



Strategic Plan 2020 - 2022





Our School

Scaddan Primary School is a Level 3 school located 50 kms from Esperance in the Goldfields Region. The student population is drawn from the local farming communities. With many students travelling some distance on one of three buses servicing the school.

The school has a passionate and active P&C and School Council who work closely with the school to ensure that their children are provided with the best educational opportunities

Our Vision

Scaddan Primary School is a caring and positive environment.

High quality explicit teaching enables our children to become 21st Century problem solvers who actively contribute to the local and global community.

We nurture pride, excellence and respect to grow independent and confident children who value themselves and others.

We are a unique and proud community built on positive relationships.

Our Motto

'Learning and Friendship'



Our Distinction

As a small school we effectively...

provide high levels of pastoral care and foster social emotional skills

work and learn within a close and supportive community

develop personal relationships that are constructive in improving student outcomes

provide greater participation opportunities

create student leadership and mentoring opportunities for all

meet individual student need

engage with our natural and physical environment in a sustainable way

communicate and collaborate between age groups

Our Values



Nurturing

We recognise that health and wellbeing is crucial to academic progress and for future social and emotional development. We provide a safe environment and high levels of pastoral care.



Respect

We respect others, ourselves and the environment around us.



Pride

We show pride in our school, our efforts and the efforts of others. Our pride creates a common bond.



Excellence

We strive to do our best as a community through our teaching and learning, attitudes, relationships and the environment we work within.

2020 – 2022 Priorities and Targets

Priority Areas

Successful Students

- English and Maths as the key areas of curriculum improvement
- Effective monitoring of student progress
- A well-balanced curriculum that equips students with a range of skills and knowledge

Teaching Quality and Leadership

- Collaboration as key to creativity, consistency and development
- Professional Development as key to raising student achievement through quality teaching
- Data key to informing, engaging and creating opportunities for students
- Leadership to create the conditions for effective teaching and learning

Our Self-Assessment and Review cycle

- Student achievement, whole school and state wide data informs and provides the school with a clear sense of priorities and direction and allows us to plan, commit and review our effectiveness.
- We self-assess and review against the six areas of 'Relationships', 'Learning Environment', 'Quality Teaching', 'Leadership', 'Use of Resources' and 'Student Progress and Achievement'

2020 – 2022 Targets

Key Strategies/Improvement targets

Over the next three years, we will measure student academic achievement and progress using systemic assessments such as NAPLAN and On Entry and also normed baseline assessments such as PAT –Mathematics and PAT - Reading

NAPLAN

We aspire across all areas of NAPLAN

1. All of our students to make moderate to excellent progress from On Entry to Year 3 NAPLAN in Reading, Writing and Numeracy
2. All of our students to make moderate to excellent progress from Year 3 – 5 in the NAPLAN areas of Reading Writing and Numeracy

Effective relationships and Partnerships – we believe that ...

- Parent engagement as key to positive student outcomes
- Active and positive members of the regional networks
- An outward facing school that engages with the wider community

A Caring, Encouraging and Welcoming Learning Environment

- Early Years Education as the key to a student's future success
- Create Physical Environments that support effective teaching and learning
- Support students to make positive choices in regards to wellbeing and health
- Cultural Awareness as vital to being Australian and Global Citizens

