

School Strategic Plan for Newmerella Primary School 2930 South East Victoria Region 2015 - 2018



NEWMERELLA
Primary School
CUTTING PATHWAYS TO SUCCESS

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name – Stephen Mathers</p> <p>Date – 17th March 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name – Helen Nixon</p> <p>Date – 17th March 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p style="text-align: center;">“Pathways to Success”</p> <p>To inspire children to achieve to their full potential and make a positive contribution to the local and global community through:</p> <ul style="list-style-type: none"> • Positive, respectful relationships between students, staff, parents and the wider community • A culture of performance development, focused on effort and continuous improvement • A welcoming, caring, stimulating and happy learning environment that fosters high standards of achievement and behaviour to be curious, independent, collaborative, persistent, adaptive and resilient life-long learners. • A challenging and engaging curriculum appropriate to the needs and interests of all students • Highly effective and purposeful teaching and learning that explicitly caters for all individual needs and thinking • A commitment by all in our school community to the values of Caring, Honesty, Excellence and Learning
<p>Values</p>	<p>Caring We keep ourselves fit, healthy and safe We care about the feelings, health and safety of others We care for our own and other’s property We encourage and support others through our teamwork and collaboration We care for the environment We seek help when required</p> <p>Honesty We communicate truthfully and openly We learn from and are open about our mistakes We listen carefully with an open mind We take responsibility for our behaviours and actions We treat people fairly and with respect</p> <p>Excellence We always persist and give our best efforts We set high goals and standards, encouraging challenge and feedback on our performance We compliment and celebrate success and achievement</p> <p>Learning We think about, review and take responsibility for our learning We respect other people’s beliefs, cultures and differences We seek to understand how we learn best We strive to challenge ourselves and others to be curious, independent, persistent, collaborative, adaptive and resilient life-long learners.</p>

Environmental Context

Social – Community and Demographics

- Newmerella Primary School is a small rural school located 50m on the southern side of the Princes Highway 3km west of Orbost and 50km east of Lakes Entrance.
- Enrolments have shown an upward trend increasing from 55 students in 2008 to currently 86 in 2015.
- District is in economic decline with declining birth rates and enrolments at all other schools in Far East Gippsland
- 21% of the current enrolments have transferred into our school from other schools.
- Approximately 43% of our students travel to school by bus along three bus routes. Approximately 43% are driven to our school from in and around Orbost. The remaining 14% students live in and around Newmerella.
- There are 42 female and 44 male students
- There are 8 Koorie students
- SFO density is trending upwards from 0.51 in 2011 to currently 0.56 in 2015
- 3 children are PSD funded
- The school is structured into 4 classroom groups with 4 classroom teachers, specialist teachers for Music, Science, Mandarin and Health, Sport and Physical Education. School Principal, 3 teacher aides, and 1 office manager

Educational

- Consolidation of AUSVELS curriculum
- School is a member and works closely with the East Gippsland Schools' Network and the Far East Gippsland Learning Alliance (FEGLA) for performance development and resourcing
- Performance Development is focussed on building teacher capacity around
 - Elements of Effective Teaching Framework (East Gippsland Schools' Network)
 - Highly Effective Learning Procedures (HELPS) (John Munro)
 - Powerful Learning (Wayne Craig and James Nottingham)
 - Writing improvement strategies (Dale Gordon and VCOP)
 - Numeracy improvement strategies (Michael Askew and Michael Ymer)

Technological

- Electronic whiteboards in all classrooms, library and resource room
- Classrooms equipped with a combination of touch screen and netbook computers at a rate of 1:1
- Introduction of 1:1 Netbook computer program

Environmental

- Four classrooms with adjoining teacher office/withdrawal area and open learning area
- School library and multipurpose learning area
- 0-5yrs resource room
- School hall
- Art shed, a sports and camping equipment shed and a gardening/ tool-shed
- One school oval, synthetic grass courts and 3 adventure playgrounds
- One vegetable garden, sweetcorn crop, chook pen and rabbit pen
- Bike shed
- Native vegetation plantation

