

School plan 2018-2020

Nabiac Public School 2695



School background 2018–2020

School vision statement

At Nabiac Public School, *Respect, Responsibility and Care* form the basis for high quality, differentiated teaching and learning. Students are provided with opportunities to become empowered, future focused learners, within a positive and culturally aware school community.

School context

Nabiac Public School is a small school which is centrally located in the village of Nabiac on the mid north coast of New South Wales. The school enrolment has been consistent over recent years at approximately 200 students, with 16% Aboriginal population. The school's Family Occupation and Education Index (FOEI) is 132. This index is used to determine the socio-economic funding received by the school each year. This, along with other funding sources, is allocated to support the implementation of the strategic directions and key initiatives in the school.

The school is committed to providing quality education through high quality ongoing professional learning which ensures outstanding teaching practice and high expectations for all. Our experienced and dedicated teachers are committed to the delivery of programs that develop each child academically, physically and socially. Our community is very supportive of the school.

School planning process

The Nabiac Public School plan has been developed collaboratively by staff, students and the community. Data to support the plan's directions has been obtained from the following sources:

- Staff and Parent Surveys based on the Strategic Directions from the 2015 – 2017 School Plan;
- Student Focus groups based on the Strategic Directions of the 2015 – 2017 School Plan;
- Self Assessment against the School Excellence Framework (v1);
- Tell Them From Me surveys – Students, Staff and Parents;
- Comprehensive evaluation of PBL in consultation with the PBL Assistant Principal for this area; and
- Comprehensive review of Mathematics in consultation with the Curriculum Consultant for Tamworth Operational Directorate.

Analysis of this data influenced the development of the 2018 – 2020 strategic directions.

The strategic directions within the plan will be supported by extensive, high quality professional learning and will inform Performance Development Plans for all staff.

The plan is an evolving document that will be continually modified and enhanced to suit emerging needs. Review of the plan will occur as indicated by the milestones twice per term. Formal evaluations of the plan will be led by the executive and amendments to the plan will be made to reflect these evaluations.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Empowered Learners

Purpose:

Nabiac Public School promotes an aspirational learning culture fostered by high expectations and high quality education. Students will be engaged by thinking deeply and logically whilst developing essential skills of collaboration and inquiry.



**STRATEGIC
DIRECTION 2**
Highly Effective Classroom
Practice

Purpose:

High expectations, clear learning intentions and quality feedback are embedded in data driven teaching and learning programs. Learning and success is visible for all students.



**STRATEGIC
DIRECTION 3**
Positive Wellbeing in an
Engaged Community

Purpose:

Nabiac Public School connects with parents and the broader community to strengthen partnerships that promote wellbeing, cultural awareness and an environment which allows our students to connect, succeed, thrive and learn.

Strategic Direction 1: Empowered Learners

Purpose

Nabiac Public School promotes an aspirational learning culture fostered by high expectations and high quality education. Students will be engaged by thinking deeply and logically whilst developing essential skills of collaboration and inquiry.

Improvement Measures

- 85% K – 3 students reading at or above expected reading levels as evidenced by running records.
- Improve NAPLAN band proportions to within 2% of Similar School Groups (SSG) in reading, writing and numeracy.
- School self assessment against the School Excellence Framework v2 indicates movement from Delivering to Sustaining and Growing in the Learning Elements of Learning Culture, Assessment and Reporting and the Teaching Elements of Data Skills and Use and Professional Standards.

People

Students

- Build skills to engage collaboratively and enthusiastically in balanced literacy and numeracy sessions and clearly articulate their learning goals.
- Develop the skills needed to be collaborative and creative learners who think critically and are able to confidently communicate and reflect on their learning.

Staff

- Have a thorough understanding of, and effectively use the Learning Progressions and all curriculum documents.
- Develop the confidence and capacity to co plan, teach and reflect on the effectiveness of the planning, implementation and assessment of literacy and numeracy pedagogies (teaching buddy).
- Develop skills in implementing quality, innovative assessment practices.
- Understand and embed 21st Century learning skills of collaboration, creativity, communication and critical thinking across all KLAs.

