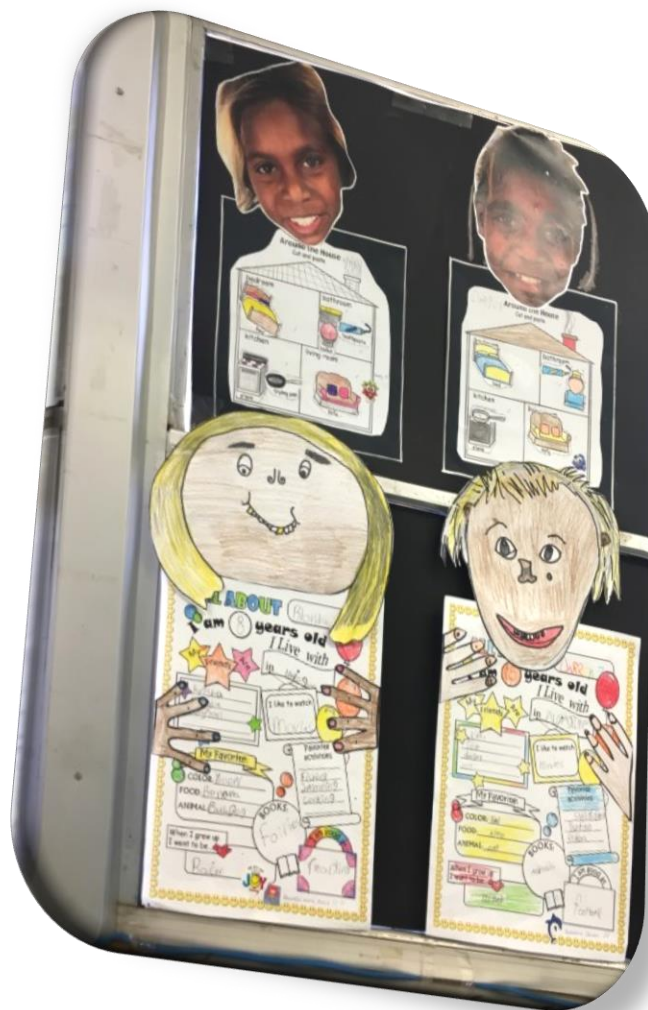# *Nullagine Primary*

A Remote Community School

We work together as a community to realise each Students full potential and wellbeing

Nullagine Primary School Strategic Plan 2020 - 2024

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Our People, Our School

Nullagine is an isolated town on the edge of the Great Sandy Desert located 200 km north of Newman and 300 km south east of Port Hedland. The town's population is approximately 150. The majority of the people in town are Aboriginal and are members of the Irrungadji Community. Access roads are partly unsealed and sealed and are often impassable during the wet season and also if there is a wet winter.

100% of our students, who attend school, are Indigenous. The majority of these children live at the Irrungadji Community adjoining the Nullagine town site. For these students, English is a second, third or fourth language. The main Aboriginal languages spoken are Martuwangka, Manyjilyjarra, Kartujarra, and Warnman.

The majority of the students speak Language at home and are learning Standard Australian English as a second or third language. Students participate in a Language class where they learn the intricacies of their home Language which benefits the learning of another language, taught by a fully qualified Language teacher. While formal language lessons are taught once per week, the language is embedded in daily practices such as assemblies.

Students have access to services from agencies throughout the Pilbara such as Allied Health, Paediatric Services, Child and Adolescent Mental Health Services (CAMHS), School Health Nurses, EarBus and the School Dental Program. There is also a nursing clinic located in the community that collaborates with the school regularly.

Our communities play an active part in school life at Nullagine Primary School ensuring that the students are provided with the finest, most culturally appropriate learning environment.

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Strong Foundations

Our Objectives

- Prepare students for having a valuable and successful role in society through sound teaching.

- Comply with the WA Department of Education's Policies and Initiatives.

- Ensure our school is a good school. Students want to be here, dedicated teachers and support staff, individualised instruction and approaches to students and a supportive classroom environment demonstrate this.

- To provide practical support and a proactive communication network with stakeholders involved with our students" learning.

- Deliver meaningful accountability. Standards Reviews, Performance Management Compliance to department regulations are some of the ways to demonstrate this.

- Have High School students work ready.

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School Priorities

Priority 1- Student achievement and Progress

High expectations of success for every student in our school.

What we will do	What you will see
Ensure all students' academic needs are catered for and supported across all learning environments	- Use SEN Reporting to monitor and evaluate, for every student, to guide and inform differentiated teaching within each classroom. - Western Australian Curriculum used to inform and guide teaching and adapted where necessary. - High number of Aboriginal Islander Education Officers (AIEOs) in classrooms to ensure specific learning needs are catered for. - Direct instruction [In the Junior and Middle Primary classes] is employed to teach fundamental knowledge and skills in english. - High School concentrate on functional literacy and numeracy skills.
Continue to place a high priority on early years learning and development.	- Engaging learning experiences linked to specific student goals in all areas of development. - encourage greater interest and competence in science, technology, engineering and mathematics (STEM) subjects. - ensure students are confident and adaptive users of technology to prepare them for the learning, social and employment opportunities of the future.

