



Nyabing Primary School

STRATEGIC

PLAN

2024-2027



To sow seeds of knowledge that encourage our community of learners to flourish.

 www.nyabingps.wa.edu.au



2024-2027 IMPROVEMENT STATEMENTS



The Learning Environment

Nyabing Primary School will be a supportive and engaging learning and working environment for all students, staff and families.

Student Achievement and Progress

At Nyabing Primary School, students are provided with learning programs that are evidence based, individualised and challenging. Assessment of achievement and progress drives learning programs.

Teaching Quality

At Nyabing Primary School, we have high expectations of staff and students to develop as lifelong learners, fulfilling their potential.



Relationships and Partnerships

At Nyabing Primary School, we demonstrate exemplary ethical behaviour and develop informed professional relationships with all stakeholders to maintain powerful alliances within the school community.

Leadership

At Nyabing Primary School, every staff member is a leader. We look to increase leadership opportunities and capabilities of all staff and senior students.

Use of Resources

At Nyabing Primary School, management practices ensure the best interests of students is central to all decisions, maximising outcomes for every student.

Department of Education Priorities 2020-2024

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capability of our principals, our teachers and allied professionals.
4. Support increased school autonomy within a unified public school system.
5. Partner with families, communities and agencies to support the engagement of every student.
6. Use evidence to drive decision-making at all levels of the system.





NYABING

Primary School

Our Vision

To sow seeds of knowledge that encourage our community of learners to flourish.

Our Values

Respect

Resilience

Honesty

Responsibility

Our Logo

Our logo is a picture of a paddock being sown, in the shape of a book. This represents the geographical area in which we live, and our core business – learning.

We Believe

- The academic, social and emotional wellbeing of students and all staff is a priority.
- Development of the whole child happens best when there is a strong relationship between students, teachers and parents, based on mutual trust and respect.
- Effective learning occurs where the school and community have a common goal, interact positively and are mutually supportive of each other's priorities and initiatives.
- All children are capable of learning, achieving success and reaching their goals.
- Students learn in different ways and our teaching and learning programs reflect this.
- Teachers consistently model exemplary teaching and learning practices. Expectations of all work is of the highest standard.
- All student are able to be critical and creative thinkers who reflect on their learning.
- Assessment practices are an integral part of teaching and learning.

STRATEGIC PLAN 2024 – 2027

Directing the future at Nyabing Primary School, our Strategic Plan sets out our strategic focus for 2024 – 2027.

We are committed to a community culture where every person is focused on learning success for every student. We have high expectations for all students and aspire to provide all learners with every opportunity to flourish. Through high quality teaching in an environment that nurtures each child's individuality, we acknowledge and recognise the influence that we have on the lives of the young people in our care.

We are committed to deliver educational experiences through a safe, respectful and stimulating environment that inspires our students to unlock and fulfil their learning potential. Success is achieved through developing every child academically, socially, emotionally, and physically.

At Nyabing Primary School, we are on a path of continuous improvement. Our culture is one where we are constantly reflecting on our practice, seeking to improve pedagogy and share our knowledge. We believe that the effect of good teaching is cumulative and that even modest increases in effectiveness can have a significant impact on student learning. Every day as we plan and teach our lessons, observe and give each other feedback, and make management decisions, we seek to improve. Nyabing Primary School has a well-established model of distributed leadership, a highly experienced staff, and a very capable School Council who are empowered and have been proactive contributors to our school's on-going improvement agenda and our planned actions for the three years of this Strategic Plan.

Principal
Teresa Wigg

School Council Chair
Anna Hobley

February 2024



Improvement Area 1



STUDENT ACHIEVEMENT AND PROGRESS



At Nyabing Primary School, students are provided with learning programs that are evidence based, individualised and challenging. Assessment of achievement and progress drives learning programs.

TARGETS

STUDENT ACHIEVEMENT:

- An upward trend line of students yearly and against like schools achieve in the '**strong**' category of NAPLAN.
- A declining trend line of students against like schools achieve in the '**needs additional support**' category of NAPLAN.
- A desired reading fluency rate to reach the described level by the end-of-year assessment: Year 1 - 60 WCPM, Year 2 - 90-100 WCPM, Year 3-6 - 100-130 WCPM.

