

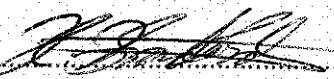

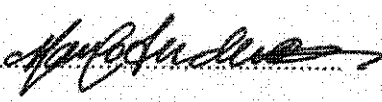
Narracan Primary School- 2295 School Strategic Plan for 2012-2015

Gippsland Region

Negotiated Review Reviewer – Mark Anderson

Critical Friend - Bruce Fulton

Narracan P.S. 2295 Est.1893

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name Kevin Bradford</p> <p>Date <u>17/09/2012</u></p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name Janine O'Brien</p> <p>Date <u>17/9/2012</u></p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed </p> <p>Name Mark Anderson</p> <p>Date <u>17/9/2012</u></p>

School Profile

Purpose	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.
Values	<p style="text-align: center;">At Narracan Primary our school community core values are:</p> <p style="text-align: center;">EMPATHY</p> <p style="text-align: center;">PERSISTENCE and</p> <p style="text-align: center;">LEARNING CONFIDENCE</p>
School Context	<p>Significant Demographic Features</p> <ul style="list-style-type: none">▪ The school has experienced a decline in enrolments. From 30 students in 2008 to the lowest enrolment of 22 in 2010. This decline is attributed to demographic changes in the local caused by a small and aging rural community with few local residents with school age children.▪ Student numbers are unlikely to increase significantly because the area surrounding the school is 'land locked' and classified as rural, by the Baw Baw Shire to prevent any land subdivision for future building allotments.

- In 2011 the school has worked with the community to establish a Playgroup which meets at the school.

Environmental

- Narracan Primary School is situated in a quiet, picturesque setting, 12km south of the city of Moe, which is in the Latrobe Valley. Established in 1893, Narracan Primary School enjoys a friendly, rural atmosphere and provides similar facilities to those offered by schools in larger centres. With two original historic school buildings, a music/art classroom and a purpose built classroom and administration Mod 5 building, we have the best of the 'old' and 'new' learning facilities.

Social

- The school is characterised by moderate to high disadvantage. In 2012 the SFO index is 0.7083. It peaked at 0.80 in 2006. This impacts on fundraising activities, parent help in classrooms and running high cost excursions and extra curricular activities.
- 72% of families within the school receive EMA
- The student population is culturally homogeneous with no students from a Non English Speaking Background (NESB) and a small Australian and Torres Strait Islanders (ATSI) cohort.
- In 2011, 76% of students come from neighbouring towns of Thorpdale, Trafalgar, Coalville, Moe and Newborough. Our school owned and operated bus provides transport for 17 of these students while 2 come by car. All 6 local students travel to school by car. No students ride bicycles or walk to school.

Educational

- Small class sizes
- Experienced, dedicated, caring staff
- Committed to effective literacy and numeracy teaching
- Students individual differences and needs catered for in a supportive environment
- Staff members have a commitment to excellence and to improving their professional knowledge and capacity and have embedded the Victorian Essential Learning Standards in curriculum development, assessment and reporting.
- We provide a range of cultural, academic, special needs and sporting activities, a music program, school concert, camping, values program, excursions, and community & safety awareness programs.
- We support our students with strong transition programs between our neighbouring secondary colleges and have a grade 3&4 and grade 5&6 shared camping program with Boolarra and Thorpdale Primary Schools.

Technological

A fibre optic and wireless network supports computer facilities in all classrooms which are equipped with electronic whiteboards, notebooks and filtered high speed internet. Technical support personnel maintain the network. The school supports purposeful, engaging and stimulating integrated curriculum through ICT and also uses digital media such as Mathletics to support learning.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Improve student learning outcomes in literacy and numeracy with particular focus on numeracy	<p>By 2015, all students deemed capable will achieve a learning growth of at least 1.0 over a 2 year period as measured by VELs</p> <p>Matched cohort growth on NAPLAN exceeds state growth</p>	Develop and consistently implement an agreed exemplary approach to teaching and learning.
Student Engagement and Wellbeing	Improve student engagement and wellbeing.	<p>By 2015, all students deemed capable will achieve the VELs target for personal learning</p> <p>Increasing trend in perception survey variables relating to engagement and connectedness.</p> <p>Decrease in number of days absent</p>	Focus on developing behaviours and dispositions that enable students to be successful learners.
Student Pathways and Transitions	Improve student transitions into, within and beyond the school.	<p>By 2015, embed strategies for sharing knowledge about students within and beyond the school.</p> <p>Maintain at least 6.1 on the 7 point scale for transition on the Parent Opinion Survey.</p>	Strengthen the strategies for sharing knowledge about students within and beyond the school.

