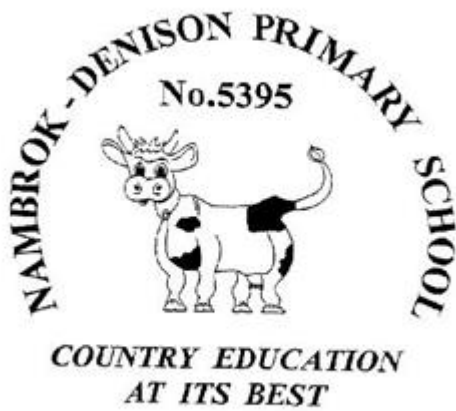


# School Strategic Plan 2020-2024

Nambrok Denison Primary School (5395)



Submitted for review by Craig Pauwels (School Principal) on 14 May, 2020 at 09:18 AM

Endorsed by Craig Felstead (Senior Education Improvement Leader) on 15 September, 2020 at 12:01 PM

Endorsed by Kara Wheeler (School Council President) on 14 October, 2020 at 05:01 PM

# School Strategic Plan - 2020-2024

Nambrok Denison Primary School (5395)

<b>School vision</b>	<p>Our Vision Empowered Learners at all levels - Students, Staff and School Community - Engaged in personalised learning and purposeful reflection. Together we are Curious, Confident, Collaborative and Creative 21st Century Learners.</p> <p>Our Mission We are a committed learning community, within a welcoming, caring and inclusive environment that promotes well-being, resilience and adaptability. Our work is characterised by a collaborative Professional Learning Community and Peer Observation, precise use of data, differentiation, clearly stated Learning Intentions and Success Criteria and Feedback. The provision of the highest quality, child-focused learning and teaching, within an economically viable organisation is the prime focus for our school.</p>
<b>School values</b>	<p>We Value:</p> <p>RESPECT ENJOYMENT ACHIEVEMENT, and LEARNING</p> <p>Keeping It R.E.A.L. at Nambrok Denison Primary School</p> <p>Nambrok Denison Primary School utilises the School Wide Positive Behaviour Systems (SWPBS) which utilise the school values to teach and reinforce correct behaviours in all areas of the school (and outside school events). Work has occurred to redevelop the school matrix which breaks down the different areas in the school and what the correct behaviours are for each area, relating back to the school values. These are utilised as continuous teaching tools, with regular whole school focuses also occurring.</p>
<b>Context challenges</b>	<p>Nambrok Denison Primary School is a rural school situated approximately 20 kilometres from Rosedale, Sale, Heyfield and Maffra, in an area which is predominantly dairy farming. Our current enrolment is 83 students working within 4 classrooms.</p> <p>Nambrok Denison Primary School has an outstanding reputation for providing excellence in education with a welcoming and</p>

	<p>inclusive community. Every child is encouraged to achieve their best, whilst developing an inquiring mindset to accompany a life long love of learning. Over the past 4 years, we have seen an increase in the number of EAL (English Additional Language) students being enrolled as more international families are being employed on the local farms. We currently have an EAL student enrolment level of just over 12%.</p> <p>Our school is well supported by the local community. We value strong partnerships between parents, students and staff. There is a good level of parent participation in School Council, Parents club, fundraising activities and supporting different classroom activities. Effective communication between school and home helps to support these positive partnerships.</p> <p>The school works in partnership with seven other rural schools as part of the Sale Rural Cluster to provide additional opportunities including, teacher professional development, student learning opportunities, student leadership development, school camps, sporting activities transition programs.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>Intent</b> The intent of Nambrok Denison Primary School is to deliver high quality education that promotes an inclusive and supportive environment to cater for the individual needs of each student. We aim to ensure that each student achieves academic gains at or above the expected achievement and continued social and emotional development.</p> <p><b>Rationale</b> With our core business being teaching and learning, it is important that the school is striving to deliver this at the highest level possible to maximise the ongoing individual development of each student.</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>- Develop high quality teaching strategies with a consistent approach across the school</li> <li>- Personalise student learning to maximise individual achievement</li> <li>- Maximise the learning growth of every student with a focus on extending students</li> <li>- Empower students to take greater responsibility and ownership of their learning</li> <li>- Improve student learning, engagement and school community learning partnerships</li> </ul>

