

# School Strategic Plan 2022-2026

Nar Nar Goon Primary School (2248)



Submitted for review by Jacqueline Cutler (School Principal) on 11 August, 2022 at 04:02 PM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>Our school's vision is for Nar Nar Goon Primary School to be a place of academic excellence which produces high achieving students who possess the necessary tools for continual growth and development. We aim to equip our students with the knowledge, skills, attitudes and values for success, both in our environment and continually in their lives. We aim to provide opportunities for all students to become hard-working and have goals and aspirations to improve the world. Nar Nar Goon Primary School aspires to provide high quality teachers who are motivated to constantly offer best-practice strategies, and a willingness to learn and collaborate with each other to ensure success for all their students. Our vision strives to include each vital member of our school community in creating and implementing all that is needed to ensure our school is a vibrant and inclusive place of learning. We value excellence, honesty, respect, responsibility and persistence.</p>
<b>School values</b>	<p><b>Excellence</b> All members of our school community are encouraged and supported to have the highest of expectations in themselves and to consistently strive for their personal best.</p> <p><b>Respect</b> All members of our school community value integrity and a strong strength of character. We respond sensitively to the ideas, thoughts and needs of other people and their cultures. Differences are acknowledged, and we accept diversity and celebrate this in our community and in our dealings with others. We genuinely collaborate and work with others to achieve shared goals.</p> <p><b>Responsibility</b> All members of our school community work hard to take ownership of their actions and behaviours. They complete tasks to the best of their ability. They take care of their environment and each other.</p> <p><b>Honesty</b> All members of our school community carry out their responsibilities truthfully and with integrity. We share ideas openly in a climate of trust and at all times, work towards upholding clear moral and ethical codes in all situations.</p> <p><b>Persistence</b> All members of our school community approach tasks willingly and with a determination to succeed. At all times, we are required to be resilient and keep going, despite any difficulties or challenges that present.</p>

<b>Context challenges</b>	<p>Nar Nar Goon Primary School is situated in the south-eastern growth corridor in the rural town of Nar Nar Goon. It is five kilometers from Pakenham and surrounded by farming activity. The school was founded in 1880 and is a genuine community school. The growth corridor is moving closer to the town and it is estimated to increase student numbers when it does. At the time of the 2022 School Review, the school had 202 students. The population of the school is predominantly of Australian heritage with less than 1% of students being from another culture. Two students are from an Indigenous background. The school has 6 children funded through the PSD with a larger number supported through the Tutor Learning Program, ILP's and the school's Intervention program. Nar Nar Goon's SFO is 0.425. The current staff consist of 20 personnel including 10 equivalent full-time teaching staff, 1 Principal class, 7 teachers (some part-time filling specialist roles) and 5 Education Support Staff (both part time and full time equivalent) as well as a Student Wellbeing Counsellor.</p> <p>The school offers a Foundation -6 sequential learning program in a range of single and multi-age classroom groupings. The school's teaching and learning program is delivered using Nar Nar Goon developed Instructional Models in Literacy and Numeracy, and an Inquiry based program in other domains. The school has specialist teaching in Art, Physical and Health Education and LOTE-Auslan.</p> <p>Key challenges for school as identified from the review are as follows: continuing to evolve our PLC process to enact greater fidelity in teacher practice which improves student learning outcomes, investigate evidence-based instructional practices, increase opportunities for differentiated learning, improve genuine opportunities for authentic student voice and agency as well as goal setting and monitoring, extend school pride/sense of connection and social and emotional learning, and build extensive home/school/community partnerships.</p>
<b>Intent, rationale and focus</b>	<p>The school wishes to maximise the learning growth of every student in literacy and numeracy through the use of differentiation and rich learning tasks. There will be a strong focus on writing and building teacher understanding of the knowledge and strategies necessary to enable all students to write with purpose and skill. Our School Review panel found that the teaching of writing across the school is inconsistent and teachers needed to implement an agreed writing approach across the school, ensure that staff are well trained in instructional strategies to implement this agreed approach, and engage students in high quality writing tasks. In order to maximise the learning growth in numeracy, the application of rich tasks, increase in collaboration and increasing student voice and agency will be priorities. We aim to lift our writing results and ensure that the school regains its Influence status in numeracy.</p> <p>The school would like to empower the students to be confident and self-reliant learners. The School Review identified that students are still largely dependent on teacher direction to determine success and there are challenges in motivation and the pursuit of excellence. It was identified in our School Review that there was not only an inconsistency in the teaching of writing, but that there was little real-time feedback, little genuine choice for the students, and that much of the instruction was teacher-directed and students did not seem to have sufficient content knowledge to succeed as writers. Building an explicit writing approach would improve motivation and genuine student voice and agency across the school. Sufficiently scaffolded and purposeful learning would become a key goal.</p> <p>The school wishes to develop the students' social competencies, pride in their school and connection to community. After the last</p>

