

School Strategic Plan 2022-2026

Nyah District Primary School (5456)



Submitted for review by Luke Dalton (School Principal) on 28 February, 2023 at 12:37 PM

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Endorsed by Andrew Copping (School Council President) on 27 March, 2023 at 09:26 AM

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School vision	<p>Nyah District Primary School's vision is to create a school that is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.</p> <p>The objective of the school is create and maintain a safe, supportive and inclusive school environment consistent with our school's values.</p> <p>The school's three key values of respect, responsibility and resilience influence all aspects of day to day life in our school. We aim to provide excellent teaching and learning programs which cover all areas of the curriculum with a particular focus on literacy and numeracy. The importance of students' social and emotional growth is acknowledged and supported through a variety of programs.</p> <p>Our school's motto is TOGETHER WE LEARN.</p>
School values	<p>Nyah District PS values are Respect, Responsibility and Resilience.</p> <p>Respect means that we treat ourselves and others with consideration and understanding.</p> <p>Responsibility means that we are accountable for our actions. We are honest. We resolve differences in constructive and peaceful ways.</p> <p>Resilience means that we develop positive and respectful relationships with others and take personal responsibility for our behaviours and actions.</p>
Context challenges	<p>Nyah District Primary School is located in the township of Nyah West, approximately 28 kilometres north of Swan Hill and 367 kilometres from the Melbourne Central Business District. The school was founded in 1997.</p> <p>The school facilities consist of two permanent structures. The main building features the administration, staffroom, offices, first aid and junior classroom. The second building features three classrooms, a library/meeting space for assemblies and storage.</p> <p>The grounds comprise a large playground facilities including an oval, hard surface recreational spaces and an adventure playground.</p> <p>Enrolments at the beginning of 2023 were 63 students. Over the past five years, enrolments have remained around 65 students.</p> <p>The Student Family Occupation Education (SFOE) index was 0.5374 at the time of the Review.</p> <p>The staffing profile of Nyah District Primary School includes a principal, 4.2 teachers, three full time equivalent (FTE) Education Support (ES) staff and one office administration staff.</p> <p>The school employs three full time classroom teachers, one teacher 0.6 FTE, one teacher 0.4 FTE and one teacher (tutoring) 0.2 FTE.</p>

	<p>NDPS provides an approved curriculum framework differentiated to meet student needs. The school was part of the first pilot, 2016 Victorian Professional Learning Communities (PLC) initiative. The specialist programs are alternated on a 3 year scope and sequence and include STEAM, ICT, Indigenous Studies, Science, Physical Education, Music, Dance, Art and Drama in recent years. The learning and wellbeing of all students is supported by Student Support Services in Swan Hill, offering a psychologist, speech therapist and social worker.</p> <p>The key challenges of the school include the enrolment fluctuations we encounter, with school student numbers remained similar, there is still a large number of transient families, who are at the school for a year or two and then move. Another challenge the school has is the Students identified as Disadvantaged. In 2023 that is 59% of enrolments, in 2022 it was 60% and in 2021 the figure was 63%. At NDPS the ATSIL percentage of students is currently 35% of 2023 enrolments and has been over 30% since 2021. This allows for many opportunities, but also comes with some challenges. The school works hard with the local indigenous community and students have a proud culture that is celebrated in the school and is utilized throughout the curriculum. NCCD figures show that many of the students at NDPS have significant adjustments made for them. The adjustments range from supplementary to substantial with only one currently requiring extensive adjustments. Nyah District Primary School has a current enrolment of 8 Out of Home Care Children. These children are supported in a number of ways by the school and their academic, social and emotional needs are catered for on an individual basis. The current 12% is an increase in 2023 from the 2022 and 2021 8%. Prior to 2021 there had not been many OOHCC for some time at the school.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Literacy and Numeracy, particularly Reading, Writing and Mathematics • The school's instructional model • Consistent school-wide practices in wellbeing • Schoolwide approach to student voice and agency • Family and community engagement, particularly reducing student absences <p>Nyah District Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.</p> <p>Intent: Goal 1 To maximise learning growth for all students. Goal 2 To improve the wellbeing of students</p>