PROGRESS:

- An increasing percentage of students make good progress from Year 3 to Year 5 NAPLAN.
- 100% of students assessed in Year 1 to 6 meet, or exceed, the yearly expected progress growth in all areas of PAT testing.
- 100% of students assessed achieve 20 points growth on Brightpath moderation task yearly.
- 100% of students improve fluency rate by 20 WCPM yearly until they reach 130 WCPM.

STRENGTHS

- High expectations are set for all students.
- Reporting to parents about student achievement and progress is of a high level.
- Handover with next teacher encourages progress from Week 1.
- Tracking of individual levels of performance for all students is tracking well.

| Strategic Focus | Core Strategies | Performance Indicators |
|---|--|--|
| 1.1 Use systemic and school-based data to monitor and track student progress and achievement to inform classroom planning and teaching. | <p>IEPs contain goals that link to school/systemic based data.</p> <p>Staff will use descriptive, diagnostic and prescriptive data analysis, for example, disciplined dialogue analysis, data talks, gap analysis and testing and trialling data measures.</p> <p>Staff will engage in whole school data reviews.</p> <p>Use of pre and post program assessment to determine effect size and contribute to program evaluation.</p> <p>Development of PAT and Brightpath tracking spreadsheets that reflect growth over time.</p> <p>Individual student assessment cards contain all school-based data and track over time.</p> | <p>Assessment Schedule is followed and reflects assessments that drive teaching and learning.</p> <p>IEPs contain school-based data.</p> |



| Strategic Focus | Core Strategies | Performance Indicators |
|---|---|---|
| <p>1.2 Implement school evidence-based instructional programs in English and Maths.</p> | <p>Continue implementation of the PreLit and InitialLit program for Literacy K-2.</p> <p>Implement SpellEx 3-4 (extension of InitialLit program).</p> <p>Develop and implement a Writing Block plan that integrates use of The Writing Revolution, Talk 4 Writing and Syntax scope and sequence.</p> <p>Develop a Maths Block Plan that includes allocated times from K-6 that includes e.g. Daily Review, Mental Maths, Maths Trek and Problem Solving.</p> <p>Implement Literacy Pro Lexile program for students from Year 3-6.</p> <p>Provide parent information sessions and brochures on new programs.</p> | <p>Use school-based assessments and Brightpath hot and cold tasks to drive planning and lessons for Literacy and Numeracy.</p> <p>Maths and Writing block audit yearly.</p> |
| <p>1.3 A contemporary, high quality Early Years Education program that reflects best practice in Early Childhood.</p> | <p>All Early Years curriculum planned for using school-based planning templates including indoor and outdoor investigation areas.</p> | <p>Student progress on KOLP is high.</p> <p>All NQS improvement areas are met.</p> |
| <p>1.4 Personalised learning for all students including targeted interventions for students at academic risk.</p> | <p>Update school SAER procedure and develop a more concise set of guidelines.</p> <p>Develop IEP writing ability, knowledge of goal setting linked to data and Tier 2 in class differentiation strategies.</p> <p>IEPs and GEPs reflect practices and strategies in place for students that consider diagnosis, learning needs and strengths.</p> <p>3-way IEP meetings termly with a data discussion focus.</p> <p>Staff explicitly share assessment information with students and teach them to use it to self-assess, peer assess and provide instructional feedback to self and others (e.g. bump-it-up walls, conferencing, goal setting reflections).</p> | |



Improvement Area 2



RELATIONSHIPS AND PARTNERSHIPS



At Nyabing Primary School, we demonstrate exemplary ethical behaviour and develop informed professional relationships with all stakeholders to maintain powerful alliances within the school community.

TARGETS

- All items relating to School Council in the School Culture Survey score 82%, or above, by 2025.
- An increasing percentage of active participation from a range of community and local groups.
- An increasing percentage of teachers achieve at the highly accomplished level in APST Standards:
 - 7.3: Engage with parents and carers*
 - 7.4: Engage with professional teaching networks and broader communities*

STRENGTHS

- School is a welcoming, safe and caring environment where there is mutual respect for staff and their capabilities.

