**School Strategic Plan 2018-2022**

Natimuk Primary School (1548)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

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| School vision | Mission Statement:  Natimuk Primary School strives to develop resilient, responsible and caring individuals, prepared for the demands of a world characterised by ongoing change.   Rationale:  Natimuk Primary School is committed to the safety and wellbeing of all children and young people. We provide a friendly and caring environment that promotes excellence in learning; encourages personal growth and wellbeing for all students; respects diversity and difference; provides support and professional motivation for staff; and involves and includes parents and the wider community.   Teaching and Learning: Natimuk Primary School is committed to continually improving teaching and learning programs to maximize children’s potential and develop a healthy self-esteem. We encourage ongoing learning and acknowledge the importance of ‘teaching how to learn’ by: • encouraging and supporting ongoing learning by students and staff • providing every individual student with challenges appropriate to their level of social, emotional and cognitive development, thus providing them with opportunities to experience success and growth • nurturing the development of mutual respect and a healthy self-esteem in each and every student |
| School values | Values and Skills:  Natimuk Primary School embeds our core values in our teaching and classroom practice. We nurture students’ personal development, through our ‘You Can Do It’ skills.   Our school/community values and skills are: Respect: Being tolerant of yourself and others  • Listen to peers and staff and be open to other people’s ideas and points-of-view • Refrain from making judgements based on differences • Talk in a confident voice - speak out if you or someone else is being treated unfairly Integrity: Doing the right thing even when no one is watching  • Play by the rules and be fair • Think about the impact of your actions on other people before you act • Be independent and true to your beliefs – even if classmates think it is silly or stupid Responsibility: Owning the consequences (results) of your actions • Be the person to rely on and trust  • Perform or complete tasks to your best ability, but don’t be afraid to ask for help • Accept yourself even when you make a mistake  Excellence: Striving to do your absolute best  • See your goal and find steps to reach it - Dream , plan it, do it • Give effort – the harder you try, the more successful you will be • Work Tough – persist with the things you don’t enjoy, find difficult or boring • Be positive even when things aren’t going your way – you can do it! |
| Context challenges | Natimuk is a rural township with a population of about 450, a little more than 320kms west of Melbourne and 25kms west of Horsham. The community of Natimuk is diverse and has been strongly influenced by its proximity to the famous landmark, Mt. Arapiles. Rock climbing and the Outdoor Adventure Industry are dominant and attract schools from all over Victoria for camping, climbing and leadership courses. Even with generations of farmers and professionals, the community has been labelled 'alternative' due to the artistic flavour and lifestyle it brings. The community’s expertise in the arts has been of great benefit to our school as ongoing partnerships have been formed.  Natimuk Primary School draws its students from the town and the surrounding farming district and is one of the last small schools west of Horsham. The school is regarded as the hub of the community and the parents and school community participate keenly in the continuing life of the school. Our Student Family Occupation Education ranking is 0.35. There are currently 28 students enrolled and we are fortunate to have specialist programs such as PE, Science, Library, Music, Japanese and Art. We have a strong focus on Student Health, Well Being and Safety and use Resilience, Rights and Respectful Relationships to support the You Can Do It Program, and use the Restorative Practice approach to behaviour management to strengthen positive staff, student and parent relationships.  We have multi-age classrooms, provide intervention and advancement in Literacy and Numeracy and offer Speech Therapy assistance. Extra curricula activities include swimming, athletic sports, sports events, camps, excursions, incursions, Book Week, charity fundraisers, Meals on Wheels, Nati Frinj festival, Agricultural Show and the end of year school concert to name a few. Senior students take on leadership roles by being on the Junior School Council, as School Captains and House Captains. Even though we are a small school, our Year 6s are well prepared for their secondary schooling and have all experienced success academically or in the sporting field. The schools workforce profile consists of: 1 principal class, 1 full time teacher, 0.8 classroom teacher, 2 Education Support officers and specialist teachers.  Our key challenges are to maintain our high expectations for students, keep students interested and motivated to learn and build students confidence and their sense of belonging. We will continue to participate in professional development that improves our teaching capabilities and understandings about how children learn. |
| Intent, rationale and focus | It is our intention to  have each student achieve a year of progress against the Victorian Curriculum standards or their Individual Learning Plans for Literacy (reading and writing) and Numeracy have students in years 2, 4 and 6 at or above expected levels in Science and digital Technologies  improve Student Voice and Agency and build teacher capacity and capabilities  It is important for our school to maintain the high standards we have set for our students and make it possible for all students to achieve and experience success. As all staff undertook Professional Learning for a whole school approach to writing in 2017 with Cengage Learning we wish to continue to build on our explicit teaching of writing. Staff also undertook Professional Learning in CAFE reading to develop a whole school approach to reading and to promote excellence and consistency of practice across all year levels. It was evident that digital technologies could play a more prominent role in student learning and our final observation was that the role of students as agents in their learning could be expanded upon.  Over the four years we will prioritise to develop evidence-based procedures to monitor the effectiveness of our whole school curriculum delivery. This will include ensuring there is a scope and sequence in place for all subject areas which could include learning intentions and success criteria. That an assessment schedule is in place and time is allocated to looking at the data so as to make effective teaching and learning decisions. That the High Impact Teaching Strategies are utilised to build teacher capacity for improved learning outcomes and that student Voice and Agency is more visible and authentic for students by way of setting learning goals, having learning partnerships with staff and for the students to have input into their learning. |

