

### Nullawil PS Strategic Plan 2018-2021

<b>Endorsement</b> Principal: Helen Digby School council: Dale Poyner Delegate of the Secretary: .....	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed) .....[name].....[date] .....[name].....[date] .....[name].....[date]	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed) .....[name].....[date] .....[name].....[date] .....[name].....[date]
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Nullawil Primary School we seek to ensure that all students, regardless of their ability have the opportunity to reach their personal best in an inclusive, life-long learning environment.</p> <p>The school aims to achieve this through:</p> <ul style="list-style-type: none"> <li>A well-balanced program that encourages growth in self-esteem, self-confidence, independent learning habits, creative and critical thinking, cooperation and acceptance.</li> <li>Acknowledgement that success for students is fostered within an environment that encourages a close working relationship between students, staff, parents and the school community.</li> </ul>	<p>We promote and develop the values of respect, responsibility, acceptance, honesty and cooperation.</p> <ul style="list-style-type: none"> <li><b>Respect:</b> value yourself, others, property and the environment;</li> <li><b>Responsibility:</b> be accountable for your own actions, always do your best and resolve differences in constructive ways;</li> <li><b>Acceptance:</b> practising tolerance through understanding and valuing differences in others;</li> <li><b>Honesty:</b> be open and honest in all transactions with all people;</li> <li><b>Cooperation:</b> learning together to achieve the best possible outcomes.</li> </ul>	<p>Nullawil Primary School is a small rural school located 26 kilometres north of Wycheproof, halfway between Melbourne and Mildura on the Calder Highway. The school was established in 1897. The school had a peak enrolment of 93 students in 1961 and has steadily declined over the years to a current enrolment of 14.</p> <p>Families are involved in grain production or associated industries. Most students reside in the township, while students from farms can generally access a bus service.</p> <p>The school is situated on one hectare of land and has an office and two classrooms. The natural school playground is complemented by a concrete multipurpose court and an array of playground equipment with garden and lawn areas. A revegetation program is creating a nature walking trail. The school has recently initiated a sculpture trail featuring works from school families and friends</p> <p>The teaching profile has been consistent through the period of the School Strategic Plan (SSP). The current workforce consists of the Principal, a 0.6 classroom teacher and a 0.3 EFT business manager. There are Foundation-2 and year 3-6 classes. Nullawil Primary School seeks to provide a differentiated curriculum to its students and is using the new Victorian Curriculum. The school hosts a weekly playgroup which supports the Preschool to Foundation Transition Program.</p> <p>The school is part of the Southern Mallee Region and is involved in six other school networks and clusters, each delivering different outcomes for students allowing them to learn with and interact socially with other students. This includes access to the Mobile Area Resource Centre (MARC) van, Chinese and Japanese Languages Other Than English (LOTE), school transition activities, camps, sporting days and music/arts programs. One of these clusters, the Top Paddock Cluster of five small rural schools, functions as a Community of Practice (COP) providing professional development, support and sharing for staff. A range of school community partnerships enrich the school's curriculum and the learning opportunities offered to students.</p>	<p><u>FISO Priority:</u></p> <p>Excellence in teaching and learning</p> <p>Goal 1 To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly reading comprehension, and mathematics.</p> <p><u>Theory of action/Rationale</u></p> <p>If a whole school approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve.</p> <p>Goal 2 To develop students who are engaged in the learning process and have an authentic voice in their learning.</p> <p><u>Theory of action/Rationale</u></p> <p>If students understand themselves as learners and have agency to set learning goals, to make choices in what and how they learn, to monitor their learning progress and to be actively involved in assessment of their learning, then their ability to be self-directed learners will develop.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly reading comprehension, and mathematics.	<p><u>FISO Priority:</u></p> <p>Excellence in teaching and learning</p> <p><u>FISO Initiative(s):</u></p> <p>Building practice excellence</p> <p>Curriculum planning and assessment</p> <p>Evidence-based high impact teaching strategies</p> <p>Evaluating impact on learning</p>	<p>Develop document and embed in consistent practice an agreed research-based teaching and learning model and sequential curriculum.</p> <p>Build teacher capacity to improve student outcomes through structured professional learning and a shared responsibility model.</p> <p>Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student.</p>	<p><b>Student Attitudes to Schooling Survey (SATS)</b></p> <ul style="list-style-type: none"> <li>Teaching &amp; Learning variable (Years 4-6) remain above 90<sup>th</sup> percentile</li> <li>Maintain or improve the percentage of positive responses to the following factors from 2017 benchmarks: <ul style="list-style-type: none"> <li><i>Effective teaching practice for cognitive engagement</i></li> <li><i>Stimulated learning</i></li> <li><i>Learner characteristics and disposition</i></li> <li>Motivation and interest</li> <li>Attitudes to attendance</li> </ul> </li> <li>100% of students achieve medium or high growth annually for grade 5 literacy &amp; numeracy</li> <li>Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year.</li> </ul> <p><b>Attendance</b></p> <p>Maintain or improve the attendance rate by year level based on the 2016 benchmarks.</p>
To develop students who are engaged in the learning process and have an authentic voice in their learning.	<p><u>FISO Priority:</u></p> <p>Positive climate for learning</p> <p><u>FISO Initiative(s):</u></p> <p>Empowering students and building school pride</p> <p>Intellectual engagement and self-awareness</p> <p>Setting expectations and promoting inclusion</p>	<p>Build opportunities for improved student agency in learning and understanding of their own learning process to promote the development of self-directed learners.</p>	<p>Maintain or improve the percentage of positive responses to the following Positive climate for learning and Learner characteristics and dispositions factors from 2017 benchmarks:</p> <ul style="list-style-type: none"> <li>Student voice and agency</li> <li>Learning confidence</li> <li>Motivation and interest</li> <li>Self-regulation and goal setting</li> </ul>