Leaders

- Develop skills and understanding in critically analysing whole school data identifying trends and areas for development.

Parents/Carers

- Develop a deeper understanding of curriculum programs in the school and

Processes

Quality Literacy and Numeracy Teaching

- Targeted and coherent professional learning.
- All students access a balanced, differentiated literacy and numeracy approach.
- All students work towards clearly defined learning intentions and personal goals.
- Parents/carers are active participants in the partnership to support children in developing skills, knowledge and understanding in literacy and numeracy.

21st Century Learning Skills

- Whole school focus on the development of student capabilities, for the 21st century including critical thinking, creativity, communication and collaboration.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- System and school data on student academic achievement (NAPLAN/PLAN 2 data, student work samples)
- Teacher reflection (Lesson observations, learning walks, student learning conversation feedback, class program feedback sheets).
- Document analysis (Meeting minutes –

Practices and Products

Practices

Quality Literacy and Numeracy Teaching

- All teachers deliver differentiated balanced literacy and numeracy programs as evidenced by class programs, lesson observations and learning walks.
- Teachers consistently demonstrate high quality, differentiated teaching and learning in all classrooms which is supported through high levels of tiered intervention.
- Students articulate personal literacy and numeracy goals and self assess their progress.

21st Century Learning Skills

- All students think critically, communicate confidently and demonstrate creativity as evidenced through class teacher program feedback sheets and student work samples.

Products

Quality Literacy and Numeracy Teaching

- Students consistently achieve expected outcomes and levels aligned with the syllabi and learning progressions.
- Students confidently articulate set learning goals and self-reflect on completed tasks, sharing this with their parents/carers.

Strategic Direction 1: Empowered Learners

People

how to support their child's learning at home.

Processes

- professional learning).
- Data for self-assessment against the School Excellence Framework v2.

Practices and Products

21st Century Learning Skills

- The 4Cs of 21st Century learning are embedded in teaching programs for all KLAs as evidenced by differentiated, student directed learning tasks.
- Students demonstrate the skills of creativity, collaboration, critical thinking and communication across all KLAs.

Strategic Direction 2: Highly Effective Classroom Practice

Purpose

High expectations, clear learning intentions and quality feedback are embedded in data driven teaching and learning programs. Learning and success is visible for all students.

Improvement Measures

- Visible Learning School Capability Assessments and Evidence in Action Plan indicate significant growth from baseline.
- Progressive Achievement Test data demonstrates achievement above expected growth in reading and numeracy.
- Self assessment against the School Excellence Framework v2 indicates movement from Delivering to Sustaining and Growing in the Teaching Elements of Effective Classroom Practice and Data Skills and Use and from Sustaining and Growing to Excelling in the and Leading Element of School Planning, Implementation and Reporting.

People

Students

- Have a clear understanding of and use their learning intentions, success criteria and personal pathway to improvement.
- Engage in high quality, differentiated teaching and learning activities.
- Receive quality, individualised verbal and written feedback linked to learning intentions.
- Provide feedback to teachers on learning tasks.

Staff

- Collaboratively plan, deliver and review the effectiveness of teaching and learning programs.
- Develop organisational skills to conference with students to set challenging and achievable learning goals.
- Develop skills in providing and receiving feedback.

Leaders

- Facilitate a collaborative culture through collegial support, reflective conversations and sharing of ideas to drive curriculum planning and programming.

Parents/Carers

- Receive clear information on what and how their children are learning.
- Participate in reciprocal feedback on students' work (eg 3 way meetings, SeeSaw App, feedback on student reports/assessment tasks).

Processes

Collaborative Practice

- Whole school professional learning focus on the use of embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Visible Learning

- Professional learning to increase teacher capacity to identify the key characteristics of visible learners and to recognise their impact and the impact of feedback on student learning.
- Teachers actively engage in the Visible Learning Impact Program.