| Strategic Focus | Core Strategies | Performance Indicators |
|--|---|---|
| 2.1 Strengthen the engagement and profile of the School Council within the school community. | <p>School Council participation in a range of events and at assemblies.</p> <p>Newsletter articulates role of School Council.</p> <p>Active promotion of open meetings.</p> <p>School Council completes annual self-reflection surveys.</p> <p>School Council members present at P & C meetings.</p> | <p>The School Council's annual self-reflection survey demonstrates increased satisfaction ratings regarding school governance and effectiveness.</p> <p>The council is comprised of staff, parent and community members with varying skills and expertise that reflect the general nature of the school population.</p> |
| 2.2 The school collaborates and communicates with the school community to build partnerships that support the improvement of student learning. | <p>Build partnerships with local schools and outside agencies and work together to explore opportunities, e.g. food incursions, sport coaches, combined events.</p> <p>Work with the Shire to conduct community events at least twice a year.</p> <p>Student Councillors host events that bring awareness to a community project, e.g. cancer awareness.</p> | <p>Increased participation of, and connection to, outside agencies that link specifically to events that support student development.</p> |
| 2.3 Parents and carers are supported to be actively involved in their childrens' education, specifically classroom learning. | <p>The school promotes activation of learning discussions with parents at home and asks for reflections on school programs.</p> <p>Parent resources to support discussions regarding learning are provided through the school communication channels, such as regular tips and/or parent information sessions.</p> <p>3-way conferences with a focus on learning-based discussions.</p> | <p>Teachers implement the requirements of the Nyabing Primary School Assessment and Reporting Guidelines.</p> |

Improvement Area 3



USE OF RESOURCES



At Nyabing Primary School, management practices ensure the best interests of students is central to all decisions, maximising outcomes for every student.

TARGETS

- An increasing amount of funding is coming into the school through grants and other sources, contributing to enriched learning for staff and students.
- Aim to achieve an 'excellent' in the DOE financial audit.
- Learning area/priority area plans are suitably resourced with budgets that are well managed and adhered to.

STRENGTHS

- Resource alignment to strategic direction.
- Financial reporting to governance bodies.
- Finance Committee and School Council uphold auditable governance procedures and reporting.

| Strategic Focus | Core Strategies | Performance Indicators |
|---|--|--|
| 3.1 Sustainable practices, including workforce planning and financial security, are put into place to account for student numbers. | <p>Implement timely recruitment practices and update workforce plan.</p> <p>Plan for the implementation of outdoor environment at the front of the school that supports early years learning.</p> <p>Ensure workforce planning meets the needs of the current groups of students, assessing changing needs at the conclusion of each year.</p> | Workforce planning accounts for the knowledge, experience and skills of staff required to achieve the school's strategic objectives. |
| 3.2 Budgeting and resource management aligns with school priorities. | <p>Continue to strategically refurbish older classrooms within the school to be spaces that promote engagement and positive interactions with others.</p> <p>Timetable structure plans for staff meetings, common DOTT, teacher access to support services, and literacy and numeracy blocks.</p> | Finance committee meeting minutes demonstrate transparency and alignment of resource selection and budget decisions. |
| 3.3 Staff and the community access grant opportunities to support and enhance school-based programs. | <p>Wanslea grant termly</p> <p>PALS grants</p> <p>Healthy Schools grants</p> <p>CBH grant</p> <p>Sporting Schools funding termly</p> <p>Flagpole grant</p> | Increasing number of grants are accessed to support the base budget. |
| 3.4 P & C provide resources and equipment that enhance the learning environment and help staff to deliver opportunities that are otherwise unachievable within the school budget. | <p>Update wish list processes within the school for staff to ensure transparency.</p> <p>Students present their wish list to the P & C.</p> | P & C minutes demonstrate that funds are targeted to priority areas. |

Improvement Area 4



LEADERSHIP



At Nyabing Primary School, every staff member is a leader. We look to increase leadership opportunities and capabilities of all staff and senior students.

TARGETS

- The Principal achieves a 'satisfactory' rating on their Principal Performance Review in 2024.
- All identified Future Leaders have a Leadership Action Improvement Plan.

STRENGTHS

- The school identifies Future Leaders and supports their development through engagement with the Network Hub.
- A Distributed Leadership model is embedded and drives operational planning.

