



Department of
Education & Training

School Strategic Plan for

Nungurner Primary School

4226

2015-2019

Endorsements

<p>Endorsement by School Principal</p>	<p style="text-align: center;"><i>Bronwyn van der Velden</i></p> <p>Signed.....</p> <p>Name...Bronwyn van der Velden.....</p> <p>Date.....6/4/16.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name...Rachel Bell.....</p> <p>Date.....6/4/16.....</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>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

<p>Purpose</p>	<p>At Nungurner Primary School our aim is to enable children to develop their potential in all areas, becoming the best that they can be to achieve success in life and make a contribution to the community.</p>
<p>Values</p>	<p>At Nungurner Primary School we affirm the values of:</p> <p><u>Respect</u> ...for all members of our community and for our environment</p> <p><u>Responsibility</u> ...for our actions and their effects on others</p> <p><u>Co-operation</u> ...when working with others.</p> <p><u>Perseverance</u> ...be confident of success and keep on trying</p> <p>Our programs and practices are designed to reflect these values.</p> <p>Revision and clarification of these values is ongoing throughout the life of this strategic plan.</p>
<p>Environmental Context</p>	<p>Nungurner Primary School is a small, rural school situated between Lakes Entrance and Metung approximately 300 kilometres from Melbourne. The school is located on a very picturesque site which includes native bush, a large oval, vegetable gardens and a tennis court. Metung, which is ten kilometres from the school, is the closest small town to Nungurner. The school is housed in new classrooms completed in 2010 through the National School Pride and Building the Education Revolution programs.</p> <p>The school has served the local community since it was established in 1924. The current student population is from local families from Kalimna West to Swan Reach, with the majority living in the immediate Nungurner area. The school population has always fluctuated. In 2011 the enrolment was 8 and in 2015 it reached 19. The average student enrolment over the review period was 11.8 students. In 2015 there are no students in the school above grade 3 level and this has implications for future growth. The school has no indigenous or English as Additional Language students enrolled. The current School Family Occupation is 0.3654 which has changed from 0.6607 in 2012.</p>

	<p>The school plays a significant role in the community. The school actively encourages the community to engage with school programs and use school facilities. The school runs a playgroup, provides a space for weekly yoga sessions and a place for local community groups to meet. In a recent parent survey conducted as part of the review process, a 'sense of belonging' and 'great community feel' were identified by parents as things they valued about the school. The school has strong parent support, with the general satisfaction measure in the parent opinion survey above state means in both 2013/2014. Students also identified learning that is connected to their community as a positive feature of the school.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • <i>The school values inclusiveness and welcomes all members of the school community to be involved with school life.</i> • <i>The school values and fosters close links with parents and the local Nungurner community through open and regular communications and engagement with community organizations such as the Nungurner Community and Coast Action Group.</i> • <i>The school commits to supporting young children and families by encouraging engagement with the school community in activities such as playgroup.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i>

Strategic Direction

Achievement		Key improvement strategies
Goals (1)	<ul style="list-style-type: none"> • Continuous improvement in teaching and learning across all areas. 	<ul style="list-style-type: none"> • Document a school wide approach to learning (Learning Statement) which identifies the learning characteristics we want our students to develop. • Continue to improve teacher knowledge and skills required to develop students as powerful learners • Develop ways to assess student development as powerful learners, including the implementation of a school based student perceptions survey administered to all students on a yearly basis.
Targets	<p>Students</p> <ul style="list-style-type: none"> • All students will achieve <i>at least 1 year's progress</i> for 1 year's input in all areas. • Students will become powerful learners and will be able to articulate and successfully use a range of learning strategies. They will achieve the standards at level 2, level 4 and level 6 of the 'Critical and Creative Thinking' and 'Personal and Social Learning' strands of the Victorian Curriculum. <p>Teachers</p> <ul style="list-style-type: none"> • Teachers will regularly evaluate the impact of teaching on students learning and have the knowledge and skills to adapt teaching methods where necessary. 	
Theory of action (optional)	<p>By adopting consistent learning protocols which focus on the 'how to' aspects of learning and by making learning strategies clear and accessible to all students we will enhance their capacity to develop skills, confidence and curiosity and to achieve higher standards in all learning areas.</p>	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Investigate current thinking and research around powerful learning including: <ul style="list-style-type: none"> - Deep Learning Pedagogies, <i>Michael Fullan</i> -Growth mindset, <i>Carol Dweck</i> -IB Learner Profile -Curiosity and Powerful Learning, <i>Wayne Craig & John Munro</i> Above investigation carried out individually & collaboratively by staff through professional reading, discussion and sharing of ideas at weekly planning meetings. Most salient ideas/concepts that are relevant to Nungurner will be identified and collated at 2 planning days (beg of T2/ mid T3) and draft of Learning Statement developed to be shared with school community by end of T3. Final draft of 'Learning Statement' for Nungurner PS completed by mid T4 2016. 	<ul style="list-style-type: none"> Draft Learning Statement completed. Based on current research this defines what powerful learning means at NPS and identifies the learning characteristics students need to achieve it. Learning Statement is discussed, understood and supported by teachers, staff and parents at Nungurner.
Year 2	<ul style="list-style-type: none"> Develop a plan for how skills & attitudes in the Learning Statement will be introduced and developed in students. Involve teachers in PD about 'Deep Learning' pedagogies. Development of teacher knowledge and skills re deep learning pedagogies and how these will be applied in the classroom will be included in Principal & Teacher 	<ul style="list-style-type: none"> Improved teacher knowledge about deep learning pedagogies/ challenging learning. Targeted teacher actions evident in planning. Students can articulate powerful learning strategies. Targeted skills and attitudes are evident in observation of student learning (anecdotally, through use of rubrics,

