



## School Strategic Plan




Nar Nar Goon Primary School

2248

2015-2018



## Endorsements

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| Endorsement by<br>School Principal                 | Signed <br>Name: Frances Van Lambaart<br>Date: 15/4/2015   |
| Endorsement by<br>School Council                   | Signed <br>Name: Wayne Tymensen<br>Date: 16/4/2015<br><br>School Council President's endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the<br>delegate of the<br>Secretary | Signed <br>Name: Jan Allman<br>Date: 24/3/15  |

## School Profile

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| <p>Purpose</p> | <p>To maximise the opportunities for children to achieve excellence by equipping the school with the best human and physical resources possible.</p> <p><b><u>For our students</u></b></p> <ul style="list-style-type: none"> <li>• To provide the opportunity for all students to achieve their full educational and personal potential,</li> </ul> <p><b><u>For our staff</u></b></p> <ul style="list-style-type: none"> <li>• To provide opportunities for staff development through ongoing professional growth in a supportive, harmonious and challenging environment,</li> </ul> <p><b><u>For our community</u></b></p> <ul style="list-style-type: none"> <li>• To provide an environment for learning that reflects and supports our community's goals and values.</li> </ul>   |
| <p>Values</p>  | <p>Our values are based on our desire to nurture an environment based on:</p> <ul style="list-style-type: none"> <li>• The development of positive relationships between all members of the school and wider community, and,</li> <li>• The pursuit of excellence with an emphasis on persistence in effort and achieving personal best.</li> </ul> <p>Our Values are:</p> <p><b><u>Respect</u></b></p> <p>Each person responds sensitively to the ideas, thoughts and needs of others without dismissing or degrading them. Differences are acknowledged, and all members of the school are able to accept both praise and criticism,</p> <p><b><u>Responsibility</u></b></p> <p>Each person tries hard to complete tasks that have been accepted or assigned to the best of their ability. We are all accountable for our behaviour,</p> <p><b><u>Honesty</u></b></p> <p>Each person carries out his or her responsibilities carefully and honestly. Staff, parents and students share their ideas openly in a climate of trust,</p> <p><b><u>Persistence</u></b></p> <p>Each person is to approach tasks willingly and with determination to succeed. It does matter that a task is completed once it is begun.</p> |

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| <p>Environmental Context</p> | <p>Nar Nar Goon Primary School is situated in the south-eastern growth corridor in the rural town of Nar Nar Goon. It is five kilometres from Pakenham and surrounded by mostly farming activity. The school has been located on its present site for over seventy years and has in recent years undergone a major building program resulting in a total re-build of all administration and learning facilities.</p> <p>As of census day 2014 the school enrolments numbered 248 students. The school population is predominantly Australian born with less than 1% of students being from other cultures. Eight students are from an indigenous background but there are no students from Non-English speaking households. The school population has generally a low percentage of mobility and there are a few single parent families. The school has 4 children funded on the Program for Disabilities and Impairments, one of which is enrolled 0.6 EFT, with a further 2% of students with learning difficulties, who do not qualify for PSD funding but are working on ILPs and supported by Teacher Aids funded by the school.</p> <p>Nar Nar Goon Primary School's SFO (Student Family Occupation) is currently at 0.44.</p> <p>The current staff comprises of 22 personnel including 12 equivalent full time teaching staff: 1 Principal class officer, 1 Leading Teacher, 10 teachers and 5 Education Support Staff (both part time and full time equivalent). We have 5 part time teachers filling specialist roles.</p> <p>The school offers a Foundation-6 sequential learning program in either single or multi-group classroom organisation. As well, the school provides high quality specialist teaching in Art, Physical Education, and Reading Recovery.</p> |
| <p>Service Standards</p>     | <p>The school is committed to continuous improvement and promoting individualised learning within an open and positive learning environment where all staff assume collective responsibility for the learning, personal and social growth of every child.</p> <p>Nar Nar Goon Primary School guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</p> <p>The development of the students is viewed as a shared responsibility between home and school. Parents are encouraged to play an active role in their children's learning and to participate in school activities.</p>   |