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| Goal 1 | To improve literacy outcomes for all students |
| Target 1.1 | By 2022, each year F - 6 student to make at least one year of progress each school year against the Victorian Curriculum in Literacy - reading and writing and Numeracy, or, meet the goals set out on their Individual Learning Plan. |
| Target 1.2 | By 2022, maintain the number of students in the middle and top two bands in NAPLAN Reading and Writing from Year 3 to Year 5 (matched cohort). |
| Key Improvement Strategy 1.a Building practice excellence | Consolidate capacity of teachers to consistently deliver the school’s instruction model, high impact teaching strategies |
| Key Improvement Strategy 1.b Evaluating impact on learning | Develop evidence-based procedures to monitor and evaluate the effectiveness of whole school curriculum delivery. |
| Goal 2 | To maximise student performance across all curriculum areas, with a focus on STEM. |
| Target 2.1 | By 2022, to improve the following factors in the Attitudes to School Survey -  Motivation and Interest from 71% (2018) to 80%  (2022) and  Stimulated Learning from 68% (2018) to 80% (2022) |
| Target 2.2 | By 2022, all students in Years 2, 4 and 6 will be at or above expected levels in Science and Digital Technologies against the Victorian Curriculum, or meet the goals in their Individual Learning Plans. |
| Target 2.3 | By 2022, maintain the number of students in the middle and top two bands in NAPLAN Numeracy from Year 3 to Year 5 (matched cohort). |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop and implement a curriculum plan and assessment framework to inform student learning. |
| Key Improvement Strategy 2.b Building practice excellence | Build teacher capacity to promote effective data/assessment literacy practices that enables teachers to analyse student data in order to inform effective teaching and student learning. |
| Goal 3 | To improve student engagement in their learning |
| Target 3.1 | By 2022, to reduce the percentage of students with 20 or more days absent  (23% - 2018) (25% - 2016 - 2018)   (Panorama Report) |
| Target 3.2 | By 2022, improve the Student Voice and Agency factor (under the Social Engagement Domain) from 73% (2018) to 85% (2022).  (Panorama Report) |
| Target 3.3 | By 2022, improve the Academic Emphasis factor in the School Staff Survey from 79% (2018) to 85% (2022) and maintain the Collective Efficacy factor in the School Staff Survey above 90% (92% - 2018)   (Panorama Report) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in student learning. |
| Key Improvement Strategy 3.b Building practice excellence | Build teacher capacity in order to promote and amplify student voice and agency in student learning. |