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviors)
<p>Student Learning</p> <p>Develop and consistently implement an agreed exemplary approach to teaching and learning.</p>	Year 1	<ul style="list-style-type: none"> ▪ Use of formative assessment to inform planning and teaching ▪ Use a PLT methodology to focus on student work and explicit teaching strategies ▪ Link Inquiry and explicit teaching models 	<p>IMPLEMENT</p> <ul style="list-style-type: none"> ▪ Teachers will attend formative assessment professional development to improve their skills in using formative assessment to plan teaching and learning ▪ Teachers will implement school based assessment tasks to populate assessment records for planning and develop a bank of assessment tools ▪ The school will restructure and formalise PLT meetings to focus on numeracy and literacy professional development ▪ The weekly staff agenda will prioritise professional learning team meetings. ▪ PLT's will use the DEECD references found at http://www.education.vic.gov.au/proflearning/teacher/approaches.htm#2 and the work of the LV network to develop their skill set. ▪ Teachers will undertake professional learning on the E5 model to connect inquiry and explicit teaching ▪ The school mathematics curriculum will adopt the approaches based on DEECD <i>Characteristics of Effective Mathematics Teaching P-6</i>
	Year 2	<ul style="list-style-type: none"> ▪ Systems to track individual learning growth within the school ▪ Building teacher capacity around maths content and pedagogical content knowledge 	<p>DEEPEN</p> <ul style="list-style-type: none"> ▪ Teachers will use DEECD Report Software/ Quickvic to track learning growth. ▪ Teachers will use the bank of school developed assessment tools to inform assessment As, Of and For learning ▪ The school will build teacher capacity of math content and pedagogical content knowledge by undertaking professional learning with Di Siemon. ▪ Teachers will develop skills in conferencing

			<p>with students about their learning and develop explicit teaching strategies to improve it</p> <ul style="list-style-type: none"> ▪ The school will connect with Moe South Street PS as an exemplar in school maths teaching using the Di Siemon approach. ▪ The PLT will focus alternately on numeracy then literacy at weekly meetings ▪ Teachers will develop and share learning intentions for their students ▪ Teachers will engage all their students in reflection on what they are learning and what they need to do next ▪ Teachers will develop success criteria and sources of feedback to inform teaching
	Year 3	<ul style="list-style-type: none"> ▪ Whole school mathematics approaches based on DEECD Characteristics of Effective Mathematics Teaching P-6 http://www.eduweb.vic.gov.au/edulibrary/public/teach/learn/student/keycharnumeracyp6.pdf ▪ Develop/share learning intention success criteria resources & feedback 	<p>EMBED</p> <ul style="list-style-type: none"> ▪ The PLT will focus alternately on numeracy then literacy at weekly meetings ▪ Teachers will develop students skills to measure their own learning progress ▪ The school will embed teacher capacity of math content and pedagogical content knowledge
	Year 4	<ul style="list-style-type: none"> ▪ Ensure that the approaches to the implementation and assessment of mathematics are consistent and exemplary 	<p>REVIEW</p> <ul style="list-style-type: none"> ▪ The school will review alignment and effectiveness of actions of years 1 & 2 of the 2012-2015 strategic plan ▪ The school will act on above review and implement findings

