-style-type: none"> ✓ Act, Belong Commit message clear in classrooms and across the school ✓ Student surveys and assessments ✓ You Can Do It evident in all classrooms
Aboriginal students	<ul style="list-style-type: none"> • Teachers provide opportunities for students of Aboriginal and Torres Strait Islander heritage to engage in a meaningful and culturally inclusive learning environment 	<ul style="list-style-type: none"> ✓ Aboriginal and Torres Strait Islander data is analysed and is in line with non-Aboriginal students ✓ Students supported with IEPs as needed
SAER / TAGs	<ul style="list-style-type: none"> • Continue to develop well planned learning programs supported by IEP documentation for identified students • Extend learning opportunities for students achieving above expected standard 	<ul style="list-style-type: none"> ✓ SAER students identified and included on SAER register ✓ IEPs sighted and supported by the LSC ✓ PEAC (Yr 4 testing and Yr 5 & 6 participation) and Early Years Extension opportunities (Yrs 1-3)
Student leadership	<ul style="list-style-type: none"> • Students are actively engaged and committed to their school through authentic leadership opportunities across all year levels 	<ul style="list-style-type: none"> ✓ Leadership opportunities are openly promoted ✓ NSOS Student survey shows students feel they contribute to school
Attendance	<ul style="list-style-type: none"> • Attendance is monitored by teachers and Administration, with Attendance plans developed to support students accessing school 	<ul style="list-style-type: none"> ✓ Student Attendance Module data is monitored ✓ Attendance plan steps are followed including family involvement
Feedback	<ul style="list-style-type: none"> • Students receive, respond to, and give feedback to further their learning 	<ul style="list-style-type: none"> ✓ Students work samples show evidence of teacher to student feedback ✓ Students work samples show evidence of peer feedback

Numeracy	<ul style="list-style-type: none"> Whole school approach to lesson structure for Numeracy including problem solving based on current evidence 	<ul style="list-style-type: none"> ✓ Whole school Numeracy Plan and Curriculum Guides ✓ Mathematics data analysed
Behaviour and social learning	<ul style="list-style-type: none"> Continue teaching of protective behaviours and You Can Do It programs Provide safe and engaging school grounds and facilities 	<ul style="list-style-type: none"> ✓ Ongoing review of effectiveness during staff meetings and student input opportunities
Literacy	<ul style="list-style-type: none"> Whole school approach to teaching of Literacy including teacher support in classrooms Phase of Learning based approaches to learning based on evidence. 	<ul style="list-style-type: none"> ✓ Whole school Literacy Plan and Curriculum Guides ✓ English data analysed ✓ Brightpath scores tracking
Academic Achievement Data: 1.NAPLAN 2.On Entry 3.PAT 4.EALD	<ul style="list-style-type: none"> System Data (NAPLAN , On Entry) is used to inform teacher planning and practice Standardised assessments (PAT) are used across the school to inform students progress and achievement in Science, Maths and Reading. EALD students are supported through targeted teaching in line with their Progress Map Bands 	<ul style="list-style-type: none"> ✓ NAPLAN data analysed at student, cohort and school level, measured against targets. ✓ On Entry data is analysed at student, cohort and school level, measured against targets. ✓ PAT data is analysed at student, cohort and school level, measured against targets. ✓ Progress Maps data is analysed at student and school level, measured against targets
Non Academic Achievement Data: 5.Behaviour / Integris / ABE 6.NSOS 7.NQS	<ul style="list-style-type: none"> Students have clear expectations of behaviour to maintain a safe and orderly learning environment We have high standards and expectations for students Attitude, Behaviours and Effort 	<ul style="list-style-type: none"> ✓ Behaviour Management and Good Standing Policies are followed ✓ Behaviours are analysed through Integris Behaviours module ✓ ABE data of Reporting to Parents is analysed ✓ Student self reflection – Acer Social Emotional (PAT)



Excellence in Teaching and Learning: At Noranda Primary School high quality teaching is supported with a continued focus on explicit instruction and effective pedagogical practice.		
