

School plan 2018-2020

Nana Glen Public School 2698



School background 2018–2020

School vision statement

At Nana Glen Public School we are pro-active in providing opportunities to inspire and nurture the development of all individuals as innovative, informed, engaged and creative citizens who are resilient, have a positive self-worth and capacity to apply their knowledge to solve problems. We promote self monitoring and direction through Learning Intentions and Success Criteria, providing students with the tools to challenge themselves in all their learning.

The Staff at Nana Glen Public School are innovative, creative and caring educators who are life-long learners, providing quality education and high expectations in a school setting that builds on student capacity. Our staff recognise the importance of transitions through school from pre-school through to all schooling years, creating a solid foundation of educational opportunity to allow students to pursue and develop their general capabilities and their capacity to work with others.

We promote partnerships that support the development and well-being of our students and their families to connect with the wider community, develop personal values and nurture a sense of responsible citizenship.

School context

Nana Glen is a P1 school of 132 students located 25km west of Coffs Harbour in the Orara Valley. The school has strong ties to the Orara Valley Learning Community which consists of the 7 schools within the valley.

The school has grown 38% since 2014 and is staffed with a P1 Principal, an AP and a strong staff resource structure to harness the realisation of this plan. There are 6 classroom teachers, a LaST and RFF staff. We have three New Scheme Teachers for 2018, one of whom is permanent. We have a general assistant who works three days a fortnight, a cleaner every day and a parent run canteen open two days a week.

Our school has access to the community pool which is utilised by all students for our weekly swimming program in terms one and four. The school also has interactive boards and banks of computers in all classrooms.

The school FOEI is 91 from 2017. This is the Family Occupation and Educational Index indicating we are slightly less disadvantaged compared to other public schools with the state mean being 100.

In 2017 Nana Glen staff have been accepted into a STEM Enrichment Program in association with the University of Sydney and Southern Cross University, Coffs Harbour. This program is linked to our numeracy plan to enable students to work creatively and critically in numeracy. Our K–2 staff are continuing to receive PL in and implement the L3 program into all ES1/Stage 1 classrooms.

School planning process

In 2017, a comprehensive process was conducted with a series of opportunities for stakeholders; parents, community, staff and students to contribute an evaluation of our achievements and areas for improvement. An evaluation has been completed to enable the development and implementation of this plan for the next three years.

The Schools Excellence Framework is an integral part of our evaluation process which enables us to review the strengths of our school, as well as opportunities and areas of development across the school. The process of evaluation included:

- Input from all stakeholders, (ie, surveys etc).
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, program evaluations and other documents seen by the school as informing the review.
- Analysis of student achievement data, including detailed analysis of NAPLAN and PLAN, and school based data.
- Analysis of student attendance records.
- Collection and analysis of school website, and school activity reports.
- Consultation with the Principal School Leader.

As a result, on-going collaborative planning sessions were implemented with all stakeholders to develop a cohesive and collective vision and plan for the school. During this process three strategic directions were identified as the basis for a shared commitment to future developments across the school community. This consultative process has resulted in a clear direction for continual school improvement and a vision that is embraced by the whole school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Successful Learners

Purpose:

Student learning is underpinned by high quality teaching, professionalism and commitment. Lessons are evidence based. Teachers evaluate the effectiveness of their teaching practices including analysis of student engagement, learning growth and outcomes, to plan for the on-going learning of each student in their care.

This strategic direction is to promote and continue to develop learners who engage in all aspects of their learning; provide and receive feedback, self-monitor, are creative and innovative, accept challenges and have an understanding of the expectations required to achieve on-going improvement.

STRATEGIC DIRECTION 2 Best Practice

Purpose:

Our staff aim to provide quality teaching experiences in a professional learning environment that is caring, and looks to not only cater for individuals, but also challenge thinking and promote independent decision making. At Nana Glen we strive for our students to achieve academic progress through high expectations, quality/innovative learning experiences, building resilience and the capacity to self-monitor.