<p>Student Engagement and Wellbeing</p> <p>Focus on developing behaviours and dispositions that enable students to be successful learners.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Develop, share and implement a suite of practices that will enable teachers to authentically engage students and increase student agency in their learning with a particular emphasis on linking inquiry based learning, higher order thinking and explicit teaching of key literacy/numeracy skills. ▪ Implement strategies for building student resilience independence, interdependence and learning confidence, less reliance on teacher direction more able to construct knowledge and collaborate with other learners. ▪ Implement KidsMatter framework to build alignment of vision, values and behaviours across the school community 	<p>IMPLEMENT</p> <ul style="list-style-type: none"> ▪ Staff to complete an individual online survey to provide a baseline snapshot across the four KidsMatter Components. ▪ Commence whole-staff Component 1 training. ▪ Teachers will use KidsMatter framework - component 1, 'A positive school community' by becoming: <ul style="list-style-type: none"> ▪ <i>A school community that promotes mental health and wellbeing that encourages</i> ▪ <i>Respectful relationships, belonging and inclusion</i> ▪ The school will implement strategies to ensure the prompt and consistent use of assessment information to inform planning and teaching ▪ Staff will again complete Component 1 survey. Compare this occasion with your baseline results to see how the planning, actions, and training have changed staff views about mental health and wellbeing in your school.
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	Year 2	<ul style="list-style-type: none"> ▪ Implement KidsMatter framework to build alignment of vision, values and behaviours across the school community 	<p>DEEPEN</p> <ul style="list-style-type: none"> ▪ The school will use KidsMatter framework - component 2, Social & emotional learning for students and provide: <ul style="list-style-type: none"> ▪ <i>Effective social and emotional learning (SEL) curriculum for all students</i> ▪ <i>Opportunities for students to practise and transfer their social and emotional skills</i> ▪ Teachers will share best practice in the use of assessment information to inform explicit teaching. ▪ Staff will again complete Component 2 survey. Compare this occasion with your baseline results to see how the planning, actions, and training have changed staff views about mental health and wellbeing in your school.
	Year 3	<ul style="list-style-type: none"> ▪ Implement KidsMatter framework to build alignment of vision, values and behaviours across the school community 	<p>EMBED</p> <ul style="list-style-type: none"> ▪ The school will use KidsMatter framework - component 3, Working with parents and carers by developing <ul style="list-style-type: none"> ▪ <i>Collaborative working relationships with parents and carers</i> ▪ <i>Support for parenting</i> ▪ <i>Parent and carer support networks.</i> ▪ Staff will again complete Component 3 survey. Compare this occasion with your baseline results to see how the planning, actions, and training have changed staff views about mental health and wellbeing in your school.
	Year 4	<ul style="list-style-type: none"> ▪ Implement KidsMatter framework to build alignment of vision, values and behaviours across the school community 	<p>REVIEW</p> <ul style="list-style-type: none"> ▪ The school will use KidsMatter framework - component 4, Understanding mental health difficulties and improving help-seeking by: <ul style="list-style-type: none"> ▪ <i>Responding to students experiencing mental health difficulties</i> ▪ <i>Continuing to rework the current</i>

			<p><i>assessment schedule to ensure it provides the most appropriate and useful information to inform planning and teaching.</i></p> <ul style="list-style-type: none"> ▪ Staff will again complete Component 4 survey. Compare this occasion with your baseline results to see how the planning, actions, and training have changed staff views about mental health and wellbeing in your school. ▪ The school will review alignment and effectiveness of actions of years 1 & 2 of the 2012-2015 strategic plan ▪ The school will act on the review and implement findings
<p>Student Pathways and Transitions</p> <p>Strengthen the strategies for sharing knowledge about students within and beyond the school</p>	Year 1	<ul style="list-style-type: none"> ▪ Implement a strategy to ensure the prompt and effective use of transition statements. 	<p>IMPLEMENT</p> <ul style="list-style-type: none"> ▪ The school will continue to strengthen K-P and 6/7 transition processes ▪ The school will continue to strengthen transition between units within the school. ▪ Teachers will review current processes for student transition into, through and out of the school ▪ Teachers will develop transition dialogue in Terms 4 and 1 between units within the school ▪ Teachers will liaise with the neighbouring secondary colleges and actively participate in their transition programs
	Year 2	<ul style="list-style-type: none"> ▪ Implement strategies to ensure the prompt and consistent use of assessment information to inform planning and teaching. 	<p>DEEPEN</p> <ul style="list-style-type: none"> ▪ Teachers will ensure transition at all points is consistent and utilises the full range of school based assessment strategies ▪ The school will implement Year 6 and Preschool transition programs between secondary schools and kindergartens
	Year 3	<ul style="list-style-type: none"> ▪ Continue to rework the current assessment schedule to ensure it provides the most appropriate and useful information to inform planning and teaching. 	<p>EMBED</p> <ul style="list-style-type: none"> ▪ The school will embed best practice processes for student transition into, through and out of the school ▪ Digital portfolios will be created, maintained and shared with feeder schools.

	Year 4	<ul style="list-style-type: none">▪ Ensure the strategies for sharing knowledge about students within and beyond the school are effective and exemplary	REVIEW <ul style="list-style-type: none">▪ The school will review alignment and effectiveness of actions of years 1 & 2 of the 2012-2015 strategic plan▪ The school will act on the review and implement findings
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