

NEWLYN PRIMARY SCHOOL Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: [Anthony Tait] [date][name] [date][name].....[date]
School Council: [Christine Henderson] [date][name] [date][name].....[date]
Delegate of the Secretary:[Phonse Crawford] [date][name] [date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our friendly, caring school facilitates academic learning, nurtures individuality, challenges and understands every child in an environment that provides fairness and balance.</p> <p>Our students move through life with self-belief and tolerance and interact with others in a confident, positive and respectful manner.</p>	<p>Respect: We care and have consideration for ourselves, others and the environment <i>(We care for all)</i></p> <p>Responsibility: We are responsible for our own actions <i>(We accept responsibility)</i></p> <p>Excellence: We strive to do and be the best we can be <i>(We do our best)</i></p> <p>Community: We value working together <i>(We work together)</i></p>	<p>Newlyn Primary School was established in 1858. It is housed in an historic building with an additional room added to provide for specialist activities. It is set in attractive, well maintained grounds.</p> <p>Literacy and Numeracy are priorities throughout the school and these programs are personalised to student need. A comprehensive curriculum is provided and aligned to the Victorian Curriculum. Students participate in activities with other local schools including sport, robotics, school camps and language.</p> <p>In 2017 the school has 15 students (an increase of 110% since 2015) and 2.4 EFT staff including the Principal, Teachers, Business Manager and Chaplain.</p> <p>The school recognises the need to increase enrolments, engage with the broader community and personalise learning, as identified in the 2016 Peer Review.</p>	<p>Newlyn Primary School is committed to improving the learning and wellbeing outcomes of every student. Parent involvement in the school is strong and enrolments are increasing.</p> <p>Due to small enrolments it is difficult to track student growth using NAPLAN cohort data, so it is necessary to ensure other assessment tools are used and that data is collected and monitored regularly.</p> <p>While academic growth against standards has been strong, we recognise the need to involve students more in their own learning and decision making, so that they realise their full potential.</p> <p>The school is prioritising quality and consistent teaching practices over the next four years, student involvement in learning and continuing to strengthen community engagement.</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)
<p>To develop self-motivated learners with strong academic skills that will enable them to connect with the local and global community.</p> <p>To enhance the learning experience of each student through high quality, consistent teaching practices.</p>	<p>Excellence in Teaching & Learning: <i>Building Practice Excellence</i></p> <p>Positive Climate for Learning: <i>Empowering Students and Building School Pride</i></p>	Refine the assessment schedule so that student learning is tracked and monitored electronically across the school.	<p>Learning Gain: Reading and Writing 2017-2019 matched cohort NAPLAN data will show at least 90% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Learning Gain: Numeracy 2017-2019 cohort data will show at least 90% of students achieving medium or high growth, with 40% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Teacher Judgement: Victorian Curriculum An average of one year of growth for each student in English and Mathematics assessed in relation to the Victorian Curriculum.</p>
		Research and implement an agreed pedagogical model that is consistent across all classes.	
		Establish practices to include student feedback in teaching quality and in personal learning development.	
		Extend the culture of teacher collaboration through an agreed, consistent and detailed peer observation and feedback approach.	



			<p>Participation: Student Attendance The 2017-2020 average student absenteeism days will be 14 days or less.</p> <p>Attitudes to School: Stimulating Learning The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.00.</p> <p>Parent Opinion – Stimulating learning The 2017-2020 Mean Factor Score to be an average of 6.00 or higher out of 7.00.</p> <p>All students will be able to identify their learning goals in English and Mathematics by the end of 2017.</p> <p>All students will be able to demonstrate their progress towards achieving their learning goals in English and Mathematics by the end of 2018.</p>
To enhance student wellbeing in an inclusive, safe and stimulating environment.	Positive Climate for Learning: <i>Setting Expectations and Promoting Inclusion</i>	Develop and implement strategies that support the demonstration of school values within the school community.	
		Implement the Respectful Relationships curriculum.	
		Achieve accreditation as a Kids Matter School.	
To strengthen partnerships with the community to enhance the learning growth, engagement and achievement of every student	Community Engagement in Learning: <i>Building Communities</i>	Expand strategies to enhance home and school partnerships in student learning.	
		Plan, document and implement strategies to engage stakeholders as partners in learning.	
		Develop and implement a marketing plan including utilising social media plan to promote student learning and achievement to the broader community.	
		Introduce a program to utilise community volunteers to support student learning and engagement.	