	<p>Performance and Development plans.</p> <ul style="list-style-type: none"> • Identify teaching actions that will lead to the development of powerful learning skills & attitudes in students and embed these into planning, teaching and learning in all areas. • Work with partner schools to observe classroom practice and provide feedback to teachers re deep learning pedagogies. 	<p>in student perceptions survey)</p> <ul style="list-style-type: none"> • Observation and feedback re classroom practice leads to enhanced teacher skills. • Teachers have begun to develop and trial ways to measure students development as powerful learners.
Year 3	<ul style="list-style-type: none"> • Guide students to use powerful learning strategies and skills independently • Develop tools for reflection/ feedback (self-assessment & peer assessment proformas, rubrics etc) for use by students and teachers • Develop teacher skills in providing useful feedback that moves students towards learning goals. • Make feedback two-way: ensure students are given the opportunity to provide feedback for teachers. 	<ul style="list-style-type: none"> • Students will be able to reflect on their learning and set learning goals for themselves. • Student learning journals will reflect meta-cognitive strategies. • Teachers will become skilful in giving students feedback which is effective in moving them towards learning goals. • Feedback will be two-way.
Year 4	<ul style="list-style-type: none"> • Review and evaluate 'Learning Statement' 	<ul style="list-style-type: none"> • Powerful learning strategies, skills and attitudes will be embedded in all teaching and learning. • 'Learning Statement' will be refined if necessary.

Achievement		Key improvement strategies
Goals (2)	<ul style="list-style-type: none"> • Improve student outcomes in numeracy. 	<ul style="list-style-type: none"> • Develop consistent numeracy learning protocols by aligning pedagogy, curriculum and assessment to provide consistent teaching and learning. • Build staff capacity in numeracy through professional learning, collaborative planning and reflective practice.
Targets	<ul style="list-style-type: none"> • All students will achieve <i>at least</i> 1 year's progress for 1 year's input with those above or below expected level being accelerated. 	
Theory of action (optional)	If we build staff capacity in numeracy through professional learning, collaborative planning and reflective practice then all students will have access to purposeful, powerful learning.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Engage in professional learning with Swifts Creek School guided by Professors Andrea McDonough and Marj Thorne from ACU. • Investigate and begin to develop school wide instructional model for maths. • Identify and observe best practice maths teaching in other schools • Investigate effective assessments- as, of and for learning. • Participate in DET Pilot program of 'Insight' data tracking tool. 	<ul style="list-style-type: none"> • Adoption of consistent instructional model in numeracy across school • Improved teacher knowledge re best practice pedagogy in mathematics • Maths assessments used will show 12 months progress for all students.

