

School Strategic Plan 2018-2022

Natte Yallock Primary School (1347)



Submitted for review by Darryl Kennedy (School Principal) on 28 November, 2018 at 04:24 PM

Endorsed by Paul Nolan (Senior Education Improvement Leader) on 06 December, 2018 at 04:54 PM

Endorsed by Kylie Mortlock (School Council President) on 14 December, 2018 at 03:32 PM

School Strategic Plan - 2018-2022

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School vision	Natte Yallock Primary School's vision is to empower students to reach their personal best.
School values	<p>Natte Yallock Primary School's values are Respect, Kindness and Excellence</p> <p>We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We model and demonstrate kindness, and take every opportunity to help others that may be in need.</p> <p>We strive for excellence, which means trying our hardest and doing our best.</p>
Context challenges	<p>Our school continues to maintain small enrolments. There will be no students in grade five or six in 2019 and we don't expect there to be any boys in the school at all.</p> <p>This small enrolment means that the principal position will not be advertised as an ongoing position which is likely to cause staff uncertainty within the school which can be unsettling.</p> <p>Lack of senior students means that our middle school students miss out on the leadership and peer mentoring that these students can bring to a school. Students working above expected levels miss out on the opportunity to work with students of similar ability.</p> <p>Developing and maintaining social relationships between students.</p>
Intent, rationale and focus	<p>Intent- To improve learning outcomes and social engagement through cluster collaboration.</p> <p>Rationale - Working collaboratively makes efficient use of our time and expertise. Staff with specific skills and expertise are able to lead development of curriculum and program planning. Improved planning in numeracy will ensure that it keeps pace with work done in literacy over past years. Updated MOU will ensure that all schools within the cluster are working towards the same outcomes.</p> <p>Programs that improve social engagement for students are especially important as most cluster schools face decreasing and small enrolments. Cluster based professional development means that all staff have a sense of belonging to a larger unit than their individual small schools and all work together to improve student outcomes for all cluster students.</p> <p>Focus - Building practice excellence, curriculum planning and assessment, setting expectations and promoting inclusion.</p> <p>Intent - To improve learning growth and outcomes in literacy and numeracy</p> <p>Rationale - We need to ensure that all students capable are able to maximise their literacy and numeracy development. Whilst much work has been done in the past to ensure that all students make at least one year's growth some students are not working at expected levels therefore we have some unfinished business in this area.</p>

Focus - Building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies.

Intent - To strengthen engagement and wellbeing of all students.

Rationale - Student learning is largely dependent on their engagement in the learning process. STEAM cluster days to be a significant tool in providing student access to areas of specialist teaching. Students can also have voice in making decisions about their learning through learning plans and deciding on units of learning.

Focus - Curriculum planning and assessment, setting expectations and promoting inclusion, intellectual engagement and self awareness.

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Goal 1	To improve learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU.
Target 1.1	Individual learning plans are in place for each student and are monitored regularly.
Target 1.2	A completed and operationalised MoU is revised annually.
Target 1.3	Cluster-based professional learning model is developed and implemented annually.
Target 1.4	Cluster activities are organised each year to build student social and emotional skills.
Key Improvement Strategy 1.a Building practice excellence	Refine and collectively evaluate the Cluster MoU to ensure all schools in the Cluster are supported and contribute to school improvement
Key Improvement Strategy 1.b Curriculum planning and assessment	Collaborate as a Cluster to embed best practice in literacy and numeracy, curriculum and assessment practices, including agreed data tracking mechanisms across each cluster school
Key Improvement Strategy 1.c	Plan for building social engagement for students through shared Cluster activities.

Setting expectations and promoting inclusion	
Goal 2	To improve learning growth and outcomes in literacy and numeracy
Target 2.1	To achieve one year's growth or better annually in English and Maths as measured by Victorian Curriculum teacher judgements for each student
Target 2.2	To achieve 75% in medium and high gain growth in literacy and numeracy as measured by NAPLAN in reading, writing and numeracy in each year
Target 2.3	To achieve annually stanine 5 or above in reading and maths as measured by Progressive Achievement Tests in each year level (to be finalised).
Key Improvement Strategy 2.a Building practice excellence	Develop scope and sequence, and planning documents in numeracy, that promote high quality teaching and learning
Key Improvement Strategy 2.b Curriculum planning and assessment	Continue to implement literacy scope and sequence, and planning documents in literacy, that promote high quality teaching and learning, supported by the network priority
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity to embed high impact teaching strategies in their practice
Key Improvement Strategy 2.d Building practice excellence	Identify and implement processes and protocols for teacher observation and feedback to build teacher knowledge and skill

Goal 3	To strengthen engagement and wellbeing of all students
Target 3.1	To increase the overall endorsement of students' connectedness in the ATOS
Target 3.2	To increase the overall percent endorsement of the School Climate Module
Target 3.3	To increase the percentage of positive responses in general parent satisfaction
Target 3.4	To progressively reduce the percentage of students with 20 or more absences (to be finalised).
Key Improvement Strategy 3.a Curriculum planning and assessment	Review current Cluster initiative, Full STEAM Ahead, to inform future direction for student learning, as referenced by the Curriculum
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build a common understanding of student voice, agency and leadership for staff, students and parents in order to strengthen engagement and wellbeing
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Formalise individual learning plans that empower students to take responsibility for their own learning.