Success Area	Strategies	Monitoring
Know what to teach	<ul style="list-style-type: none"> Use West Australian Curriculum (WAC), Early Years Learning Framework (EYLF) Kindergarten Guidelines and National Quality Standards (NQS) to inform curriculum content to set students up for year on year success 	<ul style="list-style-type: none"> ✓ Collaborative planning for content in year level teams ✓ Collaboratively establish assessments that align to teaching ✓ Use assessment data to inform future teaching
Clear learning expectations	<ul style="list-style-type: none"> Expectations of students learning are transparent and clearly articulated for students to be active in the learning process Learning Intentions and Success Criteria are evident in all lessons 	<ul style="list-style-type: none"> ✓ Use of Curriculum Guides ✓ Observations of students active in their learning ✓ Learning Intentions are on student samples and evident in class displays
Staff Culture	<ul style="list-style-type: none"> Grow a culture where staff are valued, trusted, treated with respect, collaborative and have opportunity to grow as professionals Implement effective collaborative teams for: K/P, Yr1/2, Yr3/4, Yr5/6 and Specialists 	<ul style="list-style-type: none"> ✓ Collaborative meetings with staff and admin where views are shared to inform future actions ✓ Group norms for shared meetings to ensure an environment where all staff feel welcome ✓ Staff surveys
Student assessment	<ul style="list-style-type: none"> Assess students learning to identify every students' learning needs Use the Noranda Data Collection schedule to moderate assessments and measure progress year to year Differentiate teaching for students based on assessment data Engage in collaborative assessment, planning, teaching and moderation to ensure whole school approaches and consistency in teaching quality and practices, including analysis of data to inform annual operational plans 	<ul style="list-style-type: none"> ✓ Noranda Data Collection schedule ✓ Collaborative meetings are used to moderate assessment data ✓ Teacher planning shows differentiation ✓ IEPs
Student Voice	<ul style="list-style-type: none"> We seek student voice and agency in their learning where choice opportunities are planned for 	<ul style="list-style-type: none"> ✓ NSOS Student Survey shows students feel valued ✓ School based student surveys ✓ NQS Standard shows improvement in K-2
Evidence based teaching	<ul style="list-style-type: none"> All teachers have a strong understanding of instructional pedagogy, based on evidence of current research Staff meetings and School Development Days are used to build teachers capacity as effective teachers Teachers seek learning and continually engage with and build on their knowledge Teachers employ cooperative learning strategies in their lessons (Kagan) 	<ul style="list-style-type: none"> ✓ School Development Day Agendas and Staff Meeting minutes ✓ Through performance development meetings staff can share learnings ✓ Professional learning
Culturally informed teaching	<ul style="list-style-type: none"> Teachers provide opportunities for students of Aboriginal and Torres Strait Islander heritage to engage in a meaningful and culturally inclusive learning environment 	<ul style="list-style-type: none"> ✓ Aboriginal and Torres Strait Islander data is analysed and is in line with non-Aboriginal students ✓ Engagement with the Aboriginal Cultural Standards
Professional Learning	<ul style="list-style-type: none"> PL is targeted to whole school instructional approaches and performance development aspirations PL aligns to the School Business and Operational plans The Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool for self-reflection and goal identification is used as the basis for performance and development 	<ul style="list-style-type: none"> ✓ School Development Day Agendas and Staff Meeting minutes ✓ Through performance development meetings staff can share learnings
Feedback on teaching	<ul style="list-style-type: none"> Feedback is sought and given through peer observations Feedback is sought and given from line managers Teachers use feedback to inform their professional growth opportunities Support for staff in areas of need 	<ul style="list-style-type: none"> ✓ Performance Development meetings and guidelines ✓ Peer observation feedback sessions ✓ Staff surveys ✓ PL support for targeted staff
Student achievement	<ul style="list-style-type: none"> Teachers examine the impact of teaching strategies on student achievement Teachers and leaders use student data to drive whole school improvement Share effective teaching strategies that have most impact on student improvement All staff take collective responsibility for student progress Leading a culture of reflection and data analysis to diagnose the impact of teaching 	<ul style="list-style-type: none"> ✓ Examine student achievement data at individual, cohort and whole school level ✓ Track progress of students using NAPLAN, PAT, Brightpath and effect size data ✓ Staff and collaborative meetings focus on data and improvement

Enhancing Leadership Capability: Noranda Primary School will create leadership opportunities of varying size, scope and complexity for existing and aspiring leaders.		