**Strategic Direction**

|                           | <b>GOALS</b>   | <b>TARGETS</b>  | <b>KEY IMPROVEMENT STRATEGIES</b>   |
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| <p><b>Achievement</b></p> | <p>For all students to strive for excellence in order to reach their potential in all areas of the curriculum, particularly Literacy and Numeracy.</p> | <ul style="list-style-type: none"> <li>• Foundation to Year 6 AusVELS student achievement will demonstrate that 85% of students gain 1 years growth in the areas of Reading and Numeracy consistently over the Strategic Planning period.</li> <li>• Foundation to Year 6 student achievement data will demonstrate growth each year in the number of students working above the expected level in reading and number over the Strategic Planning period.</li> <li>• Grade 3 and 5 NAPLAN Reading and Number will indicate cohort bi-annual growth with the majority of students experiencing "Medium to High" growth, eliminating "Low" growth.</li> <li>• The DET Year 5/6 Attitudes to School Survey will show improvement in the areas of "learning confidence".</li> </ul> | <ul style="list-style-type: none"> <li>• Build teacher capacity to understand, read and use data to improve student outcomes and obtain optimal relative gain and growth in all students levels of achievement.</li> <li>• Develop staff leadership and foster a positive dynamic in the teaching teams.</li> <li>• Develop teacher capacity to deliver appropriate and consistent pedagogy and curriculum across the school.</li> <li>• Develop a culture of educational excellence within the school community – students, teachers, parents and the wider community.</li> <li>• Promotion of "excellence" and "personal best" by ensuring all students know themselves as learners and where they need to</li> </ul> |

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|                          |   | <ul style="list-style-type: none"> <li>The DET Parent Opinion Survey will demonstrate an increase in parent satisfaction in the area of "Learning Focus".</li> </ul>  | <p>progress, utilising strategies such as "I Can" statements, Learning Ladders and Open Learning Groupings.</p> <ul style="list-style-type: none"> <li>Regular reporting to parents via website, newsletters and Open Evenings to publicise the personalised learning approach and wide variety of programs that promote excellence and personal best across the school.</li> </ul>   |
| <p><b>Engagement</b></p> | <p>To equip the students with the necessary skills and attributes to become independent learners.</p> | <ul style="list-style-type: none"> <li>The DET Year 5/6 Attitudes to School Survey, in the areas of "stimulated learning", "learning confidence", "teacher empathy", "stimulated learning" and "teaching effectiveness" will demonstrate annual improvement</li> <li>The DET Parent Opinion Survey will demonstrate an increase in parent satisfaction in the area of "Parent Input"</li> <li>CASES21 data will show an annual decrease in the number of students absent each day.</li> </ul> | <ul style="list-style-type: none"> <li>Build teacher capacity to implement a more personalised approach to teaching and learning that challenges student expectations and ensures the learning is visible.</li> <li>Implement a consistent school wide approach to whole school planning and at a team level.</li> <li>Build teacher capacity to effectively incorporate ICT and a range of learning technologies seamlessly into all classroom programs.</li> <li>Reinforce and monitor processes around school attendance and raise expectations around families' attitudes to attendance.</li> </ul> |

