

# School Strategic Plan 2020-2024

Nanneella Estate Primary School (3708)



Submitted for review by Ian Denson (School Principal) on 07 October, 2020 at 08:41 AM

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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>Nanneella Estate Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Nanneella Estate Primary School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"><li>• elected government</li><li>• the rule of law</li><li>• equal rights for all before the law</li><li>• freedom of religion</li><li>• freedom of speech and association</li><li>• the values of openness and tolerance</li></ul> <p>To celebrate and embed our Statement of Values and Philosophy in our school community, we</p> <ul style="list-style-type: none"><li>• display posters and banners that promote values in our school</li><li>• celebrate our values in our school newsletter</li><li>• provide awards and recognition for students who actively demonstrate the values</li><li>• discuss our values with students in the classroom meetings and assemblies</li></ul> <p><b>VISION</b> Nanneella Estate Primary School's vision is to develop well-rounded students who have every opportunity to gain all the skills and attributes needed to contribute significantly to our future society. The school will ensure that there are high levels of learning for all students.</p> <p><b>MISSION</b> Nanneella Estate Primary School's mission is to provide a strong academic program complemented by rich programs promoting creativity, the arts, physical activity, healthy living and languages to provide students with the best possible foundation in life through a well-rounded education.</p> <p><b>OBJECTIVE</b></p>
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	<p>Nanneella Estate Primary School's objective is</p> <ul style="list-style-type: none"> <li>• To provide a curriculum that is rich and relevant and allows all students to succeed.</li> <li>• To develop responsible and engaged learners.</li> <li>• To foster tolerance, respect and acceptance of others.</li> <li>• To build each student's resilience and self-esteem.</li> <li>• To promote a strong, supportive partnership between home and the school and the wider community.</li> </ul>
<p><b>School values</b></p>	<p>VALUES</p> <p>Nanneella Estate Primary School's Statement and School Philosophy is integral to the work that we do and is the foundation of our school community.</p> <p>Students, staff and members of our school community are encouraged to live and demonstrate our values.</p> <p>Our GRROW values are:</p> <p>Getting Along Respect Resilience Organisation We do our best</p> <p>Getting Along is particularly important in a small school setting. Students need to be able to work with all other students regardless of their age, grade or family background. There is an expectation of inclusiveness in the classroom and in the playground and in all other school activities.</p> <p>Respect is a value that underpins everything we do. Students are expected to respect themselves and treat others in our school community the way they would like to be treated. Students also need to respect their own, others and the schools belongings.</p> <p>Resilience is fostered and encouraged at our school through the use of a growth mindset (framing thoughts in a positive way), valuing persistence and challenging students to work through issues to own, accept and resolve behaviour.</p> <p>Students are expected to be organised at the start of, and throughout each day to ensure they have all the necessary tools and equipment needed at school.</p> <p>All students are encouraged to do their best in all tasks and activities whilst at school. Goal setting is used to target areas of improvement identified by each student in collaboration with the class teacher.</p> <p>A common language is used by staff to promote and enhance the values within the school community.</p> <p>At the heart of our school ethos is a desire on everyone's behalf to work together as a team. There are strong relationships between staff and students and staff and parents.</p>
<p><b>Context challenges</b></p>	<p>Nanneella Estate Primary School has traditionally run a combined grade F/1/2 class known as the Littleroom and a combined grade 3/4/5/6 class known as the Bigroom. In 2020 there was a reduction in the school's budget, which reduced the staffing profile. This</p>

has led to a change in the classroom profiles, with a F/1/2 class and 3/4/5/6 class operating for three mornings a week, and the remainder of the time the children all work in the same room in a F-6 class.

The school review process has identified the change in class structures as a major challenge, along with:

- o Improved student learning growth and achievement in Literacy and Numeracy
- o Building teacher capability to utilise a range of assessment strategies and to personalise learning for all students
- o Develop and embed structures and processes that support teacher collaboration and planning
- o Develop and embed a school instructional model in Literacy and Numeracy

The new School Strategic Plan will guide the school in addressing these issues. A further challenge will be the impact of the COVID-19 pandemic which has led to the school pivoting to remote learning programs a number of times throughout 2020.

Nanneella Estate Primary School (No. 3708) is located in the rural district between the city of Echuca and the township of Rochester. It serves the local rural communities including Nanneella, Strathallan, Fairy Dell, Timmering and Koyuga.

