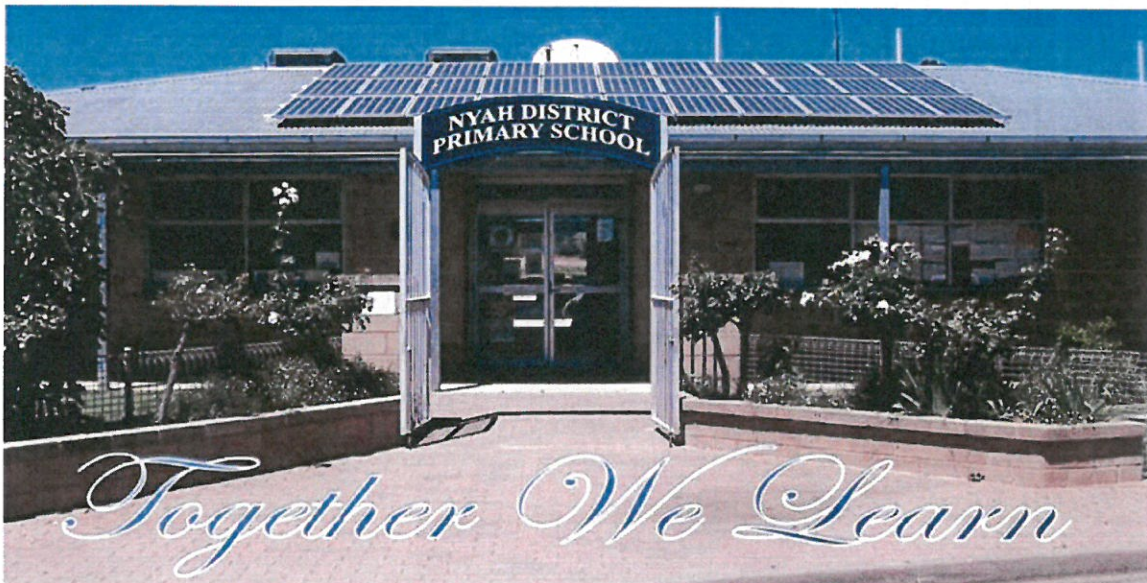


School Strategic Plan for Nyah District Primary School 5456 2015-2019



Endorsements

Endorsement by School Principal	Signed... <i>B. D. Winbanks</i> Name... <i>Susan D. Winbanks</i> Date... <i>21/10/2015</i>
Endorsement by School Council	Signed... <i>C. Mitchell</i> Name... <i>CHRISTOPHER MITCHELL</i> Date... <i>21/10/2015</i> School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed... <i>G. Scoberg</i> Name... <i>GRAEME SCOBERG</i> Date... <i>2-11-2015</i>

School Profile

<p>Purpose</p>	<p>At Nyah District Primary School we will provide an education which will enable students:</p> <ul style="list-style-type: none"> • To seek knowledge and aspire to achieve • To be critical and creative thinkers • To be active participants in our local community • To be thoughtful and caring individuals who are able to interact successfully and collaborate with others in the wider global environment. <p>We believe that the positive partnerships which exist between students, parents, staff and the wider community will enable us to meet these expectations.</p>
<p>Values</p>	<ul style="list-style-type: none"> • Respect: We will treat ourselves and others with consideration and understanding. • Responsibility: We are accountable for our actions. We are honest. We resolve differences in constructive and peaceful ways. • Tolerance: We show a thoughtful and fair attitude to the opinions, beliefs and actions of others, and recognise that these may be different from our own. • Co-operation: We encourage students, staff, families and community members to work together to promote a sense of belonging in our school.
<p>Environmental Context</p>	<p>Nyah District Primary School is situated in the township of Nyah West, approximately 28 kilometres from Swan Hill in North Western Victoria. The school's population is drawn from Nyah West, Nyah, Wood Wood, Vinifera and the surrounding areas. The school is set in pleasant, spacious and well maintained grounds.</p> <p>At Nyah District Primary School students are encouraged to have a desire for knowledge, to have high personal expectations, to show tolerance and respect for others and to be active participants in society. There are currently 54 students enrolled in the school. There are three composite classes: Prep and Year 1, Years 2 and 3, and Years 4, 5 and 6. The school is staffed by 1 Principal, 3.2 equivalent full time teachers and 1.3 Education Support Staff. Staff members have developed strong team work and all teachers teach all students at some stage each week.</p> <p>Staff members aim to ensure that all children challenged to achieve their personal best in all key learning areas. Whilst a strong emphasis is placed on the teaching of literacy and numeracy, students also have access to specialist programs in the areas of science, music and visual and performing arts.</p> <p>The school is fortunate to enjoy the support of an active School Council and Parents Club. Within the wider community partnerships have been developed with several local organisations.</p>

Service Standards

The school will provide:

- A learning environment with an emphasis on high expectations for all students.
- A teaching and learning program which caters for individual student learning needs.
- A focus on developing the whole child in an inclusive environment. This will include the social, emotional, physical and academic development of every child.
- A welcoming environment where parents and the wider community are encouraged to participate in a wide range of school and community events.
- A focus on regular and effective communication with the school and wider community.