This strategic direction is to ensure our staff are provided with current best practice pedagogy that is supported by research evidence, to enable staff to implement current best practice in all school settings at Nana Glen Public School.

Staff are committed to personal and school growth aligned to the Australian Teaching Standards to implement authentic differentiation opportunities so all students have the capacity to challenge their understanding and learning.

STRATEGIC DIRECTION 3 Future Focused Leaders

Purpose:

At Nana Glen Public School we believe that leadership is a shared responsibility. We aim to develop and promote the quality teaching team at Nana Glen Public School to have a shared understanding of current best practice in a collaborative, innovative, challenging and respectful learning environment. A team that has the capacity to not only self-reflect but also promote professional reflective practices through supportive interactions of giving and receiving professional feedback.

This strategic direction is essential to ensure that all staff at Nana Glen Public School are reflective life-long learners who aim to work together to build the capacity of all staff to ensure best practice is embedded in all school settings.

Strategic Direction 1: Successful Learners

Purpose

Student learning is underpinned by high quality teaching, professionalism and commitment. Lessons are evidence based. Teachers evaluate the effectiveness of their teaching practices including analysis of student engagement, learning growth and outcomes, to plan for the on-going learning of each student in their care.

This strategic direction is to promote and continue to develop learners who engage in all aspects of their learning; provide and receive feedback, self-monitor, are creative and innovative, accept challenges and have an understanding of the expectations required to achieve on-going improvement.

Improvement Measures

Year 3, 35% of students, Year 5, 10% increase per year will achieve in the top 2 bands in NAPLAN Numeracy.

65–70% of students achieving at or above state expected growth in Reading and Numeracy.

100% Staff understand & effectively use Literacy & Numeracy progressions to support student learning aligned to the English & Mathematics Syllabus.

People

Students

Engage in teaching & learning activities. Utilise Learning Intentions & Success Criteria to self-monitor. Provide & receive feedback from staff and peers to monitor own learning and become self-reflective.

Staff

Work collaboratively and engage in professional learning in Literacy, Numeracy and "Challenge Learning" to promote self-reflection to build own capacity and of their colleagues to improve student outcomes in Literacy & Numeracy.

Leaders

Research & establish support structures & feedback processes designed to ensure improved teacher practice & measurable student outcomes.

Parents/Carers

Promote & support student learning & on-going communication on how to support their child/children in Lit & Num.

Community Partners

Volunteers will be supported by leadership team to enable them to support student learning by implementing school interventions with identified students.

Processes

Improving student outcomes in Literacy and Numeracy:

- Staff PL in curriculum, differentiation and "Visible Learning".
- Collaboration in planning and differentiation of syllabus.
- Consistent school wide practices for assessment are embedded in all school settings.

Evaluation Plan

- Analysis of student NAPLAN data analysed.
- Analysis of learning progressions and student progress.

Practices and Products

Practices

- "Visible Learning & Challenge Learning" practices are explicitly taught and embedded into all school settings to promote challenging learning practices of critical thinking, dialogue, feedback and self-reflection for all students.
- Whole school assessment strategies utilised in Writing & Numeracy.
- Whole staff map and utilise PLAN data.

Products

- PL in Numeracy, "Visible Learning" practices, Learning Progressions, and Data Analysis provided to all staff.
- Whole school assessment results & procedures analysed & documented.
- All students are supported by teachers to self-monitor to have an understanding of where they are now and where they need to go next in their learning in Literacy & Numeracy.

Strategic Direction 2: Best Practice

Purpose

Our staff aim to provide quality teaching experiences in a professional learning environment that is caring, and looks to not only cater for individuals, but also challenge thinking and promote independent decision making. At Nana Glen we strive for our students to achieve academic progress through high expectations, quality/innovative learning experiences, building resilience and the capacity to self-monitor.

This strategic direction is to ensure our staff are provided with current best practice pedagogy that is supported by research evidence, to enable staff to implement current best practice in all school settings at Nana Glen Public School.