<p>Year 2</p>	<ul style="list-style-type: none"> • Continue involvement in PD with Cluster Maths project. • Refine and document instructional model • Develop assessment plan for maths • Individual pathways to accelerate learning for students achieving above and below expected levels will be developed. • Develop 'critical friend'/collegiate partnership with another school/s to deepen reflective practice. 	<ul style="list-style-type: none"> • Students begin to accept a problem solving approach to learning maths. They learn strategies which enable them to engage in new learning. • Assessment data used to plan and reflect on maths teaching • Maths assessments used will show 12 months growth for all students. • Instructional model will be embedded in classroom practice across the school, evidenced by peer observations. • Assessments will begin to show accelerated learning for students above and below expected levels.
<p>Year 3</p>	<ul style="list-style-type: none"> • Continue to develop staff knowledge and capacity through professional learning and reflective practice. • Document our approach to the delivery of mathematics curriculum (ie planning, scope & sequence, problem solving approach, catering for multi-age learning etc) 	<ul style="list-style-type: none"> • Clear documentation of how the maths curriculum is delivered will be evident in teacher planning and classroom practice. • Peer observations of teaching practice will show evidence of improved teacher knowledge. • All students will achieve at least 12 months growth, with those above and below expected level being accelerated.
<p>Year 4</p>	<ul style="list-style-type: none"> • Review and refine delivery of mathematics curriculum • Review and refine assessment of mathematics 	<ul style="list-style-type: none"> • Student outcomes in Maths will continue to show 12 months or more progress. • Documentation of approach to maths will reflect best practice based on Professional development and current research.

		<ul style="list-style-type: none"> • Assessment of maths learning will reflect current best practice. • Students will be confident they are able to learn mathematics
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Engagement		Key improvement strategies
Goals	<ul style="list-style-type: none"> • Higher levels of engagement experienced by students through active, personal learning. 	<ul style="list-style-type: none"> • Extend and embed an 'Inquiry' approach to learning, taking advantage of the school's unique natural environment to develop student curiosity. • Provide students with 'connected' learning opportunities that are embedded in real life and relevant to their lives. • Develop a growth mindset in students in conjunction with the powerful learning characteristics identified in the Nungurner Learning Statement. • Implement a school based student perception survey with all students at least once per year.
Targets	<ul style="list-style-type: none"> • Students will identify the learning they do at school as relevant and meaningful to them. This will be shown in school based student perception surveys, administered at least once per year to all students as well as DET student attitudes to school survey and corroborated in Parent Opinion surveys. 	
Theory of action (optional)	If we continue to embed the inquiry approach so it becomes a defining characteristic of the school's culture, then the level of student curiosity and engagement will increase.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Continue to develop inquiry units of work based on the 	<ul style="list-style-type: none"> • Student will rate their learning environment positively in

	<p>schools 'Throughlines' and inquiry planner.</p> <ul style="list-style-type: none"> • Extend the use of our outdoor environment as a learning space by incorporating outdoor learning into units. • Beginning planning to develop a bush tucker trail, working in conjunction with Keso/ local Koorie community/other schools. • Guide students to investigate the feasibility of a 'frog bog' at Nungurner. • Develop student's ability to reflect on their learning, using metacognitive language to describe what they know and what they need to learn. • Review and refine modified student perceptions survey. Collate data, discuss with students and present to school council. Address any issues revealed by students. • Refine the use of learning journals in inquiry units. • Share student's learning with families through opportunities to present work, at weekly assemblies, newsletter, sending learning journals home etc. 	<p>the following areas: Caring & Supportive learning environment/ Teaching & Learning/ Learning Styles/ Application of learning.</p> <ul style="list-style-type: none"> • Students will identify that they are given choice in their learning (this was identified as an area of improvement in the first survey conducted in 2014 as part of the review process) • Learning journals and sharing of student work will make learning more transparent and accessible for students, parents and teachers. • Outdoor learning takes place regularly.
<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to develop inquiry units of work based on the schools 'Throughlines' and inquiry planner. Involve students. • Strengthen student ability to reflect on their learning. Guide them to set goals to be included in individual learning plans. • Review reporting processes-involve students and 	<ul style="list-style-type: none"> • Students will be involved in the planning of inquiry units e.g. choosing topics to study or how they will engage with the community in the 'take action' phase of the inquiry process. • Student report will meet DET requirements but also reflect all aspects of student learning and development. • Parent opinion survey will rate reporting in the 4th