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|                     |   |   | <ul style="list-style-type: none"> <li>To provide authentic opportunities for student voice within the school.</li> <li>Provide opportunities for students to make choices about the ways they learn and present their knowledge via the use of rubrics.</li> </ul>  |
| <b>Wellbeing</b>    | To ensure students are resilient, connected and responsible individuals.            | <ul style="list-style-type: none"> <li>GradeXpert data and/or student behaviour tracking tool will demonstrate a downward trend in the number of behavioural incidents occurring in classrooms and school yard.</li> <li>The DET Year 5/6 Attitudes to School Survey, in the areas of "classroom behaviour" and "student safety" will demonstrate annual improvements.</li> <li>The DET Parent Opinion Survey in the areas of "behaviour management", "classroom behaviour" and "student safety" will demonstrate annual improvements.</li> </ul> | <ul style="list-style-type: none"> <li>Develop a common understanding and shared commitment to the implementation of wellbeing programs and strategies that build resilience and independence in the school community ie: Medicare Local, "Play is the Way", Student Engagement Policies and Guidelines.</li> <li>To improve connectedness between individuals within the school community.</li> <li>Begin each year with a values program designed to set the tone of collaboration, inclusion and learning excellence across the school</li> <li>Provide learning goals for students using programs and strategies to be decided ( eg: GROW model?)</li> </ul> |
| <b>Productivity</b> | To effectively allocate and use resources (human, physical and financial) to attain | <ul style="list-style-type: none"> <li>The DET Staff Opinion Survey, in the area of "trust in colleagues" will demonstrate</li> </ul>   | <ul style="list-style-type: none"> <li>To allocate resources in line with the SSP and AIP.</li> </ul>  |

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|  | <p>the goals in Achievement, Engagement and Wellbeing.</p> | <p>annual improvement over the Strategic Planning Period.</p> <ul style="list-style-type: none"> <li>The DET Staff Opinion Survey, in the areas of "feedback" and "professional learning" will demonstrate annual improvement over the Strategic Planning Period.</li> <li>The annual confirmed School Global budget will show that funding priority has been given to enhancing student learning outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>To utilise the physical spaces to maximise student achievement and wellbeing.</li> <li>Enhance accountability practices that result in sustained improvement and foster personal and professional growth.</li> <li>To build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes.</li> <li>Continue to build the capacity of individual teachers in programs aligned with school goals</li> <li>Look critically at timetabling and specialisms to ensure maximum learning capacity is achievable for our students</li> </ul> |
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## School Strategic Plan 2015- 2019: Indicative Planner

| Key Improvement Strategies   | Actions | Achievement Milestone   |
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| <p><b><u>Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Build teacher capacity to understand, read and use data to improve student outcomes and obtain optimal relative gain and growth in all students levels of achievement.</li> <li>• Develop staff leadership and foster a positive dynamic in the teaching teams.</li> <li>• Develop teacher capacity to deliver appropriate and consistent pedagogy and curriculum across the school.</li> <li>• Develop a culture of educational excellence within the school community – students, teachers, parents and the wider community.</li> <li>• Promotion of “excellence” and “personal best” by ensuring all students know themselves as learners and where they need to progress, utilising strategies such as “I Can” statements, Learning Ladders and Open Learning Groupings.</li> <li>• Regular reporting to parents via website, newsletters and Open Evenings to publicise the personalised learning approach and wide variety of programs that promote excellence and personal</li> </ul> | Year 1  | <ul style="list-style-type: none"> <li>• GradeXpert used by all staff on a regular basis and data monitored and analysed in PLTs and by leadership.</li> <li>• Open Learning sessions timetabled and implemented weekly.</li> <li>• Peer Coaching used as a tool for teacher reflection and the pursuit of “best practice”.</li> <li>• Consistent whole school planning and curriculum documents drafted, edited and published.</li> <li>• Teachers planning documents and work programs demonstrate clear differentiation targeting students learning needs.</li> <li>• AusVELS data demonstrating 12 months growth in all grade levels.</li> </ul>  |
|  | Year 2  | <ul style="list-style-type: none"> <li>• Implement GradeXpert program.</li> <li>• Data analysis to become a regular agenda item in all PLT meetings.</li> <li>• Develop whole school curriculum and planning documents to ensure a consistent approach to teaching and learning across the school.</li> <li>• Refine and expand our implementation of Open Learning across the school using “I Can” statements in Numeracy.</li> <li>• Introduce “Peer Coaching” across the school with a focus on Literacy and Numeracy.</li> <li>• Expand the use of GradeXpert</li> <li>• PLT and leadership guide the interpretation of data on GradeXpert and plan for future learning.</li> <li>• Expand Open Learning to include Spelling.</li> <li>• Timetable Peer Coaching</li> </ul> |