Success Area	Strategies	Monitoring
Culture where staff grow their professional capabilities	<ul style="list-style-type: none"> Grow a culture of staff wanting to grow and excel in their teaching Showcase professional learning and experience of staff that aligns to Business Plan and school directions 	<ul style="list-style-type: none"> ✓ Staff Development Day Agendas ✓ Performance discussions
Create and maintain distributive leadership structures building on strengths of staff	<ul style="list-style-type: none"> Create and maintain distributive leadership structures that are clear and transparent to all staff Seek to understand staff strengths and leadership and experience that can be shared with colleagues Develop and support leadership 	<ul style="list-style-type: none"> ✓ DoE Leadership Strategy ✓ Distributive leadership model ✓ Staff surveys ✓ Role and Responsibilities of Admin Leaders
Identification of future leadership potential	<ul style="list-style-type: none"> Engage with the Future Leaders Framework Through discussions with leadership executive, staff self-identify and access support to create leadership plans 	<ul style="list-style-type: none"> ✓ School Development Day Agendas ✓ Through performance development meetings ✓ Future Leaders Framework and Leadership plans
Instructional leadership	<ul style="list-style-type: none"> Staff with passion and knowledge in given curriculum areas lead colleagues School leaders and teacher leaders combine to lead cohesively across core curriculum areas Expression of interest with role statements for staff to consider and apply for 	<ul style="list-style-type: none"> ✓ Collaborative meetings with staff and admin where views are shared to inform future actions ✓ Operational plans ✓ Expression of Interest and Role Statements of leadership positions
Resource in areas of need and priority	<ul style="list-style-type: none"> Invest in staff and their leadership development Engage with the Future Leaders Framework and work with leadership staff to build their capability Workforce planning Staff Inductions for all new staff 	<ul style="list-style-type: none"> ✓ Professional learning funding aligns to leadership development in comparative budget ✓ Workforce plan ✓ Induction package ✓ Staff surveys
Performance conversations based on effective feedback	<ul style="list-style-type: none"> Through investment in leaders, they will have the knowledge and leadership attributes to have rigorous discussions about their own performance as leaders 	<ul style="list-style-type: none"> ✓ Performance development and leadership plans ✓ Leadership professional learning ✓ Performance discussions with line managers ✓ Leadership team meetings
Opportunities for Senior Teacher, Level 3 Classroom Teacher and promotional experience	<ul style="list-style-type: none"> Support given for staff who wish to pursue leadership avenues in and out of the classroom Staff are motivated to be active in their development Senior teachers actively lead areas of the school 	<ul style="list-style-type: none"> ✓ Distributive Leadership model ✓ Role statements of leadership positions ✓ Leadership meetings
Student achievement	<ul style="list-style-type: none"> Staff engaged in the common pursuit of delivering a great education to all WA students Leadership opportunities align to student needs as identified through assessment 	<ul style="list-style-type: none"> ✓ Staff acknowledge leadership is to improve student outcomes as well as further their careers ✓ Leaders performance accountable to student learning
Student leadership	<ul style="list-style-type: none"> Students are given positional leadership opportunities with clear role statements (eg Councillors, Faction Captains) Opportunities are created and maintained for students of all ages to be leaders Opportunities are available for all student ability levels Students are taught about qualities that make good leaders through health and HaSS program Opportunities for students to showcase leadership (not just do jobs) 	<ul style="list-style-type: none"> ✓ Student Leadership role statements ✓ Students share their works at assemblies and in newsletters ✓ Student surveys ✓ Student Health and Wellbeing surveys ✓ Student Badges



Effective Partnerships and Relationships: Noranda Primary School will continue to build positive relationships and effective partnerships with our school community and outside agencies.		