Strategic Direction

	Goals	Targets	Key Improvement Strategies															
<p>Achievement</p>	<p>Develop self-motivated learners who achieve strong learning growth to meet or exceed expected outcomes.</p> <p>To improve the learning growth and achievement of every student in literacy and numeracy</p>	<p>Every child deemed capable experiences at least one year's growth in AusVELS in reading, writing and numeracy over the period of the School Strategic Plan.</p> <p>To increase the percentage of students achieving high growth on NAPLAN</p> <table border="1" data-bbox="687 645 839 1066"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Attitude to School Survey</td> <td></td> <td></td> </tr> <tr> <td>Student Motivation</td> <td>4.23</td> <td>≥4.54</td> </tr> </tbody> </table>		2014	2018	Attitude to School Survey			Student Motivation	4.23	≥4.54	<ul style="list-style-type: none"> Embed a whole school approach to the use of data and evidence, based on accurate assessment of each student, to track progress and inform action Further build quality teacher practice through shared planning in structured staff professional learning 						
	2014	2018																
Attitude to School Survey																		
Student Motivation	4.23	≥4.54																
<p>Engagement</p>	<p>Provide a challenging and stimulating environment that engenders consistently high levels of student engagement and strengthens student confidence in themselves as successful learners</p>	<p>To improve Attitudes to School Survey variable means for:</p> <table border="1" data-bbox="995 645 1155 1066"> <thead> <tr> <th></th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Attitude to School Survey</td> <td></td> <td></td> </tr> <tr> <td>Stimulating learning</td> <td>3.50</td> <td>≥4.16</td> </tr> <tr> <td>Learning confidence</td> <td>3.63</td> <td>≥4.11</td> </tr> <tr> <td>Teacher effectiveness</td> <td>3.50</td> <td>≥4.42</td> </tr> </tbody> </table> <p>To improve Parent Opinion Survey variables in:</p> <ul style="list-style-type: none"> Student motivation School connectedness 		2014	2018	Attitude to School Survey			Stimulating learning	3.50	≥4.16	Learning confidence	3.63	≥4.11	Teacher effectiveness	3.50	≥4.42	<ul style="list-style-type: none"> Provide a differentiated learning program that engages and motivates students Plan for challenging goals and effective feedback for students, parents and teachers as partners in learning
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<p>Wellbeing</p>	<p>Foster a vibrant community that enhances student wellbeing and social and emotional intelligence</p>	<p>To improve Attitudes to School Survey variable means for Teaching and Learning</p> <table border="1" data-bbox="311 645 391 1059"> <tr> <td>Attitude to School Survey</td> <td>2014</td> <td>2018</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.00</td> <td>≥4.44</td> </tr> </table> <p>Parent Opinion Survey variables for student motivation and connectedness to peers to be at or above state mean by 2018</p> <p>Staff Opinion Survey variables for teaching and learning and collective responsibility to be at or above state mean by 2018</p>	Attitude to School Survey	2014	2018	Teacher Empathy	4.00	≥4.44	<ul style="list-style-type: none"> Build and enhance positive home, community and school partnerships so all stakeholders have the opportunity to participate Ensure a school-wide approach to student wellbeing within a safe, respectful, informed and involved community
Attitude to School Survey	2014	2018							
Teacher Empathy	4.00	≥4.44							
<p>Productivity</p>	<p>Align resources [human, financial, time, space and materials] to maximise student learning, engagement and wellbeing outcomes for students</p>	<p>Improved AusVELS achievements in literacy and Numeracy</p> <p>Improved Staff and Parent Survey measures in the area of student engagement</p> <p>Improved parent satisfaction with school improvement</p> <p>Improved teacher satisfaction with professional growth</p>	<ul style="list-style-type: none"> Develop a resource plan to support school priorities, review resource allocations annually and match to priorities 						

School Strategic Plan 2015- 2019: Indicative Planner

Key Improvement Strategies	Year 1	Actions	Achievement Milestone
<p>Achievement</p> <ul style="list-style-type: none"> • Embed a whole school approach to the use of data and evidence, based on accurate assessment of each student, to track progress and inform action • Further build quality teacher practice through shared planning in structured staff professional learning 	<ul style="list-style-type: none"> • Investigate options for monitoring and tracking of student progress. • Review school's assessment schedule in line with current data tracking. • Build the capacity of all staff members to identify students points of learning and plan for differentiated teaching • Identify areas of need in NAPLAN data and plan to address these • Implement a focus on mathematics in Teacher Professional Development 	<ul style="list-style-type: none"> • By end of term 3 2015 a system for student tracking and reporting has been selected. • Revised school assessment schedule is in place. • Staff moderate student work samples against AusVELS standards • ILP's developed for all students and reviewed each term and show evidence of differentiated teaching practices • NAPLAN growth is at or above like schools • Staff participation in external professional development and in school learning walks demonstrates mathematics focus 	<ul style="list-style-type: none"> • Student achievement data is regularly updated and staff members use this to plan for
	Year 2	<ul style="list-style-type: none"> • Implement a suitable tracking system to monitor student achievement 	