	<p>parents.</p> <ul style="list-style-type: none"> • Investigate the role of student led conferences in the reporting process. • Create a report that reflects the whole child. • Implement a modified student perceptions survey. Collate data, discuss with students and present to school council. Address any issues revealed by students. • Continue to develop opportunities for students to engage with community linked to their learning- e.g installation at the jetty/ exhibitions or events at Nyerimilang 	<p>quartile. Parents will be informed, positive and satisfied with how their child’s learning is reported.</p> <ul style="list-style-type: none"> • Student perceptions survey will show student engagement through positive responses to Teaching & Learning/ Learning Styles and Application of learning sections.
Year 3	<ul style="list-style-type: none"> • Review ‘Throughlines’ and inquiry planner to align with any changes in Victorian curriculum. • Continue to monitor effectiveness of reporting procedures. • Implement a modified student perceptions survey. Collate data, discuss with students and present to school council. Address any issues revealed by students. 	<ul style="list-style-type: none"> • Any changes made to throughlines and/or inquiry planner will ensure relevance to school community and compliance with DET expectations. • Reporting procedures will continue to be supported by parents.
Year 4	<ul style="list-style-type: none"> • Continue to develop inquiry units of work based on the schools ‘Throughlines’ and inquiry planner. • Review and refine modified student perceptions survey. Examine data to see if there are any trends or patterns which need to be addressed. 	<ul style="list-style-type: none"> • Students will understand and be able to articulate inquiry process. • Students will have a range of inquiry skills which they are able to use independently.

Wellbeing		Key improvement strategies
Goals	<ul style="list-style-type: none"> Develop students' social and emotional capacity so that they become flexible and resilient learners 	<ul style="list-style-type: none"> Strengthen students' wellbeing by specifically addressing emotional learning, social skills, health and personal safety in line with the general capabilities in the Victorian Curriculum.
Targets	<ul style="list-style-type: none"> Students will have the personal and interpersonal skills they need to be safe, healthy and happy. <p>(This will be evidenced by progression through the achievement standards outlined in the Personal and Social Learning Capabilities in the Victorian curriculum and by responses to the school based student perceptions survey.)</p>	
Theory of action (optional)	If we support students to be flexible resilient learners through developing their social and emotional capacity then we will enhance their capacity to learn.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Investigate resources available through the DET for social and emotional learning. Begin to develop ways in which this will be addressed; specific units of work, incorporation into all aspects of curriculum etc. Investigate programs/resources being used by other schools successfully.(e.g 'Friendly schools', 'Yarning Circles', 'Bounce Back', 'You Can Do It' etc) Use Vic Health Achievement program framework to identify areas for development. Establish Health and Wellbeing committee to lead the Achievement program in the school. 	<ul style="list-style-type: none"> Identify and trial resources, incorporating social and emotional learning into current curriculum framework. Audit of school policies and programs using the Achievement program framework is completed.

	<ul style="list-style-type: none"> • Continue to highlight school values in all aspects of school life. • Continue current links with other schools through TUBBS cluster sport/arts & cultural activities. • Investigate ways of measuring student growth in Personal & Social learning through participation in DET 'Insight' Pilot program. 	<ul style="list-style-type: none"> • Health and Wellbeing committee meets regularly (x2 per term). • Student progress in Personal and Social learning is reported to parents, and ways of measuring and tracking growth are continually sought.
<p>Year 2</p>	<ul style="list-style-type: none"> • Document school's approach to Personal & Social learning. • Ensure 'respectful relationships' education is incorporated and implemented appropriately. • Develop links with other schools to ensure students have experiences of larger groups and broader activities. (sporting activities/ cultural and arts activities etc) • Ensure all teaching staff have completed Protective Behaviours/ Respectful Relationships training as appropriate. • Students in grades 5&6 attend student leadership forum/training. • Address areas needing attention as identified in the Achievement Program Framework. 	<ul style="list-style-type: none"> • Approach to for Personal & Social learning is documented in school curriculum and fully implemented. • Student growth in Personal & Social learning is measured, reported on and tracked. • All students treat each other with respect and demonstrate understandings of the value of diversity. • Students will participate in activities with other schools on a regular basis. • All teaching staff have up to date training in Protective Behaviours/Respectful Relationships and use this to deliver quality classroom programs. • Student perception surveys indicate healthy/connected peer relationships. • Students in grades 5&6 successfully participate in leadership program/s. They use skills to lead aspects of school life. (run assemblies/ report to school council/ act

		<p>as peer mediators)</p> <ul style="list-style-type: none"> Progress is made toward completion of the Achievement Program (ie one or two areas identified as priorities are addressed each year)
Year 3	<ul style="list-style-type: none"> Review program for Personal & Social learning to ensure best practice. Maintain links with other schools and further develop new ones as appropriate. Address areas needing attention as identified in the Achievement Program Framework. 	<ul style="list-style-type: none"> All students reach achievement standards for Personal & Social learning as per Victorian curriculum. Progress is made toward completion of the Achievement Program (ie one or two areas identified as priorities are addressed each year)
Year 4	<ul style="list-style-type: none"> Review program for Personal & Social learning to ensure best practice. Address any remaining areas needing attention as identified in the Achievement Program Framework. 	<ul style="list-style-type: none"> All students reach achievement standards for Personal & Social learning as per Victorian curriculum. Achievement Program is completed, with recognition given to the school as a Health Promoting school.