Our school offers a challenging seven-year program in English, Mathematics, Science, Humanities, Technology, Health and Physical Education, The Arts, Studies of Society and Languages Other than English (Indonesian). To facilitate teaching practice some key learning areas are combined into wider areas of studies referred to as integrated curriculum units.

The school uses specialist programs to assist its planned activities – MAAC Van - Art (Mobile Area Art Centre), MARC Van – Library (Mobile Area Resource Centre), and the Life Education Program. The Victorian Equity Program (Isolated Rural children component) and CAP (Country Area Projects) allows for development and enrichment of services and activities in cultural, technological and personal development areas.

Nanneella Estate Primary School clusters with other schools in our area to access additional activities such as sport, physical education activities, camps, cultural experiences and to provide outlets for additional opportunities for peer group social interactions. This clustering also allows for teachers to enhance collegiate contact. The six schools in the Campaspe Cluster are Elmore Primary, Goornong Primary, Raywood Primary, Colbinabbin Primary, OLSH (Our Lady of Sacred Heart Elmore) and Nanneella Estate Primary School.

Our school consists of two classrooms, a multi-use classroom, computer room, a staffroom, modern toilets with disabled facilities and an administrative area. Spacious grounds with excellent facilities, including shade area, basketball & netball court, the forest, the gazebo and extensive paving and lawns. This provides a visually pleasing educational environment. The school is also able to make use of the hall and tennis courts next to the school grounds.

The school council is continually monitoring school and student needs and planning future developments.

**Intent, rationale and focus**

Our school will continue to focus on improvements for student learning and their personal development. We aim to maximise student learning outcomes, through a more deliberate identification of each student's next step in learning, which will lead to innovative approaches to personalising learning. This includes further developing teacher capacity to use assessments to determine students point of need and refining practises for interventions for students both above and below their expected level. We will develop a school climate and culture that identifies and activates student voice and agency, and provide opportunities for our students to become confident and independent learners.

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<b>Goal 1</b>	Improve student learning growth and achievement in Literacy and Numeracy
<b>Target 1.1</b>	Over the period of the School Strategic Plan (SSP) <i>the mean of students, over the years 2020 – 2023, making at or above expected age level, to be above the benchmark of 86% (average of years 2017-2019) in Reading and Viewing.</i>
<b>Target 1.2</b>	<i>By 2023 the mean of students, over the years 2020 – 2023, making at or above expected age level to be above the benchmark of 79% in Number and Algebra.</i>
<b>Target 1.3</b>	Increase the mean percentage of positive endorsement in the Attitudes to School Survey for: <ul style="list-style-type: none"><li>• Differentiated Learning Challenge in the from 68 percent (benchmark mean over the past three years prior to the 2020 review period) to 83 percent</li><li>• Self-regulation and Goal Setting in the Attitudes to School Survey from 70 percent (benchmark mean over the past three years prior to the 2020 review period) to 83 percent.</li></ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build teacher capability to utilise a range of assessment strategies and to personalise learning for all students

<b>Key Improvement Strategy 1.b</b> Empowering students and building school pride	Develop and embed structures and processes that support teacher collaboration and planning
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop and embed a school instructional model in Literacy and Numeracy
<b>Goal 2</b>	Improve students' engagement and agency in their learning
<b>Target 2.1</b>	By 2023 increase the percentage of positive endorsement in the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• Motivation and Interest from 69 percent (benchmark mean over the past three years prior to the review period) to 83 percent</li> <li>• Stimulated Learning from 67 percent (benchmark mean over the past three years prior to the review period) to 83 percent.</li> </ul>
<b>Target 2.2</b>	By 2023 increase the percentage of positive endorsement in the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• Student Voice and Agency from 68 percent (benchmark mean over the past three years prior to the review period) to 83 percent</li> <li>• Sense of Confidence from 57 percent (benchmark mean over the past three years prior to the review period) to 83 percent.</li> </ul>
<b>Target 2.3</b>	By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey for Student Agency and Voice from 78 percent (benchmark from 2019) to 90 percent.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop and implement an approach to integrated curriculum planning across the school

<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop and embed practices that activate students' voice and agency in their learning
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Develop and embed innovative approaches in personalising learning