<p>Engagement</p> <ul style="list-style-type: none"> • Provide a differentiated learning program that engages and motivates students • Plan for challenging goals and effective feedback for students, parents and teachers as partners in learning 		<ul style="list-style-type: none"> • Revise Peer observation processes to ensure that there is a clear focus which relates to planning for differentiated teaching 	further growth in student learning
	Year 3	<ul style="list-style-type: none"> • Review and revise data tracking system 	<ul style="list-style-type: none"> • Student achievement data is regularly updated and staff members use this to plan for further growth in student learning
	Year 4	<ul style="list-style-type: none"> • Review and revise data tracking system 	<ul style="list-style-type: none"> • Student achievement data is regularly updated and staff members use this to plan for further growth in student learning
	Year 1	<ul style="list-style-type: none"> • School goals and values shared with the wider school community • Goals and values discussed and regularly reviewed with students • Investigate options for the development of digital learning portfolios for all students • Celebrate student learning and acknowledge achievements 	<ul style="list-style-type: none"> • School goals and values have been communicated via newsletters and Facebook page • Students and community members understand and can communicate the school values to others. • Plans to shift from hard copy learning journals to digital portfolios are evident • School and classroom displays promote student learning • Student attendance data has improved and incidents of misbehaviour are reduced

	Year 2	<ul style="list-style-type: none"> ▪ Digital learning portfolios are implemented and discussed with parents at least twice a year ▪ Incorporate learning technologies into personalised learning programs ▪ Student presentations to whole school assemblies regularly utilise learning technologies ▪ Seek or devise student survey to identify areas for improvement 	<ul style="list-style-type: none"> ▪ Portfolios are in place ▪ Records of Parent teacher conferences show reference to portfolios ▪ Plans are developed to address areas for improvement
	Year 3	<ul style="list-style-type: none"> ▪ Continue to build teacher capacity to effectively incorporate technology into teaching and learning for individual students 	<ul style="list-style-type: none"> ▪ Students Attitude to School Survey results demonstrate improvement
	Year 4	<ul style="list-style-type: none"> ▪ Continue to build teacher capacity to effectively incorporate technology into teaching and learning for individual students 	<ul style="list-style-type: none"> ▪ Students Attitude to School Survey results demonstrate improvement
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Introduce Bounceback program for all year levels for social and emotional learning 	<ul style="list-style-type: none"> ▪ Appropriate books to implement the Bounceback program have been purchased

<ul style="list-style-type: none"> • Ensure a school-wide approach to student wellbeing within a safe, respectful, informed and involved community • Build and enhance positive home, community and school partnerships so all stakeholders have the opportunity to participate 	<ul style="list-style-type: none"> • Implement the KidsMatter framework for component one "Developing a Positive School Community," and component two "Social and Emotional Learning for students" • Introduce "Friends for Life" program for students in years 4-6 	<ul style="list-style-type: none"> • Wellbeing sessions evident in whole school timetable • Information relating to the KidsMatter framework has been communicated to parents.
Year 2	<ul style="list-style-type: none"> • Review implementation of the Bounceback program • Develop school-based scope and sequence charts for Bounceback • Re-establish Junior School Council in order to expand student leadership opportunities • Provide professional development for staff in the areas of Personal Learning and Interpersonal Learning 	<ul style="list-style-type: none"> • At least once literacy unit per term, per class is based on the Bounceback program • Junior School Council meets regularly and has the opportunity to have positive input into school decision making
Year 3	<ul style="list-style-type: none"> • A staff team is trained to lead the implementation of KidsMatter component three "Parenting Support and Education." 	<ul style="list-style-type: none"> • Staff members are trained in the KidsMatter framework
Year 4	<ul style="list-style-type: none"> • Review and revise student wellbeing initiatives 	<ul style="list-style-type: none"> • Review documented
Year 1	<ul style="list-style-type: none"> • Ensure that staff professional development opportunities align with school goals • Review whole school and class timetables to ensure that they reflect a focus on the key 	<ul style="list-style-type: none"> • The annual budget reflects the school's priorities and goals • Balanced timetables in place which address all curriculum areas whilst focussing on literacy and numeracy
Productivity <ul style="list-style-type: none"> • Develop a resource plan to support school priorities, review resource allocations annually and match to priorities 		

Year 2	<p>areas of literacy and numeracy</p> <ul style="list-style-type: none"> ▪ Continue strategic engagement of community volunteers and local organisations ▪ Seek additional grants to offset the demands on the budget and to support curriculum provision into the future 	<ul style="list-style-type: none"> ▪ The contributions of volunteers and local organisations are evident within the school ▪ Additional grants successfully sought. 	
Year 3	<ul style="list-style-type: none"> ▪ Continue to ensure that budgets are developed which meet school priorities 	<ul style="list-style-type: none"> ▪ Effective budgets in place 	
Year 4	<ul style="list-style-type: none"> ▪ Continue to ensure that budgets are developed which meet school priorities 	<ul style="list-style-type: none"> ▪ Effective budgets in place 	