Staff are committed to personal and school growth aligned to the Australian Teaching Standards to implement authentic differentiation opportunities so all students have the capacity to challenge their understanding and learning.

Improvement Measures

100% staff utilising differentiated teaching within their class programs.

Whole school scope and sequence proformas implemented into teaching /learning programs with embedded assessments, & staff evaluations.

100% staff participate in PL and implement Visible Learning and Challenge Learning practices into classrooms.

People

Students

Utilise self-monitoring strategies enabling them to set goals & positively engage in their learning.

Staff

Work collaboratively to embed quality teaching & learning practices in all school settings, & use data to measure impact on student outcomes.

Leaders

Promote and support staff to implement quality teaching practices in all settings.

Parents/Carers

Are supportive of and actively participate in the teaching & learning process & have an understanding of what "Best Practice" means through regular communication opportunities.

Processes

- Embedded Quality Teaching processes in lesson planning, explicit teaching & feedback.
- Embedding school wide data analysis and use in teaching & planning.
- Undertaking action research through lesson studies.

Evaluation Plan

- Analysis of staff programs.
- Evaluation of staff participation in professional learning.
- Evidence of "Visible Learning & Challenge Learning" in lesson observations

Practices and Products

Practices

- Utilisation of Literacy & Numeracy Progressions to analyse student progress to drive teaching and learning programs.
- Implementation & evaluation of whole school scope & sequences in all KLA's.
- PL provided to build staff capacity in "Visible Learning and Challenge Learning" practices to improve student outcomes.
- PL in Literacy and Numeracy to embed practices to analyse and utilise data to drive teaching and learning.

Products

- Consistent programming evident & evaluative processes reviewed annually.
- Analysis of student data to improve student learning.
- Procedures developed and PL provided to implement processes to effectively utilise Literacy & Numeracy Progressions into assessment & teaching & learning programs.
- Quality feedback to staff, collegial dialogue & sharing.

Strategic Direction 3: Future Focused Leaders

Purpose

At Nana Glen Public School we believe that leadership is a shared responsibility. We aim to develop and promote the quality teaching team at Nana Glen Public School to have a shared understanding of current best practice in a collaborative, innovative, challenging and respectful learning environment. A team that has the capacity to not only self-reflect but also promote professional reflective practices through supportive interactions of giving and receiving professional feedback.

This strategic direction is essential to ensure that all staff at Nana Glen Public School are reflective life-long learners who aim to work together to build the capacity of all staff to ensure best practice is embedded in all school settings.

Improvement Measures

- 100% of staff have a PDP aligned to their professional learning needs.
- Teacher mentoring program developed and implemented.
- Embedded processes implemented for staff professional development evident in informal and formal classroom observations.

People

Students

- Engage in peer & self-reflection to provide meaningful feedback to teachers regarding learning processes.

Staff

- Engage collaboratively in lesson study procedures, providing & receiving feedback to improve student outcomes.

Leaders

- Lead & support staff to embed best practice in all school settings to improve student outcomes.

Parents/Carers

- Engage with leaders to support school initiatives.

Processes

- Establishing a professional learning community focused on continuous improvement of teaching & learning.

Educational Leadership

- Embedding instructional leadership across the school.
- Collaborative processes established to mentor all staff.

Evaluation Plan

- Analysis of staff PDP's.
- All staff actively engage and utilise feedback received as well as provide peers with feedback.
- Analysis of school professional development plan.

Practices and Products

Practices

- All staff utilise high expectations in class programs.
- All staff engage collaboratively with leaders and peers to mentor and support all staff.
- All staff engage in PL utilising learning circles, peer mentoring, collegial discussions & sharing.
- Regular lesson observations and provision for feedback to staff.

Products

- Clear & specific whole school expectations in programming established & implemented.
- Improved teacher capacity evident in individual PDP's, whole school shared PDP goal & Schools Excellence Framework review.
- Best Practice evident in all school settings, evident in class programs and teaching and learning practices.