	<p>two years of Remote Learning, there are opportunities to improve our students' sense of connectedness to the school and fostering this as well as focusing on ensuring our students were healthy, happy and resilient is a priority. Our Attitude To School Survey and the Parent Opinion Survey in previous years have been disappointing across areas of connectedness, confidence, resiliency and student voice and agency.</p> <p>The School will prioritise the following:</p> <ul style="list-style-type: none"><li>Professional Learning Communities</li><li>Evidence based quality instructional practice</li><li>Differentiated Learning</li><li>Professional Development</li><li>Peer Observations</li><li>Induction for staff</li><li>Implementation of rich tasks and inquiry</li></ul>
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<b>Goal 1</b>	Maximise the learning growth of every student in literacy and numeracy
<b>Target 1.1</b>	<p>By 2026, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for:</p> <ul style="list-style-type: none"><li>• Reading from 22% in 2021 to 15%</li><li>• Writing from 17% in 2021 to 10%</li></ul>
<b>Target 1.2</b>	<p>By 2026, improve the three-year average for the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"><li>• Reading from 32% (set as an average over 2018-21) to 35%</li><li>• Writing from 22% (2018-21) to 25%</li><li>• Numeracy from 17% (2018-21) to 25%</li></ul>
<b>Target 1.3</b>	<p>By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"><li>• Numeracy from 28% in 2021 to 33%</li></ul>

<b>Target 1.4</b>	<p>By 2026, increase the percentage of students at or above the age expected level as reported by teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 88% in 2021 to 92%</li> <li>• Writing from 70% in 2021 to 80%</li> <li>• Number and Algebra from 80% in 2021 to 85%</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Refine, review and monitor PLC practices to implement with fidelity
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build professional capability of staff to utilise evidence based best practice pedagogy
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build professional capability of staff to employ differentiated, rich learning tasks
<b>Goal 2</b>	Empower students to be confident and self-reliant learners
<b>Target 2.1</b>	<p>By 2026 improve the percentage of positive responses on the Attitudes to School Survey (AToSS) for:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 65% in 2021 to 75%</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated learning challenge from 82% in 2021 to 88%</li> <li>• Student voice and agency from 58% in 2021 to 65%</li> </ul>
<b>Target 2.2</b>	<p>By 2026 improve the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 57% in 2021 to 67%</li> <li>• Seek feedback to improve practice from 64% in 2021 to 75%</li> <li>• Trust in students and parents from 69% in 2021 to 75%</li> </ul>
<b>Target 2.3</b>	<p>By 2026 improve the percentage of positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 65% in 2021 to 75%</li> </ul>
<b>Target 2.4</b>	<p>By 2026, decrease the percentage of students with more than 20 days absence from 37% in 2021 to 28%</p>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop genuine student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and	Implement effective student goal setting and monitoring processes

provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Goal 3</b>	Develop students' social competencies, pride in their school and connection to community.
<b>Target 3.1</b>	<p>By 2026 increase the percentage of positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• <i>sense of connectedness</i> from 74% in 2021 to 80%</li> <li>• <i>sense of confidence</i> from 73% in 2021 to 80%</li> <li>• <i>respect for diversity</i> from 76% in 2021 to 82%</li> </ul>
<b>Target 3.2</b>	<p>By 2026 increase the percentage of positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• <i>student agency and voice</i> from 74% in 2021 to 82%</li> <li>• <i>confidence and resiliency skills</i> from 77% in 2021 to 85%</li> <li>• <i>managing bullying</i> from 68% in 2021 to 75%</li> </ul>
<b>Target 3.3</b>	By 2026 increasing the percentage of positive responses on the School Staff Survey for:



	<ul style="list-style-type: none"> <li>• <i>collective efficacy</i> from 74% in 2021 to 80%</li> <li>• <i>parent and community involvement</i> from 79% in 2021 to 83%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen opportunities for students to participate and contribute to the learning culture within the school.
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine the social and emotional programs to develop a holistic approach to wellbeing and connectedness.
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build partnerships with the families and community.