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| <p>best across the school.</p>  |   |  | <ul style="list-style-type: none"> <li>▪ Aligned planning across F-2 and 3-6 to utilise the staffing and resources</li> <li>▪ As above</li> </ul>   |
| <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Build teacher capacity to implement a more personalised approach to teaching and learning that challenges student expectations and ensures the learning is visible.</li> <li>• Implement a consistent school wide approach to whole school planning and at a team level.</li> <li>• Build teacher capacity to effectively incorporate ICT and a range of learning technologies seamlessly into all classroom programs.</li> <li>• Reinforce and monitor processes around school attendance and raise expectations around families' attitudes to attendance.</li> <li>• To provide authentic opportunities for student voice within the school.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>▪ Consolidate use of GradeXpert</li> <li>▪ Revisit OL planning to incorporate further subjects and/or dimensions in Numeracy.</li> <li>▪ Critically assess Peer Coaching program and review needs of staff.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>▪ Revisit and critically assess success of all programs and implement strategies to ensure they are audited by all stakeholders</li> </ul> | <p>Year 1</p> <ul style="list-style-type: none"> <li>▪ PLT planning to focus on differentiated learning, catering for individual student needs.</li> <li>▪ Raise expectation that all staff incorporate ICT into all curriculum areas. Professional development to occur on a regular basis.</li> <li>▪ Embed the <u>Play is the Way</u> program across the school to improve students resilience and confidence.</li> <li>▪ Use of school newsletter/website/assembly addresses to raise expectations around families' attitudes to attendance.</li> <li>▪ Use of Attendance Graphic in student reports to alert parents of impact of continued absences.</li> <li>▪ Celebrate days of 100% attendance</li> </ul> | <ul style="list-style-type: none"> <li>▪ Year of Review – conduct Self Evaluation and commence planning new Strategic Plan.</li> <li>▪ All work programs reflect a more Personalised Approach to learning with clear differentiation catering for individual needs highly evident.</li> <li>▪ <u>Play is the Way</u> continues to have a high profile.</li> <li>▪ School Captains and Grade 6 leaders provided with role descriptions and their leadership profile is high.</li> <li>▪ ICT used routinely in all classrooms.</li> <li>▪ Accreditation in ESmart program.</li> <li>▪ Art and PE timetabled weekly with high levels of engagement.</li> <li>▪ Decreased absenteeism and late attendance across the school.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Provide opportunities for students to make choices about the ways they learn and present their knowledge via the use of rubrics.</li> </ul>   | <p>through website and newsletter</p> <ul style="list-style-type: none"> <li>Embed Play is the Way.</li> <li>Investigate new and innovative ways to incorporate ICT into classroom programs.</li> <li>Investigate use of ICT coaching to further develop teacher expertise.</li> <li>Continue to implement strategies as above and continually search for new and innovative methods of engaging students.</li> </ul>   | <ul style="list-style-type: none"> <li>Play is the Way is a part of everyday language and practice at NING.As</li> </ul>  |
| <p>Year 2</p>  | <ul style="list-style-type: none"> <li>Revisit and critically assess success of all programs and implement strategies to ensure they are audited by all stakeholders</li> </ul>   | <ul style="list-style-type: none"> <li>Year of Review – conduct Self Evaluation and commence planning new Strategic Plan.</li> </ul>  |
| <p>Year 3</p>  | <ul style="list-style-type: none"> <li>Monitoring of Student behaviour and incidents through GradeXpert and Welfare Coordinator.</li> </ul>   | <ul style="list-style-type: none"> <li>Fewer incidents of misbehaviour both in the yard and in the classrooms.</li> </ul>   |
| <p>Year 4</p>  | <ul style="list-style-type: none"> <li>Implement lunch time programs to provide students with alternative activities during breaks outside.</li> <li>Continue to work on accreditation in the Healthy Achievement Program.</li> <li>Promote the profile of the SRC.</li> <li>Commence year with a Values program designed to set the tone of collaboration, inclusion and learning excellence across the school</li> <li>Consolidate E Smart program</li> </ul> | <ul style="list-style-type: none"> <li>Accreditation in one area of the Healthy Achievement Program.</li> <li>Lunchtime programs timetabled and implemented each week.</li> <li>Values Program implemented at the commencement of the school year.</li> </ul> |
| <p>Year 1</p>  | <ul style="list-style-type: none"> <li>Consolidate E Smart program</li> <li>Continue to implement strategies as above.</li> </ul>   | <ul style="list-style-type: none"> <li>As above</li> </ul>  |
| <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>Develop a common understanding and shared commitment to the implementation of wellbeing programs and strategies that build resilience and independence in the school community ie: Medicare Local, "Play is the Way", Student Engagement Policies and Guidelines.</li> <li>To improve connectedness between individuals within the school community.</li> <li>Begin each year with a values program designed to set the tone of collaboration, inclusion and learning excellence across the school</li> </ul> <p>Provide learning goals for students using programs and</p> | <p>through website and newsletter</p> <ul style="list-style-type: none"> <li>Embed Play is the Way.</li> <li>Investigate new and innovative ways to incorporate ICT into classroom programs.</li> <li>Investigate use of ICT coaching to further develop teacher expertise.</li> <li>Continue to implement strategies as above and continually search for new and innovative methods of engaging students.</li> </ul>   | <p>Play is the Way is a part of everyday language and practice at NING.As</p>   |