Success Area	Strategies	Monitoring
Build and maintain mutually respectful relationships	<ul style="list-style-type: none"> Communicate with families regularly and with purpose Two way communication between Class Teachers and home Two way communications between School Leaders and home Two way communication between Teachers and students Two way communication between Teachers and School Leaders Two way communication between School Leaders and students Provide opportunities and avenues for parents to inform school Noranda Nippers to promote partnerships with parents prior to Kindergarten Support for parents/guardians through the provision of information and workshops to enhance knowledge and skills 	<ul style="list-style-type: none"> ✓ Written communication through online newsletter ✓ School website is maintained and continually updated ✓ School based communication App is well utilised ✓ Parent feedback is considered ✓ Noranda Nippers enrolments ✓ Parent information sessions ✓ Parent surveys
Community Engagement	<ul style="list-style-type: none"> Incorporate all aspects of <i>Engaging with your Community Framework</i> School Board is active and readily informs and supports the school Provide opportunities for the School Board to increase communication and build connections and partnerships with the community Parents and Citizens (P&C) is active and supports the school through volunteers, finance and community involvement Transparency of parent groups to the whole school community Continue to establish strong relationships with local community members and groups 	<ul style="list-style-type: none"> ✓ <i>Engaging with your Community Framework</i> is used to guide and account for community participation ✓ School Board Training ✓ School Board Minutes ✓ P&C Minutes
Morley Schools Network (MSN)	<ul style="list-style-type: none"> Principal is active in MSN Leadership meetings twice per term All teachers attend curriculum area MSN meetings each term to build collective knowledge Deputy Principals, School Officer and Manager Corporate Services attend MSN meetings each term 	<ul style="list-style-type: none"> ✓ MSN meeting minutes ✓ MSN meeting Certificates of attendance
North Metropolitan Education Region	<ul style="list-style-type: none"> Principal attends all Principal meetings and briefings throughout the year Leadership team access supports as needed for School Engagement, School Psychology services etc Principal and Deputy Principals advise NMERO of Critical Incidents 	<ul style="list-style-type: none"> ✓ Support from NMERO as needed is documented ✓ Online Critical Incidents are completed
State-wide Services	<ul style="list-style-type: none"> Teachers and Leaders access support for professional learning and resources as required SSEN team is engaged directly related to student need 	<ul style="list-style-type: none"> ✓ State-wide Services requests
Engagement with other services	<ul style="list-style-type: none"> Teachers and School Leaders work in partnership with other Government agencies to support our students Teachers and School Leaders work collaboratively with external providers to support our students 	<ul style="list-style-type: none"> ✓ Individual Education Plans ✓ Attendance Policy ✓ Mandatory reporting to DCPFS
Cultural responsiveness	<ul style="list-style-type: none"> Engage with, and move forward with <i>Aboriginal Cultural Standards Framework</i> 	<ul style="list-style-type: none"> ✓ Self-assessment against <i>Aboriginal Cultural Standards Framework</i> ✓ Reconciliation Action plan developed
Health and Wellbeing	<ul style="list-style-type: none"> Review and implement staff and student health and wellbeing approaches 	<ul style="list-style-type: none"> ✓ Health and Wellbeing plan ✓ Staff Survey
Environment Sustainability	<ul style="list-style-type: none"> Support sustainable environmental practices Student leadership of environment substantiality program 	<ul style="list-style-type: none"> ✓ School based programs ✓ Newsletter and assembly publicity

Targets:

ACADEMIC	
On Entry	<ul style="list-style-type: none"> Each year from 2022 to 2024, the Year 1 OnEntry median score will increase from Preprimary median score by: A minimum of 60 points in Reading A minimum of 250 points on Writing A minimum of 80 points in Numeracy
NAPLAN Progress	<ul style="list-style-type: none"> The progress demonstrated by the same cohort of students from Year 3 to 5 to be at or above the like school progress level.
NAPLAN Literacy	<ul style="list-style-type: none"> Year 3 and 5 English results will be above the like school mean. Increase the percentage of students identified in the top bands of Reading, Writing, Spelling, Grammar and Punctuation.