Evaluation Plan

- The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:
 - System and school data (Program feedback sheets, work samples and assessment data, Progressive Achievement Test results, Visible Learning – School Capability Assessment and Mindframe Assessment and Evidence in Action plan).
 - Data for self-assessment against the School Excellence Framework v2.

Practices and Products

Practices

Collaborative Practice

- Teachers use assessment as, of and for learning to determine teaching focus, assess student progress and reflect on ongoing teaching effectiveness.
- Staff collaboratively plan, program and devise differentiated assessment tasks ensuring consistency with syllabus documents.
- Staff plan, teach and reflect collaboratively on teaching practice through lesson study and learning walks.

Visible Learning

- Teachers clearly state learning intentions and success criteria for all teaching and learning activities (WILF, WALT), which are student driven and evident in all classrooms.
- Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve through challenging and achievable learning goals and quality feedback.
- All teachers regularly provide targeted, specific and timely feedback to students in verbal and written form.

Products

Collaborative Practice

- Dynamic and collaboratively planned programs reflect student assessment data and syllabus documents ensuring the specific needs of all students are met.

Strategic Direction 2: Highly Effective Classroom Practice

People

Community Partners

- Engage proactively in a collegial Visible Learning network with schools in the learning community.

Practices and Products

Visible Learning

- Learning in all classrooms is visible through personal learning goals, learning intentions, success criteria, student work samples/assessment tasks and program reflections.
- Student learning is enhanced as students' articulate achievement and future direction.

Strategic Direction 3: Positive Wellbeing in an Engaged Community

Purpose

Nabiac Public School connects with parents and the broader community to strengthen partnerships that promote wellbeing, cultural awareness and an environment which allows our students to connect, succeed, thrive and learn.

Improvement Measures

- Increased engagement and involvement of parents/community members to support student learning as evidenced by attendance records and surveys. (school and TTFM)
- School Self Assessment against the School Excellence Framework v 2 indicates movement from Sustaining and Growing to Excelling in the Learning Element of Wellbeing and the Leading Element of Educational Leadership and Management Practices and Processes.

People

Students

Develop the social skills and understanding which enables them to:

- articulate expected behaviours and demonstrate positive wellbeing and resilience.
- demonstrate increased awareness of Aboriginal culture.

Staff

Develop the skills and mindset to:

- explicitly teach the core values and expected behaviours including resilience and wellbeing.
- implement effective classroom management and promote student responsibility and engagement.
- foster an inclusive learning environment adding significance and cultural awareness for all students.

Leaders

- Provide collegial support through the implementation of a broad range of wellbeing and behaviour management initiatives.
- Engage with the Great Lakes Learning Community PBL Hub to facilitate consistency across the Learning Community.

Parents/Carers

- Value and reinforce the school's core values and expectations of behaviour.

Processes

Student Wellbeing

- Professional learning with a whole school focus on review and enhancement of Positive Behaviour for Learning.

Community Partnerships

- Partnerships with parents and the broader community are strengthened through increased participation and cultural awareness.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- System and school data (PBL data, school based behaviour records, TTFM student surveys and focus groups)
- Teacher reflection (TTFM teacher survey)
- Community feedback (TTFM parent survey and school based surveys/focus groups).
- Data for self assessment against School Excellence Framework v2.

Practices and Products

Practices

Student Wellbeing

- Expectations of behaviour are explicitly, consistently and supportively taught and reinforced by staff.
- Students demonstrate respectful relationships with each other and staff.

Community Partnerships

- Staff, including Aboriginal Education Officer, embed cultural awareness and Aboriginal perspectives in class programs and school events.
- The school engages with the local community to enhance the quality learning environment (SRC, P&C etc).

Products

Student Wellbeing

- Matrixes with clear expectations of behaviour in all school settings are used as embedded practice in monitoring student behaviour.
- SET indicates 100% of teachers are aware of the expectations of behaviour and engage with the Scope of Support.

Community Partnerships

- Cross curriculum priorities are embedded in teacher programs as evidenced by mgoals.com, involvement of Elders in cultural activities.
- Strong partnerships exist between the school and the local community.