<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • Newmerella P.S will foster close links with parents and the broader school community through its commitment to open and regular communications. • Newmerella P.S will commit to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • Newmerella P.S guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • Newmerella P.S will provide a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • Newmerella P.S will respond to all communication by parents and caregivers within 24 hours. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of our school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve literacy and numeracy with a key focus on writing.	<p>All students to show equivalent to 12 months growth in data for all areas as measured by school assessment schedule measures.</p> <p>Growth in the NAPLAN mean scores for school to be above the State mean scores in all areas from Year 3 to 5 comparison data</p> <p>Relative growth for NAPLAN student data to show medium to high growth from Year 3 to 5 for all areas.</p>	<ol style="list-style-type: none"> 1. Build teacher capacity and expertise through collaborative learning approaches, especially in regards to moderated assessment of writing. 2. Investigate options to adopt writing programs to assist in developing teacher capacity in writing and to further develop a whole school writing program. 3. Investigate effective approaches to develop an effective school-wide approach to teaching numeracy.
Engagement	To improve student motivation and develop highly motivated and engaged students who are excited about learning.	For the Student Attitudes to School Survey, increase and sustain student motivation and classroom behaviour measures into the 50 th percentile over the next 4 years.	<ol style="list-style-type: none"> 1. Review and further develop and broaden the provision student leadership and decision making opportunities. 2. Plan for more customised learning with higher levels of student responsibility for learning and enhanced feedback to students.

			<ol style="list-style-type: none"> 3. Maintain current processes for transitioning into the school, and investigate a more staged transition process out of the school that occurs across the final year of schooling, and to develop closer relationships with Orbst Secondary College to increase teacher collaboration.
Wellbeing	To build the personal and social capabilities of all students for them to be confident, persistent, independent, adaptive and resilient learners who are optimistic about their future.	To improve parent perceptions of student safety and classroom behaviour where Parent Opinion Survey measures are increased and maintained into the 50 th percentile over the next 4 years.	<ol style="list-style-type: none"> 1. Identify and target student personal and social capabilities along with goals and improvement strategies. 2. Improve student safety, wellbeing and relationships by strengthening whole-school approaches to student behaviour, transitions, relationships and communications with parents. 3. To improve parent perceptions of classroom behaviour and to ensure that the transition of students with behavioural issues into the school has minimal impact on student learning.
Productivity	To work within budget to optimize resourcing to ensure high quality learning and provide the best possible opportunities and outcomes for all students.	<p>To establish and maintain a positive shared whole school community and FEGLA culture</p> <p>To maintain and further develop school connects with business, agencies and wider community.</p>	<ol style="list-style-type: none"> 1. Develop a collective learning community and build staff capacity. 2. Extend student academic pathways and social learning opportunities 3. Align systems and procedures with FEGLA to maximise economies of scale.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <ol style="list-style-type: none"> 1. Build teacher capacity and expertise through collaborative learning approaches, especially in regards to moderated assessment of writing. 2. Investigate options to adopt writing programs to assist in developing teacher capacity in writing and develop whole school writing program. 3. Investigate effective approaches to develop an effective school-wide approach to teaching numeracy. 	Year 1	<ul style="list-style-type: none"> Investigate and provide professional reading and learning focussed on essential learning capabilities for staff to build collective knowledge Continue to revisit and refine Munro Highly Effective Learning Procedures Continue with Effective Teaching and Powerful Learning focus for professional learning to build teacher capacity. Develop connect with Yinnar PS for modelling and guidance of improved approach to numeracy teaching Investigate more effective approaches to early year's numeracy assessment Investigate Big Write, VCOP and other writing strategies. Further develop Performance and Development culture through scheduling and agreed processes for classroom visits, feedback and reflection focussed on translating teaching and learning model into practice.. Identify, through on-demand testing, high achieving students in numeracy and investigate ways to extend their learning through collaborative learning across the FEGLA. Establish term PL meeting schedule with focus on building teacher capacity Adopt FEGLA aligned student tracking tool 	<ul style="list-style-type: none"> Professional reading and learning undertaken, evidenced by meeting dates and minutes. Collective knowledge of staff improved, evidenced by teaching practices, observation and feedback and coaching recorded notes and videos. Improved student outcomes, evidenced by assessment data Teaching and learning models documented, clearly displayed and articulated to school community. Individual student learning plans developed for at risk and highly able students. Professional learning meeting schedule in place with agendas and minutes recorded FEGLA aligned, school assessment schedule developed. School and FEGLA student tracking tool in place Student assessment data aggregated across FEGLA with detailed analysis to inform student learning and professional learning.