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	- work with families and communities early to give children the best start to learning including wrap-around services [PERO] and collaboration with other organisations and agencies to increase attendance.
Implement ongoing analysis and discussion of student achievement data.	- Establish processes surrounding the collection and analysis of student achievement data to identify appropriate starting points for teaching, set goals for students' further learning and monitor individual growth over time.
	- Explicit targets for improvement in student achievement levels are identified with ongoing monitoring and review.
	- Curriculum meetings are scheduled at least twice a term and utilised to analyse and discuss student achievement data and build staff's data literacy skills.
	- Communicate school-wide data to parents and the school community via School Council Meetings, newsletters and the Annual School Report.

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Success Criteria	• Teacher planning documents include WA Curriculum elaboration codes.
	• Every student will have classroom activities [teacher documents] based on SEN reporting in English and Mathematics.

Priority 2 – Teaching Quality

A renewed and relentless focus on the best possible teaching practices.

What we will do	What you will see
Improve student achievement in English and Mathematics.	• Teaching practices are targeted and explicit to ensure strong foundational skills and knowledge are developed, specific to each student. • Embed an explicit teaching pedagogy across the school, particularly in English and Mathematics, including timely reviews. • Collaboration with Good to Great Schools [GGSA] in the continuing implementation of Direct Instruction [DI] involving coach visits and professional learning. • Gradual Release of Responsibility Model used and adapted to suit learning needs of all students. • Allocated time for daily English and Mathematics learning is set and implemented across the whole school. • Teachers accessing and adapting WA Curriculum to inform planning, teaching and assessment that aligns with student achievement. • School resources used to support learning of students are regularly assessed and updated where necessary to remain current and complimentary to teaching and learning processes.

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Implement and support ongoing analytical and evaluative processes of student achievement data.	• Development of school-wide processes for collection and analysis of student achievement data leading to individualised goals and monitoring of growth. • Specific and individualised targets for student achievement levels are identified, continuously monitored and reviewed twice-termly. • Implementation of a whole school assessment and reporting schedule that succinctly outlines school level and DI Project assessment requirements. [Lower grades] • Ongoing support from curriculum and student services leaders around identifying, generating and reviewing goals within SEN plans.
Cultivate a school wide culture focusing on continual academic and personal growth.	• All staff working as a collaborative and cohesive group when planning and implementing learning programs and behaviour management throughout the school. • Support for teachers to self-reflect and improve teaching practices using Australian Institute for Teaching and School Leadership (AITSL) Teacher Standards that are embedded within school Employee Management process.

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	• Professional learning opportunities that align with the school's priority areas and/ or professional goals identified by individual staff members.
	• New staff are supported through induction process to ensure awareness is built around system requirements and local protocols.
Success Criteria	• **Implementation of explicit instruction teaching pedagogy across all classrooms.** • **Individual planning is evident and data based.** • **Employee Development Agreement process conducted annually to set specific whole school and individualised goals.** • **Observation and feedback opportunities available for all staff (through peer, coach and/or admin).**

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Priority 3 – Relationships and Partnerships

A capable and responsive organisation for now and into the future.

What we will do	What we will see
Engage our local community.	• Increase parent involvement in their child's education by regularly hosting school events including learning journeys, parent meetings, school assemblies, school open days and workshops, for families, on school initiatives such as the DI and STEM/ STEAM. • In accordance with our self-assessment schedule, conduct the Parent National School Opinion Survey at the end of each school year to determine community. satisfaction levels. • Host events that bring our community together including activities, NAIDOC celebrations, BBQ Feast Days, and sports carnivals. • Keep parents, families and the wider community informed and up to date about achievement, progress and activities of students through the school's newsletter, and home visits.
Establish a School Council.	• Establish protocols enabling community use of school facilities.

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	- The members of the school council are representatives of the school community.
- A flexible council will be formed with multiple community members so we can have quorum each term.
- The community is involved in school decision making through the school council.
- School governance requirements are met.
Connect with local agencies.	- Continue to develop collaborative partnerships with agencies in the Pilbara to support the social, emotional and physical development of our students.
- Provide a range of learning opportunities for our students with ongoing incursions, excursions and school camps.
Embed culturally responsive practices across the school.	- The Aboriginal Cultural Standards Framework is implemented as part of the school's self-assessment processes.
- Create an ACSF school improvement agenda and identify initiatives for continual progress on the continuum.
- Students in Years K-12 are learning their traditional language. [Martu Wanka]
- Cultural celebrations are incorporated in the school programs which are organized and coordinated by the school's Aboriginal staff.
- Martu Wangka language displayed throughout the school.

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	• Aboriginal staff act as mentors to build the capacity of all staff to be culturally responsive.
Success Criteria	• **Increased engagement from our local community at school events.** • **Establish and maintain strong community satisfaction levels in all areas of the Parent Survey.** • **School council meetings are held at least once a term.** • **Local agencies are visual at the school.** • **Progress along the competence continuum against the Aboriginal Cultural Standards Framework.** • **Whole school attendance profile to show:** • **35% of students have an attendance rate greater than 90%;** • **50% of students have an attendance between 80% and 89%;** • **10% have an attendance rate between 60% and 79%; and** • **5% have an attendance rate less than 60%.** • **Analysis of student achievement data demonstrates individual progress, over time.**

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