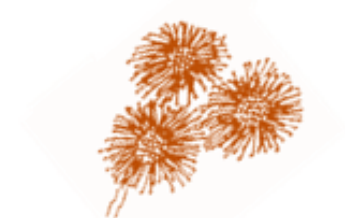
PAT

We aspire across all areas of PAT

1. PAT Data for Numeracy and Literacy will demonstrate improved trends

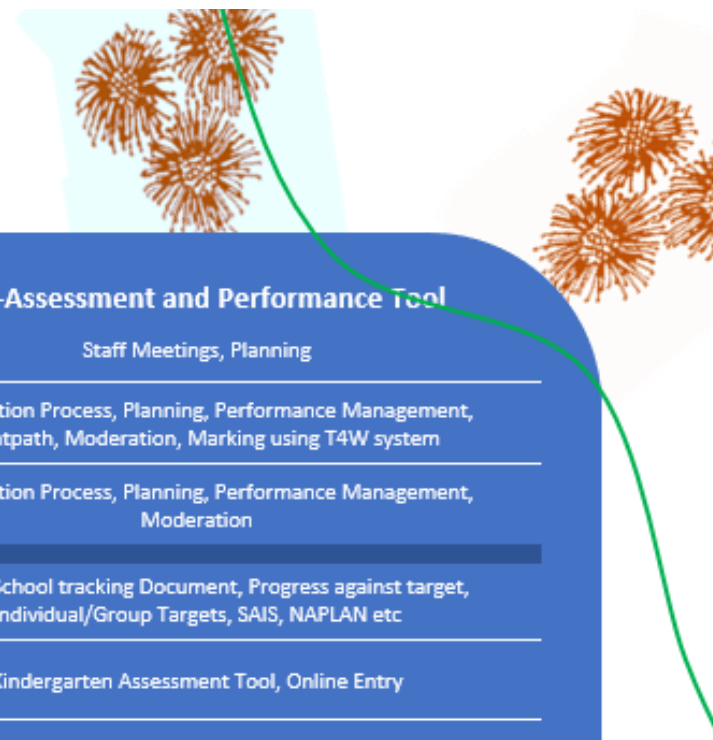
Attendance

1. We will maintain consistently high levels of student attendance with a target of 93% or above





Successful Students



Key Strategies

Milestones

Self-Assessment and Performance Tool

English and Maths as the key areas of curriculum improvement

Development of English and Maths Scope and Sequences

Staff Meetings, Planning

Embed Talk for Writing throughout school

Observation Process, Planning, Performance Management, Brightpath, Moderation, Marking using T4W system

Develop a mastery approach to the teaching of Maths that focuses on the concrete, pictorial and abstract

Observation Process, Planning, Performance Management, Moderation

Effective monitoring of student progress

Implementation of the Whole School Data Tracking Document- Track and monitor every student progress throughout the year

Whole School tracking Document, Progress against target, Individual/Group Targets, SAIS, NAPLAN etc

Early identification and intervention in Literacy and Numeracy in Kindergarten – Year 2

Kindergarten Assessment Tool, Online Entry

All students working below expected standard or on a D (or below) to be placed on an IEP – consistent and regular use

IEPs, Whole School Tracking Document

Effective individualised case management in place based on quality data

IEPs, Case Management profiles, Staff Meetings, Data (Progress)

Educational Assistants to support small group and individualised instruction

Planning, Staff Meetings, Observation, Timetabling, Walk throughs

A well-balanced curriculum that equips students with a range of skills and knowledge

Key ICT skills, Digital Technology content explicitly taught
Development of a Digital Technology Scope and Sequence

Planning, Timetabling, Digital Technology Scope and Sequence in place

A well-balanced curriculum supported by programs such as SAKG, SIDE, STEAM, Choir and Digital Technology

Planning, Timetabling

Development of Health Scope and Sequence

IEPs, Whole School Tracking Document, Individual/Group Targets, Case Conferencing with parents



Teaching Quality and Leadership

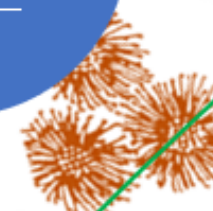
Key Strategies	Milestones	Self-Assessment and Performance Tool
Collaboration as key to creativity, consistency and development	Embed a culture of collaborative classrooms and promote opportunities to team teach	Timetabling
	Collaboration and mentoring opportunities between town and Mallee schools	Network Minutes, Schedule of meetings
Professional Development as key to raising student achievement through quality teaching	Engage in Professional Learning and utilise multi aged SCSA resources to create effective Multi Aged Group classrooms	Performance Management and goal setting documentation, Professional Learning Review Staff Capacity surveys, Improved/Consistent approaches evident across classrooms
	Ongoing implementation of Instructional Framework and iSTAR	Observation Process
	Annual audit of professional needs of teachers and school leaders to meet AITSL standards	Performance Management, Classroom Observation AITSL, Classroom Continuum, ...
	Ensuring development of staff, leadership opportunities to meet priorities of school and department	Performance Management and goal setting documentation, Professional Learning Review
	Promote a culture of feedback and reflective practice through Performance Management and Observation Process Peer and formal observation to improve practice Positive health and wellbeing for school staff	Performance Management, Classroom Observation Docs Be You Surveys, Australian Wellbeing Framework, Staff Surveys
Data key to informing, engaging and creating opportunities for students	NQS used to reflect on improving practice and driving school improvement in Early Childhood Successful implementation of NQS	NQS Reflection Document, NQS Audit Get evaluation end of 2020, early 2021
	School Based Assessments and System Wide Data – Collect and analyse quantitative data to ensure student success	PAT, Brightpath, OLI, KAT, Fountas and Pinnell, NAPLAN, SAIS, SARS, On Entry
Leadership to create the conditions for effective teaching and learning	Self-reflect against the Principal Performance Improvement Tool	PPIT, Australian Professional Standards for Principals, School Improvement and Accountability Framework
	Continue to strengthen the capacity of School Council to ensure effective governance	NSIT (Decision Making), Continued professional development of School Council
	Implementation of the School self-assessment and review framework	Framework in place, Assessment schedule and expectations, Reporting Schedule, NSIT, SPS Teaching Survey, National Opinion Survey, Engaging and Working with the Community Toolkit, OSI, SAR, ACAF, School Council Overview and reflection survey
	A commitment to Distribute Leadership	Staff Meetings, Finance Committee, School Council, Network Meetings