	<p>Rationale: Nyah District Primary School staff, students and community see these goals as vitally important. The reasoning is we have..</p> <ul style="list-style-type: none"> • high and consistent expectations of all • prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing • create a culture that is inclusive, engaging and supportive • welcoming all parents/carers and being responsive to them as partners in learning • analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data and school level assessment data • our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community • carefully planned transition programs to support students moving into different stages of their schooling • positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communicated to parents • monitoring student attendance and implement attendance improvement strategies at a whole-school, class room and individual level • opportunities for student inclusion (i.e. sports teams, clubs and lunchtime activities) • buddy programs <p>Focus: Goal 1 Key Improvement Strategies Strengthen teacher capabilities to analyse and use data to inform a differentiated curriculum. Embed the consistent application of the Nyah District PS Instructional Model incorporating the HITS. Develop a consistent whole school understanding and approach to student agency and learning.</p> <p>Goal 2 Key Improvement Strategies Develop and implement a whole school action plan to improve student attendance. To develop teachers capacity to embed school wide practices in wellbeing. Strengthen connections with families and communities to support student engagement.</p>
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Goal 1	To maximise learning growth for all students
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth: <ul style="list-style-type: none">• in Reading from 76 percent (2019–21 average) to 80 percent (2023–26 average)• in Writing from 82 percent (2019–21 average) to 85 percent (2023–26 average)• in Numeracy from 69 percent (2019–21 average) to 75 percent (2023–26 average).
Target 1.2	By 2026, increase the percentage of Year 1–6 students making at or above expected level of growth in each school year (that is, at least one Victorian Curriculum level of learning, Semester 2 to Semester 2): <ul style="list-style-type: none">• in Reading and Viewing from 83% (2021) to 90%• in Writing from 63% (2021) to 80%• in Number and Algebra from 83% (2021) to 90%.
Target 1.3	By 2026, increase the percentage of Year 4-6 students reporting positive endorsement to the following student Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none">• Student Voice from 71 percent (2022) to 80 percent• Sense of Confidence from 79 percent (2022) to 85 percent• Differentiated Learning Challenge from 90 percent (2022) to 95 percent.

Target 1.4	<p>By 2026, increase the percentage of positive endorsement in the School Staff Survey School Climate measures of:</p> <ul style="list-style-type: none"> • Academic Emphasis from 66 percent (2022) to 80 percent • Collective Efficacy from 60 percent (2022) to 75 percent.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capabilities to analyse and use data to inform a differentiated curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the consistent application of the Nyah District Primary School Instructional Model incorporating the HITS
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent whole school understanding and approach to student agency and learning
Goal 2	To improve the wellbeing of students
Target 2.1	<p>By 2026, increase the percentage of Year 4–6 students reporting positive endorsement to the following student Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Emotional Awareness and Regulation from 66 percent in 2021 to 80 percent • Community Connections from 50 percent in 2021 to 75 percent

	<ul style="list-style-type: none"> • Peer Relationships from 71 percent in 2021 to 80 percent • Sense of Connectedness from 81 percent in 2021 to 90 percent
Target 2.2	By 2026, decrease the percentage of Prep – Year 6 students with 20 or more days absent from 44 percent (2022) to 30 percent
Target 2.3	By 2026, increase the percentage of staff reporting positive endorsement in the following School Staff Survey factors: <ul style="list-style-type: none"> • Trust in Students and Parents from 57 percent (2022) to 70 percent • Parent and Community involvement from 67 percent (2022) to 75 percent.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school action plan to improve student attendance
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop teacher capacity to embed school wide practices in wellbeing
Key Improvement Strategy 2.c	Strengthen connections with families and communities to support student engagement

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school