		<ul style="list-style-type: none"> Aggregate student achievement data across FEGLA to inform planning for student and professional learning 	
	Year 2	<ul style="list-style-type: none"> Professional learning collegiate groups to conduct an In depth analysis of aggregated student data Analysis used to inform, prioritise and plan student learning and staff professional learning Review and make any necessary improvements to assessment schedule Review effectiveness of student tracking tool Development of school and FEGLA staff professional learning plan and schedule. Ensure staff Performance and Development Plans are aligned with school and FEGLA plans Review effectiveness of professional learning and make recommendations for next year 	<ul style="list-style-type: none"> Professional learning collegiate groups embedded
	Year 3	<ul style="list-style-type: none"> Continue to explore opportunities and review and modify strategies and processes to build teacher capacity to support improved student outcomes through essential learning capabilities focus. 	<ul style="list-style-type: none"> Observation, feedback and coaching processes embedded
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of all strategies, processes and programs in preparation for next school review and strategic plan 	<ul style="list-style-type: none"> Reviews and analysis taken place and documented with improvement recommendations.
<p>Engagement</p> <ol style="list-style-type: none"> Review and further develop and broaden the provision student leadership and decision making opportunities. Plan for more customised learning with 	Year 1	<ul style="list-style-type: none"> Review current student leadership opportunities and practices Explore options to further develop student leadership opportunities Review school purpose and values with whole school community Introduce regular 1:1 student conferencing based on school values to set learning goals, develop strategies 	<ul style="list-style-type: none"> Review of student leadership taken place with student leadership opportunities enhanced. Junior School Council meeting regularly and leading programs Review of school purpose and values taken place along with 1:1 student conferencing based on values. Optimal use of ICT taking place

<p>higher levels of student responsibility for learning and enhanced feedback to students.</p> <p>3. Maintain current processes for transitioning into the school, and investigate a more staged transition process out of the school that occurs across the final year of schooling, and to develop closer relationships with Orbost Secondary College to increase teacher collaboration.</p>	Year 1	<p>and reflect on progress.</p> <ul style="list-style-type: none"> ▪ Optimize use of ICT as a tool to provide more stimulating learning activities to improve student motivation ▪ Optimize use of ICT to enhance student collaborative learning ▪ Reintroduce 1:1 netbook program where students are issued netbook for take-home use for school year by Year 5 and 6 students. ▪ Provide more opportunity for students to have greater choice with decision making and responsibility for their learning ▪ Implement greater use of learning and assessment rubrics by teachers and students to give students greater decision making and responsibility with their learning ▪ Continue with Powerful Learning as a focus for staff development to improve student motivation and engagement. ▪ Continue to maintain and enhance camps and excursions programs with inclusion of other FEGLA schools. ▪ Continue to provide instrumental music, drama, sports, camps and excursions, arts and special activities programs that enhance student motivation and engagement. ▪ Review and investigate options to enhance student transitions. 	<p>evidenced by collaborative student learning projects across FEGLA</p> <ul style="list-style-type: none"> ▪ Most Year 5 and 6 students ritually taking home and bringing netbooks to school each day and effectively using netbook at home to support their learning ▪ Rubrics being used widely throughout the school routinely with increased student choice and decision making in regards to their learning. ▪ Student tracking tool implemented with student engagement and wellbeing data aligned with achievement data. ▪ Enhanced student transition processes in place with greater collaboration between Year 6 teacher and Orbost Secondary College teachers ▪ Joint FEGLA camps and excursions program implemented with common collaborative learning projects having taken place.
	Year 2	<ul style="list-style-type: none"> ▪ Review effective use of Rubrics by staff and students and provide support as required to embed practice ▪ Conduct an in-depth analysis of survey and achievement data to assess effectiveness of processes, programs and strategies. 	<ul style="list-style-type: none"> ▪ Reviews of all student engagement improvement strategies and data taken place ▪ Data indicating improvement trend and targets being achieved

	Year 3	<ul style="list-style-type: none"> Continue to implement, embed and review improvement actions above 	<ul style="list-style-type: none"> Reviews of all student engagement improvement strategies and data taken place Data indicating improvement trend and targets being achieved
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of all strategies, processes and programs in preparation for next school review 	<ul style="list-style-type: none"> Reviews and analysis taken place and documented with improvement recommendations.
<p>Wellbeing</p> <ol style="list-style-type: none"> Identify and target student personal and social capabilities along with goals and improvement strategies. Improve student safety, wellbeing and relationships by strengthening whole-school approaches to student behaviour, transitions, relationships and communications with parents. To improve parent perceptions of classroom behaviour and to ensure that the transition of students with behavioural issues into the school has minimal impact on student learning. 	Year 1	<ul style="list-style-type: none"> Formalise enrolment procedures for high-risk students with behavioural or developmental issues transitioning into the school. Greater identification of high risk students with immediate identification of their needs and individual transition processes into the classroom. Explore provision of enhanced online communications with parents. To implement 'Clubs' program to provide more hands on, vocational and recreational experiences for children Continue Positive Behaviours and weekly awards program Continue vegetable growing, chooks and rabbits to enhance student wellbeing, motivation and engagement. Continue to connect with Orbest Secondary College for instrumental music 	<ul style="list-style-type: none"> Enrolment procedures formalised to identify and cater for special needs of at-risk students sooner. Enhanced online communication processes to parents in place and working effectively. Clubs program implemented and providing a variety of student choice with hands on vocational and recreational activities. Established effective programs being continued, reviewed and enhanced
	Year 2	<ul style="list-style-type: none"> Continue with and to review the above Ensure to optimize the use of student services to provide the best possible support for student wellbeing 	<ul style="list-style-type: none"> Reviews of all student wellbeing improvement strategies and data taken place Data indicating improvement trend and targets being achieved
	Year 3	<ul style="list-style-type: none"> Review and assess the effectiveness of all programs, strategies and processes and modify as required 	<ul style="list-style-type: none"> Reviews of all student wellbeing improvement strategies and data taken place Data indicating improvement trend and targets being achieved