| Strategic Focus | Core Strategies | Performance Indicators |
|--|--|---|
| 4.1 Foster a safe, productive work environment where staff voice, work and efforts are valued through consultative and collaborative leadership. | <p>Agreed change management processes based on formal consultative structures.</p> <p>Develop processes for all staff to have increased agency in decision making.</p> <p>Principal actively involved in promoting a positive school environment, that values staff wellbeing.</p> <p>Support the development and maintenance of authentic, high-trust, collaborative relationships between all staff.</p> <p>Celebrate successes termly and weekly.</p> | School Culture Survey responses and feedback comments indicate positive change. |
| 4.2 Leadership focuses on nurturing, developing and expanding the quality teaching in the school. | <p>Principal reflects on practice using Principal performance Improvement tool.</p> <p>Principal develops an annual action plan to support instructional leadership.</p> <p>Ongoing, detailed, constructive feedback on classroom practice to all staff.</p> <p>Enable conditions for collaboration, professional learning communities, mentoring and coaching.</p> <p>Engage staff in professional development.</p> | Action plans are completed annually and shared with staff and School Council. |
| 4.3 Continue to utilise the Distributed leadership strategy and be involved with the Future Leaders Hub to support aspirant leaders | <p>Revisit Distributed Leadership model yearly.</p> <p>Future Leaders have Leadership Action Plan.</p> <p>Identified leaders have opportunity to access professional learning linked to leadership.</p> <p>Aspirant leaders are given genuine opportunity to lead learning areas at school and Network level.</p> <p>Develop a Level 3 Hub within the Network for supporting future applicants.</p> | |



TEACHING QUALITY



At Nyabing Primary School, we have high expectations of staff and students to develop as lifelong learners, fulfilling their potential.

TARGETS

- Staff evaluation on the National School Improvement Tool is ‘outstanding’ in
 - Domain 5 - *An expert teaching team*
 - Domain 6 - *Systematic curriculum delivery*
 - Domain 7 - *Differentiated teaching and learning*
 - Domain 8 - *Effective pedagogical practices*
- Teachers achieve ‘at’ or are working towards the ‘highly accomplished’ level in the four focus area of APST Standard 6 - *Engage in professional learning.*

STRENGTHS

- High quality staff who are engaged and dedicated.
- A culture of openness within classrooms and collaboration between staff.

| Strategic Focus | Core Strategies | Performance Indicators |
|---|--|---|
| 5.1 Reinforce the school wide Pedagogical approach to quality teaching and learning so that teachers are instructionally intelligent. | Develop an agreed Nyabing Instructional Framework that includes the Gradual Release model and HITS. Implement the Instructional Framework through PLCs, peer observation and the performance growth cycle. Connect the Instructional Framework to the Quality Teaching Strategy for staff and parents. School staff to nominate for, and engage in, the Quality Teaching Framework School Implementation Pilot. Teachers utilise termly planning documents and school-based templates for Literacy and Numeracy that have been decided upon by the team. | Yearly audit of the Instructional Framework for implementation and modification. Collaborative meeting minutes and performance growth cycle documents reflect increased understanding and use of the school wide approach. |





| Strategic Focus | Core Strategies | Performance Indicators |
|--|---|--|
| <p>5.2 Make decisions based on evidence and in the best interest of students' educational opportunities.</p> | <p>Teachers employ the most effective evidence-based teaching strategies.</p> <p>Effective methods are identified, promoted, observed and modelled, and student's learning is monitored to demonstrate growth.</p> <p>Specialist areas delivered to support year level curriculum planning as a key focus.</p> <p>STEAM integrated into curriculum areas, one project per classroom per semester.</p> | <p>Regular audits of strategies, based on student progress and data.</p> <p>Teacher collaboration meeting minutes and professional learning records evidence peer observations, planning support, mentoring and modelling.</p> |
| <p>5.3 Provide professional learning opportunities to develop and refine teaching skills and knowledge.</p> | <p>Collaborative teams moderate student achievement to inform teaching and learning programs.</p> <p>Implement instructional coaching in Literacy and Numeracy to ensure consistent and connected practice.</p> <p>Staff engage in performance development planning to identify areas for personal growth and professional learning.</p> | <p>Professional learning records.</p> |
| <p>5.4 Staff engage in performance development planning to identify areas for personal growth and professional learning.</p> | <p>Professional learning that demonstrates teacher standards at each level.</p> <p>Develop a Professional Learning Guideline for NPS and include documents where professional learning undertaken can be recorded.</p> <p>Staff to record professional learning undertaken, including coaching or planning support given by experienced staff or coaches.</p> | <p>Staff self-reflect against AITSL teacher standards.</p> |



Improvement Area 6



THE LEARNING ENVIRONMENT



Nyabing Primary School will be a supportive and engaging learning and working environment for all students, staff and families.