Productivity		Key improvement strategies
Goals	<ul style="list-style-type: none"> Effectively allocate and use resources to improve learning outcomes, engagement and wellbeing. Ensure the school has a positive public profile. 	<ul style="list-style-type: none"> Work with the school community to update the school's vision, values and motto. Maximise resources by strengthening community links and links with other schools.

Targets	<ul style="list-style-type: none"> • Targeted use of school resources will: <ul style="list-style-type: none"> - enable the development of a Learning Statement for Nungurner, leading to improved student learning - enable staff to participate in numeracy PD to improve student learning in maths - achieve continued improvement in teaching and learning - enhance levels of student engagement and wellbeing 	<ul style="list-style-type: none"> • Allocate sufficient funds for staff to participate in appropriate PD (Maths, Powerful learning & Protective Behaviours) • Ensure Pupil Free Days are allocated to improvement focuses. • Develop ICT plan to maintain and provide technology infrastructure crucial to learning improvement and school operations.
Theory of action (optional)		
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Work with school community to ensure vision is relevant. Change if necessary. • Look at school motto and branding (signage/stationary etc) to ensure desired public profile. • Work with other schools to provide relevant and powerful PD for staff. • Plan the Bush Tucker Trail project; seek funding and partner organisations to be involved. Work with local Koorie Liaison officer, Bush Tucker experts and other local schools to begin construction. • Work with technician to develop ICT plan that includes provision for replacement/upgrade of equipment. • Develop a workforce plan that ensures school can afford 	<ul style="list-style-type: none"> • School vision and motto is either affirmed or changed and accurately reflects community aspirations. • Staff are involved in PD with other schools that impacts on teaching and learning. • Plan for bush tucker trail in place, including how it will be funded. Project started. • ICT plan developed • Staffing profile meets the needs of students and is within projected SRP budgets for next 2 years. • Staff are proficient in use of DET 'Insight' software and the program is used to successfully track student

	<p>experienced staff and cater for projected enrolment.</p> <ul style="list-style-type: none"> • Participate in 'Insight' Pilot program of DET data tracking system. 	<p>progress in all areas.</p>
Year 2	<ul style="list-style-type: none"> • Complete Bush Tucker Trail/ Frog Bog. • Examine viability of maintaining school bus. Seek ways to replace bus if considered viable or make provision for transport needs. • Explore funding sources to meet ICT needs. • Explore ways to provide 2 full-time teachers. • Develop infrastructure maintenance plan with input from school council. 	<ul style="list-style-type: none"> • Bush Tucker trail/frog bog enhances outdoor learning program and brings outside community into school. • Schools transport needs are met in a sustainable way. • School is able to fund ICT needs either from within own budget or with funds from other sources. • Staffing profile meets schools needs
Year 3	<ul style="list-style-type: none"> • Review and revise plan • Continue to develop partnerships with other schools and community organisations to support attainment of School Strategic Plan goals. • Ensure appropriate staff training (Principal and Business Manager) in financial and resources management. • Update infrastructure maintenance plan 	<ul style="list-style-type: none"> • School finances and resources are managed effectively towards achieving SSP goals. (evidenced by DET audit / Annual Report and other DET accountability measures)
Year 4	<ul style="list-style-type: none"> • Review and revise plan • Continue to develop partnerships with other schools and community organisations to support attainment of School Strategic Plan goals. • Ensure appropriate staff training (Principal and Business Manager) in financial and resources management. • Update infrastructure maintenance plan 	<ul style="list-style-type: none"> • School finances and resources are managed effectively towards achieving SSP goals. (evidenced by DET audit / Annual Report and other DET accountability measures)

Addendum:

Definitions.

Powerful learning: Powerful learning refers to the ability of learners to respond successfully to the tasks they are set, and to the tasks they set themselves. It involves the capacity to: integrate prior and new knowledge, acquire & use a range of learning skills, solve problems individually and in groups, think carefully about successes and failures, evaluate conflicting evidence and to think critically, accept that learning involves uncertainty and difficulty.

(Northern Metropolitan Region School Improvement Strategy: pge 12)