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<b>Goal 1</b>	Maximise the learning growth of every student with a focus on extending students.
<b>Target 1.1</b>	By 2024 increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in Reading from 29% to 35%, in Writing from 29% to 35% and in Numeracy from the mean score of 24% (2017 to 2019) to 35%.
<b>Target 1.2</b>	By 2024 increase the percentage of students assessed at or above expected level in Victorian Curriculum Teacher Judgements in Reading from 72% to 90%, in Writing from 81% to 90% and in Number from 87% to 90%.
<b>Target 1.3</b>	By 2024 increase the percentage of students achieving in the top two NAPLAN bands for Year 3 Reading from the school mean of 38% to 55%, in Writing from the school mean 9% (2017 to 2019) to 25% and in Numeracy from the school mean 23% (2017 to 2019) to 30%.
<b>Target 1.4</b>	By 2024 increase the percentage of students achieving in the top two NAPLAN bands for Year 5 Reading from the school mean 24% (2017 to 2019) to 40%, in Writing from the school mean (2017 to 2019) 18% to 25% and in Numeracy from 16% (2017 to 2019) to 30%.
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Embed the agreed instructional model, integrating use of HITs, to enable consistent, high quality instruction in every classroom

<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Develop a professional learning plan that builds teacher capability to challenge and extend learning to meet each students' learning needs
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop and document a whole school plan for reflection on learning, goal setting and two-way feedback
<b>Key Improvement Strategy 1.d</b> Curriculum planning and assessment	Develop a writing framework to be implemented consistently across all year levels
<b>Goal 2</b>	Empower students to take greater responsibility and ownership of their learning
<b>Target 2.1</b>	Attitudes to Schooling Survey  By 2024 increase the percentage of positive responses in the factors: <ul style="list-style-type: none"> <li>• <i>student voice and agency</i> from the school mean 72% (2017 to 2019) to 90%.</li> <li>• <i>sense of confidence</i> from the school mean 80% (2017 to 2019) to 90%.</li> <li>• <i>effort</i> from the school mean 79% (2017 to 2019) to 90%.</li> </ul>
<b>Target 2.2</b>	Staff Opinion Survey  By 2024 increase the whole school component mean score in the climate module in the <i>collective efficacy</i> factor from 84% (2019) to 95%.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build staff capability to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning

<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop teacher and student capability to increase student agency using individual goal setting and two-way feedback
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Develop authentic and rich learning tasks that engage and encourage students to understand the value of effort (concentration, perseverance, deliberate practice) and to be resilient, reflective and resourceful
<b>Goal 3</b>	**Drafting note: please consider removing reference to the community partnerships in the goal - goals should be focused directly on student outcomes; community partnerships can be a KIS towards this  Improve student learning, engagement and school community learning partnerships
<b>Target 3.1</b>	AtoSS  By 2024 increase the percentage of positive responses in the Student Safety AtoSS factors of: <ul style="list-style-type: none"> <li>• Sense of connectedness from the school mean 77% (2017 to 2019) to 90%</li> <li>• Respect for diversity from 81% (2017 to 2019) to 90%</li> <li>• Sense of inclusion from 87% (2017 to 2019) to 95%.</li> </ul>
<b>Target 3.2</b>	Parent Opinion Survey  By 2024 increase the percentage of positive responses in the factor of <ul style="list-style-type: none"> <li>• Stimulating learning environment from 87% (2019) to 95%</li> <li>• Teacher communication from 86% to 92%.</li> </ul>
<b>Key Improvement Strategy 3.a</b>	Build school-parent/carer partnerships by communicating shared learning goals and expanding use of the school's Learning Management System

Building communities	
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Develop a whole school strategy for the teaching of social and emotional health that utilises programs that will improve student wellbeing and safety
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Provide rich curriculum learning experiences through the Sale rural school's cluster and other partnerships