TARGETS

- Staff evaluation on the National School Improvement Tool Domain 3 - *A Culture that Promotes Learning* is 'outstanding'.
- Teachers achieve or are working towards the 'highly accomplished' level in the five focus areas of APST Standard 4: Create and Maintain Supportive and Safe Learning Environments.
- Staff rating on each continuum within the Aboriginal Cultural Standards Framework demonstrates NPS is at the 'capable' level and is working towards the 'proficient' level in all indicators that are relevant to our context.
- 90% of staff and students can articulate the school values in Schoolwide Evaluation Tool (SET).

STRENGTHS

- Students feel safe, secure and supported at school according to responses in the Wheatbelt Social and Emotional Wellbeing survey.
- Student Councillors have an active voice within the school and use this to collect the voice of the remainder of the school for engagement related activities.

| Strategic Focus | Core Strategies | Performance Indicators |
|---|--|---|
| <p>6.1 There is an increased and consistent approach throughout the school to pastoral care programs and promoting student and staff wellbeing.</p> | <p>Implement the 'Grow your Mind' program throughout the school.</p> <p>Implement strategies to support student wellbeing.</p> <p>Develop a dedicated pastoral care team for students at risk, including class teachers, chaplain, education assistant, principal and School Psychologist.</p> <p>Use data from the annual Wheatbelt SEW survey and teacher's ABE judgements to inform the Pastoral Care Team and the Wellbeing Plan.</p> <p>Review the Wellbeing Plan yearly with the support of the Pastoral Care Team.</p> <p>Creation of an information brochure and parent session around Pastoral Care at Nyabing.</p> | <p>Increased awareness from the school community on Pastoral Care programs at Nyabing and ways these can be accessed.</p> |





| Strategic Focus | Core Strategies | Performance Indicators |
|---|--|---|
| <p>6.2 The Nyabing Way PBS approach will be embedded with consistency and rigor.</p> | <p>Professional Learning provided for new staff regarding PBS.</p> <p>Outside coach to complete SET and share data with staff.</p> <p>Continue with fortnightly focus expectations and teaching students about behaviour expectations.</p> | |
| <p>6.3 Student voice will be used to empower students to exercise agency in their own learning and within the school environment.</p> | <p>Create a schoolwide approach to student goal setting, feedback and developing a growth mindset.</p> <p>Investigate and trial Amplify Student Voice project.</p> | <p>Students can discuss their learning, next steps and future goals with parents and other staff.</p> |
| <p>6.4 Continue the Student Council processes and provide senior room students with leadership opportunities and learning.</p> | <p>Leadership meetings with Chaplain and principal.</p> <p>Amplify leadership lessons and student reflections for the Senior room.</p> | |
| <p>6.5 Continue to embed the ACSF within the school and support surrounding small schools with implementation.</p> | <p>Continuation of the Bush Schools program, with open invitation to other schools.</p> <p>Continuation of assembly procedures that reinforce acknowledgement of country.</p> | <p>Increased involvement of other schools in the Bush Schools program.</p> <p>Continue to meet all areas of the ACSF that do not relate to indigenous students.</p> |
| <p>6.6 The provision of quality outdoor time and facilities</p> | <p>Investigate and develop outside play spaces in the front area of the school.</p> <p>Provide storage for play equipment, enabling this to be accessed more readily by students.</p> <p>Remarking of courts and lines for students to enable games to be played on both available courts.</p> <p>Ground Committee to review planning and update School Council.</p> | <p>Achieve all elements of National Quality Standard Area 3: <i>Physical Environment</i>.</p> |



GLOSSARY OF TERMS

ABE: Attitude, behaviour and effort

ACSF: Aboriginal Cultural Standards Framework

AITSL: Australian Institute for Teaching and School Leadership

APST: Australian Professional Standards for Teachers

CBH: Co-operative Bulk Handling

DOTT: Duties other than teaching

GEP: Group Education Plan

IEP: Individual Education Plan

HITS: High impact teaching strategies

KOLP: Kindy Oral Language Program

NAIDOC: National Aboriginal and Islanders Day Observance Committee

NAPLAN: National Assessment Program – Literacy and Numeracy

NPS: Nyabing Primary School

NQS: National Quality Standards

PALS: Partnership Acceptance Learning Sharing

PAT: Progressive Achievement Test

PBS: Positive Behaviour Support

PLC: Professional learning community

SAER: Student/s at educational risk

SET: Schoolwide Evaluation Tool

SEW: Social and Emotional Wellbeing (survey)

STEAM: Science, technology, engineering, arts and mathematics

STEM: Science, technology, engineering and mathematics

WCPM: Word count per minute