	Year 4	<ul style="list-style-type: none"> ▪ Review the effectiveness of all strategies, processes and programs in preparation for next school review 	<ul style="list-style-type: none"> ▪ Reviews of all student wellbeing improvement strategies and data taken place ▪ Data indicating improvement trend and targets being achieved.
<p>Productivity</p> <ol style="list-style-type: none"> 1. Develop a collective learning community and build staff capacity . 2. Extend student academic pathways and social learning opportunities. 3. Align systems and procedures with FEGLA to maximise economies of scale. 	Year 1	<ul style="list-style-type: none"> ▪ Explore and implement options for parents to be more actively involved in children’s learning such as classroom assistance, Clubs program, learning information and demonstration sessions, sports, drama, gardening and music activities. ▪ Continue connects with Dolphin Operations for sweet corn growing program ▪ Continue and further develop connects with Orbost Op-shop, Santos, Mekkens, Pelz , Burns Betta and other local business and community members to provide resourcing support. ▪ Continue successful fundraising activities such as Orbost Show and election day stalls, Art Show and auction, sweetcorn project and wood raffles ▪ Recruit personnel to resource implementation of ‘Clubs’ program to provide more hands on, vocational and recreational experiences for children ▪ Maintain current staffing stability and expertise including shared arrangement for delivery of Madarin language program ▪ Continuation of effective established programs such as parent grounds roster ▪ Lobby to change to one FEGLA sports district to improve efficiencies and effectiveness of sports programs. 	<ul style="list-style-type: none"> ▪ Budget surplus maintained ▪ Consultative and agree processes taken place with agreed professional learning focus in place ▪ Greater active involvement by families in children’s learning to improve efficiencies and student outcomes evidenced by presence as classroom helpers and attendance at student learning demonstrations. ▪ Effective established programs that enhance productivity maintained and further enhanced. ▪ Connects maintained with local business, agencies and wider school community. ▪ Personnel recruited and Clubs program successfully implemented with students experiencing hands on vocational and recreational activities. ▪ Staffing stability and expertise maintained including implementation of Madarin language program. ▪ One sports district formed and efficiencies improved in delivery of sports programs.

	Year 2	<ul style="list-style-type: none"> ▪ An agreed focus on collective professional learning ▪ Provision of opportunities for wider community to be actively encouraged and involved in children's learning ▪ Development of shared models of Effective Teaching and Student Wellbeing. ▪ Sharing staff and community expertise ▪ Explore and implement options for FEGLA common approach to staff performance development ▪ Ensure a collective approach is used for recruitment/staffing and resourcing ▪ Continue to optimise use of Polycom and ICT to overcome isolation ▪ Ensure a common approach with FEGLA for student wellbeing ▪ Continue to explore and offer swapping of staff expertise between schools 	<ul style="list-style-type: none"> ▪ Reviews of all productivity improvement strategies and data taken place ▪ Data indicating improvement trend and targets being achieved.
	Year 3	<ul style="list-style-type: none"> ▪ Continuation of implementation of above improvement actions until successfully implemented 	<ul style="list-style-type: none"> ▪ Reviews of all productivity improvement strategies and data taken place ▪ Data indicating improvement trend and targets being achieved.
	Year 4	<ul style="list-style-type: none"> ▪ Review the effectiveness of all strategies, processes and programs in preparation for next school review 	<ul style="list-style-type: none"> ▪ Reviews of all productivity improvement strategies and data taken place ▪ Data indicating improvement trend and targets being achieved.