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| <p>strategies to be decided ( eg: GROW model?)</p>   |               | <ul style="list-style-type: none"> <li>▪ Further Healthy Achievement units of work to become further accredited in the program.</li> <li>▪ E Smart program implementation.</li> <li>▪ Continue to implement strategies as above and continually search for new and innovative methods of ensuring the wellbeing of students.</li> <li>▪ Revisit and critically assess success of all programs and implement strategies to ensure they are audited by all stakeholders.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ As above</li> <li>▪ Year of Review – conduct Self Evaluation and commence planning new Strategic Plan.</li> </ul>   |
| <p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>• To allocate resources in line with the SSP and AIP.</li> <li>• To utilise the physical spaces to maximise student achievement and wellbeing.</li> <li>• Enhance accountability practices that result in sustained improvement and foster personal and professional growth.</li> <li>• To build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes.</li> <li>• Continue to build the capacity of individual teachers in programs aligned with school goals</li> <li>• Look critically at timetabling and specialists to ensure maximum learning capacity is achievable for our students</li> </ul> | <p>Year 1</p> | <ul style="list-style-type: none"> <li>▪ Enhance the Library Space and use of shared spaces between classrooms for optimal use.</li> <li>▪ Staff Performance Reviews to be rigorous and aligned to school goals.</li> <li>▪ Release Leading Teacher to facilitate Peer Coaching across the school.</li> <li>▪ Implement Gifted and Talented program to extend high achieving students and Reading Intervention programs for at risk students.</li> <li>▪ Staff Performance Reviews to be rigorous and aligned to school goals.</li> <li>▪ Staff Performance Reviews to be rigorous and aligned to school goals.</li> <li>▪ Staff Performance Reviews to be rigorous and aligned to school goals.</li> <li>▪ Revisit and critically assess success of</li> </ul> | <ul style="list-style-type: none"> <li>▪ Library and Shared Spaces in classrooms used effectively daily.</li> <li>▪ Peer Coaching used as an effective tool for reflection and improvement in teacher performance.</li> <li>▪ Reading Intervention programs in operation across the school.</li> <li>▪ High Achievers program implemented.</li> <li>▪ Aligned planning across the school to utilise staffing and resources.</li> <li>▪ As above</li> <li>▪ As above</li> <li>▪ Year of Review – conduct Self Evaluation and commence planning new Strategic Plan.</li> </ul> |
|  | <p>Year 3</p> |   |  |
|  | <p>Year 4</p> |   |  |
|  | <p>Year 2</p> |   |  |
|  | <p>Year 3</p> |   |  |
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|  |  | all programs and implement strategies to ensure they are audited by all stakeholders |  |
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