**School Strategic Plan 2020-2024**

Numurkah Primary School (2134)



Submitted for review by Debbie Oliver (School Principal) on 25 July, 2021 at 11:31 PM  
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 18 August, 2021 at 03:04 PM  
Awaiting endorsement by School Council President

**School Strategic Plan - 2020-2024**

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| School vision | Numurkah Primary School community aims to support our students to become motivated and independent learners who value and appreciate their own, and other's academic and social achievements. We promote social responsibility and work to prepare our students for an ever-changing world. As our motto states, "We are creating the future together." |
| School values | Numurkah Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement, and wellbeing. We share a commitment to, and responsibility for, ensuring inclusive, safe, and orderly environments for children and young people. We respect the diversity of individuals in our school community and address the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression, and threatening behaviour are unacceptable and will not be tolerated in our school. We acknowledge that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. To help us achieve our values, we promote and practice the following school wide positive behaviours of learning, caring, being responsible and respectful. |
| Context challenges | Numurkah Primary School is located in a small town in a farming and agricultural services district of the Goulburn Valley. We have an enrolment of approximately 200 students. Our workforce consists of one principal class officer, twelve teachers, and four education support officers. We also have a wellbeing team consisting of a Psychologist (0.2), an Occupational Therapist, a Speech Pathologist, and a Chaplin. We have eight classrooms, with specialist areas of Science Art, and Music.   Over the last four years we have built up the capacity of the school to cater for our students with the expansion of our Wellbeing and Intervention Team. The development of Literacy and Numeracy skills has been the focus over the last four years and we have introduced the Reader's and Writer's Workshop model. We continue to work on providing students with challenging but enjoyable activities, as well as special events across the year. Examples include - camps, debating competitions, annual concerts, visual arts displays, and buddy activities.  Our current challenges include: An increasing number of families who have a range of complex backgrounds (eg social or economic disadvantage, trauma, mobility, learning disabilities). Attendance is an issue with some of these families Providing a range of educational programs and interventions to support the diverse and mobile socio-economic school population  Building whole-school consistency in our teaching and learning practice so we can provide targeted intervention and extension strategies to continue student outcome improve |
| Intent, rationale and focus | Intent To maximize learning growth and achievement for all students. To improve student agency in learning. To maximize the social and emotional well-being of all students.  Rationale: 1. Building teacher data literacy and the inquiry process through Professional Learning Communities will mean that teachers can monitor the effectiveness of teaching practice, planning, and data use to inform differentiated planning.  2. Building student agency in their learning will empower students to improve engagement with planning and monitoring their own learning, and as a result, improve learning outcomes over the next strategic planning period  3. Building the capacity of teachers to meet more complex student needs and embedding whole school wellbeing programs, including strengthening community partnerships will maximise the social and emotional wellbeing of all students.  Focus: 1. Embed high quality instructional practices across the school and use the inquiry cycle for PLCs 2. Embed a whole school strategy for students to monitor their own learning goals and progress. 3. Building staff capacity to support complex social, emotional and wellbeing needs of students. |

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| Goal 1 | To maximise learning growth and achievement for all students. |
| Target 1.1 | By 2024 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN:   * Reading to increase from 76% (2019) to 85% or above * Writing to increase from 81% (2019) to 85% or above   And ‘above’ benchmark growth in NAPLAN:   * Numeracy to increase from 22% (2019) to 26% or above |
| Target 1.2 | By 2024 increase the percentage of students achieving in the top 2 bands in NAPLAN  Year 3   * Numeracy to increase from 46% (2019) to 50% or above   Year 5   * Reading to increase from 18% (2019) to 30% or above * Writing to increase from 0% (2019) to 15% or above * Numeracy to increase from 13% (2019) to 20% or above |
| Target 1.3 | By 2024 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets).   * Reading from 76% (2020) to 85% or above * Writing from 70% (2020) to 85% or above * `Number and algebra 73% (2020) to 85% or above |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | To embed high quality instructional practices across the school. |
| Key Improvement Strategy 1.b Evaluating impact on learning | To develop teachers and leaders’ capacity to monitor and evaluate the impact of teaching on student learning outcomes. |
| Key Improvement Strategy 1.c Building practice excellence | To enhance teacher collaboration within and beyond the school. |
| Goal 2 | To improve student agency in learning. |
| Target 2.1 | By 2024 increase the percentage of positive endorsement in the student AToSS:   * Student voice and agency from 78% (2019) to 86% or above * Motivation and interest from 87% (2019) to 91% or above * Stimulated learning from 88% (2019) to 92% or above |
| Target 2.2 | By 2024 increase the percentage of positive endorsement in the SSS:   * Academic emphasis from 76% (2019) to 85% or above * Collective efficacy from 71% (2019) to 78% or above * Trust in students and parents from 67% (2019) to 73% or above |
| Target 2.3 | By 2024 increase the percentage of positive endorsement in the POS:   * Parent participation and involvement from 79% (2019) to 82% or above * Stimulating learning environment from 83% (2019) to 85% or above * Teacher communication from 63% (2019) to 75% or above |
| Key Improvement Strategy 2.a Building practice excellence | To strengthen teacher capacity to activate student agency. |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | To embed a whole school strategy for students to monitor their own learning goals and progress. |
| Key Improvement Strategy 2.c Parents and carers as partners | To develop opportunities for authentic learning partnerships between students, teachers and parents. |
| Goal 3 | To maximise the social and emotional wellbeing of all students. |
| Target 3.1 | By 2024 increase the percentage of positive endorsement in the student AToSS:   * Sense of confidence from 86% (2019) to 90% or above * Sense of connectedness from 84% (2019) to 88% or above * Teacher Concern from 83% (2019) to 87% or above |
| Target 3.2 | By 2024 increase the percentage of positive endorsement in the POS:   * School support(communication) from 75% (2019) to 83% or above * Student motivation and support from 81% (2019) to 84% or above |
| Target 3.3 | By 2024 increase decrease student absence rates:   * Percentage of students with 20 or more absence days from 26% (2019) to 24% or less |
| Key Improvement Strategy 3.a Building practice excellence | To build staff capacity to support complex social, emotional and wellbeing needs. |
| Key Improvement Strategy 3.b Health and wellbeing | To enhance whole school approaches to wellbeing. |
| Key Improvement Strategy 3.c Building communities | To strengthen community partnerships. |