NAPLAN Numeracy	<ul style="list-style-type: none"> Year 3 and 5 Numeracy results will be above the like school mean. Increase the percentage of students identified in the top bands of Numeracy.
EAL/D (PP-2)	<ul style="list-style-type: none"> 80% of students to move at least one progress level each year.
ACER	<ul style="list-style-type: none"> Science results in Year 4 and 6 will exceed 60% in all four aspects of the ACER Science assessment. Mathematics and Reading assessment – the median score in years 1 to 6 will be above the ACER norm-referenced score for that year level.
Kindergarten	<ul style="list-style-type: none"> 80% of students will score greater than 80% for syllable segmentation and verbalisation of initial sounds 60% of students will independently score greater than 80% for on-set rime and cvc phonemic level blending 50% of students will score greater than 80% for segmentation of cvc words
WA Curriculum	<ul style="list-style-type: none"> 90% of Humanities understandings will be judged by teachers to be of a "C" grade or better.
English	<ul style="list-style-type: none"> 80% of Pre Primary students will achieve Level 10 or above in Dandelion Reading Records. 70% of Year 1 students will achieve Level 12 or above in the PM Benchmark Reading Assessment. 70% of Year 2 students will achieve Level 21 or above in the PM Benchmark Reading Assessment.

NON ACADEMIC																																																
Attendance	<ul style="list-style-type: none">• The school will maintain an overall attendance performance better than the State and Like Schools' averages.• Attendance risk category targets<ul style="list-style-type: none">○ 2022<ul style="list-style-type: none">▪ Regular Attendance 80%▪ Indicated Risk 16%▪ Moderate Risk 3%▪ Severe Risk 1%○ 2023<ul style="list-style-type: none">▪ Regular Attendance 82%▪ Indicated Risk 15%▪ Moderate Risk 2%▪ Severe Risk less than 1%○ 2024<ul style="list-style-type: none">▪ Regular Attendance 84%▪ Indicated Risk 14.5%▪ Moderate Risk 1%▪ Severe Risk 0.5%																																															
Attitude, Behaviour and Effort	<ul style="list-style-type: none">• Teacher judgments' of student Attitude, Behaviour and Effort will have 95% of students achieving a level of “often” or higher in all areas.																																															
National School Opinion Survey	<ul style="list-style-type: none">• The biennial Parent, Student and Staff National School Opinion Survey (NSOS) results show improvement from previous survey feedback in all three surveys.																																															
School Board Effectiveness Survey	<ul style="list-style-type: none">• Feedback from the School Board Effectiveness Survey improves each year.																																															
National Quality Standard	<ul style="list-style-type: none">• By 2021 the school will meet the requirements of all Quality Areas within the National Quality Standard, K-2.																																															
Social Emotional	<ul style="list-style-type: none">• Students - ACER Social-Emotional Wellbeing Survey Years 2-6 - Week 8, Term 3<ul style="list-style-type: none">○ Over 85% of students achieve developed or above on overall emotional wellbeing.○ Yearly targets set based on areas with a higher percentage of students in emerging or low.																																															
Negative Behaviour Categories (Integris)	<ul style="list-style-type: none">• Total number of breaches in each category K-6 <table><tr><th>Negative Behaviours</th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2</td><td>3</td><td>1</td><td>0</td></tr><tr><td>3</td><td>50</td><td>45</td><td>40</td></tr><tr><td>4</td><td>17</td><td>15</td><td>13</td></tr><tr><td>5</td><td>3</td><td>2</td><td>1</td></tr><tr><td>6</td><td>40</td><td>35</td><td>30</td></tr><tr><td>7</td><td>0</td><td>0</td><td>0</td></tr><tr><td>8</td><td>0</td><td>0</td><td>0</td></tr><tr><td>9</td><td>140</td><td>120</td><td>100</td></tr></table>				Negative Behaviours	2022	2023	2024	0	0	0	0	1	0	0	0	2	3	1	0	3	50	45	40	4	17	15	13	5	3	2	1	6	40	35	30	7	0	0	0	8	0	0	0	9	140	120	100
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