

2295 Narracan Primary School Strategic Plan 2017-2020



Narracan P.S. 2295
Est. 1893

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Kevin Bradford 22.11.2016[name] [date][name] [date]
School Council: Carrie Clark 22.11.2016[name] [date][name] [date]
Delegate of the Secretary: Rob Juratowitch 22.11.2016[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To provide a caring and challenging learning environment that equips children with the necessary skills and knowledge to become valued members of the community and lifelong learners, in a supportive rural setting.</p>	<p>At Narracan Primary School our school community core values are:</p> <ul style="list-style-type: none"> - RESPECT - EMPATHY - PERSISTENCE and - LEARNING CONFIDENCE 	<p>Narracan Primary School is situated in the town of Narracan, which is in a rural environment in the Latrobe Valley near the town of Moe and approximately 140km east of Melbourne. The school provides primary education for years P – 6 students from the town of Narracan and several other surrounding towns. The school owns and operates a bus on a daily basis to transport students from and to those nearby towns.</p> <p>The school has spacious grounds and play areas with well-established trees, an oval and play areas. The school comprises two original historic school buildings which are well maintained and a purpose built Mod5 building that serves as a classroom and administration area. The school is also well equipped with teaching equipment and resources.</p> <p>Narracan Primary School has a current enrolment of 21 students. These comprise a mix of ethnic / cultural backgrounds. The socio-economic backgrounds of the schools families is categorised as low.</p> <p>The future enrolment numbers of 20+ students is unlikely to increase significantly as the local council has classified the surrounding land as rural, and so preventing any land subdivision for future building allotments.</p> <p>In 2016 the school staffing was approximately 2.7 including the principal who also is the year's 3-6 teacher; one other experienced teacher who takes the years prep-2 class; a part-time music teacher; two part-time education support staff and a part-time business manager. The staffing level will fluctuate slightly in line with student needs and as the number of enrolments change.</p> <p>The school offers a very broad curriculum including music, Italian language and an Art program with specialist teachers teaching these subjects across the school. In addition, the school has been a partner school with the Arts Centre Melbourne since 2013. This partnership provides students with access to performances, workshops and related programs, which is aimed at fostering creativity, curiosity and imagination amongst the students.</p> <p>In 2015 the school successfully applied to be included in the Primary Mathematics and Science Specialists Initiative and as a result the school has a funded maths and science teacher/coach for two and a half days a week in 2016-17.</p> <p>As part of the local primary school cluster, the school is also jointly developing an integrated curriculum based on Science, Technology, Engineering and Mathematics (STEM) which it intends to commence implementing in 2017.</p>	<p>The review panel discussed the schools performance and agreed that the school is performing solidly in many areas including student wellbeing; the provision of a diverse curriculum and student transitions. The panel recommended that the school should continue to consolidate in those areas.</p> <p>The panel acknowledged that the school has made sound progress on implementing the Victorian Framework for Improving Student Outcomes (FISO), and agreed that the school should continue to implement FISO as this would provide sound pre-conditions for continually improving performance.</p> <p>In particular the panel were of the view that the further implementation of FISO should focus on initiatives that support other areas to be targeted in the next strategic plan and recommended a focus on:</p> <ul style="list-style-type: none"> • Curriculum planning and assessment • Building practice excellence • Evaluating impact in learning • Networks with schools, services & agencies • Building Leadership. <p>The panel also discussed areas where the school could improve and recommended that over the next four years the school should focus on the following specific areas:</p> <ul style="list-style-type: none"> • Improve student learning outcomes in numeracy • Improve teacher practice related to assessment of and for learning • Strengthen each student's engagement in their learning. <p>The panel acknowledged the work the school, together with other local schools, had completed on a new Science, Technology, Engineering and Mathematics (STEM), based mathematics curriculum and were confident that when fully trialled and implemented this has the potential to make school wide improvements in numeracy outcomes.</p> <p>Concerning the area of teacher assessment, the panel recommended that the school should investigate options for assessment tools and processes that support the development of challenging learning goals for each student.</p> <p>In the area of improving each student's engagement in their learning the panel discussed the need to continue to build each student's confidence in their learning, together with establishing a culture of high expectations of achievement across the school community. The panel recommended that the school should seek to strengthen home / school relationships through the implementation of a process to jointly develop Individual Learning Goals for each student, commencing with numeracy.</p> <p>The panel also recommended that the school continue to work with the local primary school cluster to discuss ongoing issues and share strategies and practices for continual improvement.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve student learning outcomes in numeracy.	Excellence in teaching and learning Building Practice Excellence	Continue to work collaboratively with the STEM Cluster to develop a comprehensive mathematics curriculum.	As a minimum all students achieve one level of growth in numeracy over a 12 month period in the Victorian Curriculum and on demand testing (years 3 – 6).
<i>Theory of action:</i> <i>The panel's view was that a well sequenced mathematics curriculum that is comprehensively embedded across the school; evaluated for impact, and supported through further implementation of FISO will improve the teaching and learning of numeracy.</i> <i>The panel were also of the view that ensuring the new curriculum was well sequenced; incorporated the new Victorian Curriculum, and the Science, Technology, Engineering and Mathematics (STEM) activities that were to be developed by the local cluster could potentially improve student engagement.</i>		Focus on implementing FISO initiatives that support the above work including: - Curriculum planning and assessment - Network with schools, services and agencies	Students who are identified as more than 12 months behind the expected numeracy level will achieve more than 1 year's growth in a 12 month period.
		That the school plan the related 'Change Management' through capacity building for staff with a focus on the FISO initiatives of Strategic Resource Management and Building Leadership.	
To improve teacher practice related to assessment of student learning.	Excellence in teaching and learning Curriculum Planning and Assessment	Investigate assessment software options through the local network; other schools and the Department of Education (regional staff).	There will be stronger correlation between teacher judgements and external assessments
<i>Theory of action:</i> <i>The panel's view was that effective assessment practice would better track student growth and would more effectively guide the next stage of learning. The panel also were of the view that the use of collaboration with colleagues through the cluster would support effective moderation and allow broader discussion around effective teaching strategies where required.</i>		Effectively utilise the local cluster to moderate assessments and discuss teaching strategies.	Teachers will be able to use and provide evidence to demonstrate how assessment information is used to plan for teaching.
Strengthen engagement in learning by teachers, students and parents.	Community engagement in learning Parents and carers as partners	Use a model to introduce meaningful goal setting with students and parents that helps those groups to understand how to set achievable but challenging goals and the value of the process.	All students have collaboratively developed learning goals, commencing with numeracy, each semester. There will be an improvement in staff trust in parents and students in the staff survey from 60 to 80+.
<i>Theory of Action:</i> <i>That through a process of joint discussion between teachers, students and parents to develop and set meaningful learning goals, all stakeholders will better engage in the learning of each student and high expectations will be consistently set and supported.</i>			There will be improvement in the level of parent and student trust in teachers in the parent opinion survey in the category of Learning focus to 90+ and in the student attitude to school survey in the categories of: - learning confidence to 4+. - motivation to 4+. - teacher effectiveness to 4+.