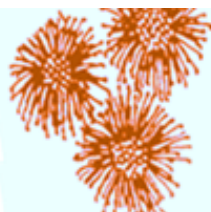
2020

Key Strategies	Milestones	Self-Assessment and Performance Tool
Early Years Education as the key to a student's future success	An emphasis in the Early Years on play-based learning	Planning, Classroom Observations, Performance Management
	Flexible Grouping Strategies to support learning in multiple ways	Planning, Classroom Observations, Performance Management
	An emphasis on Oral Language in the Early Years (Language Development and capacity to use language effectively)	Kindergarten Assessment Tool, On-Entry
Create Physical Environments that support effective teaching and learning	Implementation of our 'Sustainability Plan 2020 – 2022' which includes the development of a school orchard and green house	Review of plan, P&C, School Council input
	Continue to purchase furniture and resources to support flexible learning, promote optimal learning and support community engagement	Analysis of assets
	Continue to ensure that our technology infrastructure and resources enable, support and improve student learning	Analysis of assets, ICT Department Survey
Support students to make positive choices in regards to wellbeing and health	Continue to emphasis 'student voice' and provide opportunities for student leadership, discussion and a showcasing of individual talents	Surveys (Students)
	Implement a whole school learning community approach to Mental Health and through Be You and Act Belong Commit	Health Scope and Sequence, Mallee Network Action Plan, Surveys, Staff Meetings, School Development Days, SARS (Student Attendance Reporting)
	Our Values at the core of what we do	The language of our values, Tokens, certificates, class rewards, token draw
Cultural Awareness as vital to being Australian and Global Citizens	Implementation of Reconciliation Action Plan in conjunction with Mallee Schools. (ACSF)	Network minutes, ACSF
	Use the Aboriginal Cultural Awareness Framework to promote community awareness though HASS, incursions/excursions and visible through the school's physical environment	Planning, Student Work, Reporting
	(LOTE) French to be delivered to students through SIDE (School of Isolated Distance Education)	SIDE lessons (Yr 3 – 6), Timetabling, SIDE reporting

A Caring, Encouraging and Welcoming Learning Environment



2022



Key Strategies	Milestones	Self-Assessment and Performance Tool
Parent engagement as key to positive student outcomes	Maintain positive and effective partnerships with P&C	P&C Meetings, Busy Bees, School Surveys, National Opinion Surveys
	'Schools That Deliver' process to take place in 2022	Vision and Values in place for 2022 – 2024 Strategic Plan
	Promote communication through electronic devices	Surveys (Parents), Uptake
	Encourage and support parental involvement in student learning both in the classroom and at home	Surveys (Parents), increased parent involvement in classrooms (rosters), School Council and P&C involvement
	Parents aware of English and Maths practices within the school	School Surveys, National Opinion Surveys, Parent Booklets, Parent/Teacher meetings
Active and positive members of the regional networks	Provide a welcoming environment to all parents and community members	School Surveys, National Opinion Surveys
	Maintain strong links to other schools in the Esperance Region	Network minutes, moderation
	Active participation in the Mallee/Esperance Regional Schools Network	Network minutes, moderation meetings, Mallee teacher days
	Utilise expertise within the network	Visiting teacher's feedback, classroom observation
An outward facing school that engages with the wider community	As a staff, take on leadership opportunities within the network	Mallee teacher days, Network minutes, Professional Learning
	Continue to support charitable organisations	Charity Days, links noted in newsletter, website
	Work with the community and beyond to increase resources and opportunities	List of Grant applications, NSIT (Community Collaboration), Engaging and Working with the Community toolkit
	Engagement with outside agencies e.g. Police, Fire Brigade	Noted in Newsletter
	Support and make connections with the families of pre-kindergarten students within the local area	Noted in Newsletter

Effective Relationships and Partnerships

A black and white photograph of a school wall. At the top, there are several dark, rectangular windows. Below them, the words "SCADDAN PRIMARY SCHOOL" are mounted in large, raised, sans-serif capital letters. Underneath the name, a dark horizontal bar with several metal hooks is mounted on the wall. Seven schoolbags of various styles and colors (black, white, grey, and patterned) are hanging from the hooks. The bags are arranged in a row, some slightly overlapping. Below the bags, there is a quote in a serif font. At the very bottom of the image, there is a line of text identifying the photographer and year.

SCADDAN PRIMARY SCHOOL

"By standing side by side it reflects how strong we are as a school
and as a community."

Stella Wandel 2019 Photography