

# School plan 2018-2020

## Narara Public School 2703



# School background 2018–2020

## School vision statement

Narara Public School is a community who provide innovative and creative educational opportunities for all. We empower our students to be engaged learners and our teachers to be quality educators, building their capacity to be confident leaders in a new educational landscape.

Narara encourages quality connections with our students and community, built on respect, cooperation and a shared vision of caring for ourselves, caring for our school and caring for others.

Our school vision promotes three key ideas to drive us forward. Innovative Teaching, Strong Connections and High Performance.

## School context

Narara Public School sits on Darkingung land and was originally established in Berry's Head Road, Narara in 1889. During Term 4 1998, the school was relocated to new premises in Newling Street, Lisarow. The new school provides excellent playground space and modern educational facilities for students and teachers.

Our school, is an active member of the Valley schools Learning Community, committed to providing quality educational programs that are relevant to the needs and aspirations of students and responsive to the expectations of the community.

Narara Public School has a population of 385, consisting of 5% from Aboriginal heritage and 3% from non-English speaking backgrounds. Currently, our 15 classes are organised into year and stage groups including 10 multi-age classes and an Early Intervention unit. Student enrolments have expanded over the last few years.

Our school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, culture, leadership, sporting, environmental and academic pursuits.

At Narara Public School our mission is to "Create Opportunities" from Kindergarten to Year Six for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and life.

The school prides itself on being a Positive behaviour for Learning School, a KidsMatter school and a Trauma Informed Practice School.

A genuine partnership with P & C ensures the school is well positioned in supporting quality outcomes for our students.

## School planning process

Narara PS has been involved in an intensive evaluation process since the beginning of last year working closely with the school community to reflect upon the school's strengths and weaknesses with the view of identifying best practice and implementing educational reforms for future directions.

The school underwent external validation in late 2017 which provided the springboard and direction for 2018–2020.

The team utilised school assessment data, PLAN data, Staff, student and community surveys, the new School Improvement Framework and State Strategies. Qualitative and Quantitative data, Community Engagement Matrix and community and staff forums to formulate a vision for our school.

This situation analysis provided the framework to identify directions for the development of a high performing public school.

All stakeholders were involved in the development of a shared mission and vision to identify strategic long-term directions. Community members and staff collaborated to clearly articulate the shared purpose of vision. A rigorous and authentic process was embedded to ensure alignment between the school mission, vision and strategic directions.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Innovative Teaching

### Purpose:

To create engaging, differentiated teaching and learning programs that reflect high expectations communicated through effective assessment and feedback processes, which is supported by students, staff and community to ensure consistent student growth.

Learning – Curriculum, Assessment, Reporting, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development.

Leading – Educational Leadership, School Resources, Management Practices and Processes.

## STRATEGIC DIRECTION 2 Strong Connections

### Purpose:

To create a safe and inclusive school environment for all students, staff and community members where everyone feels connected and a sense of belonging.

Learning – Learning Culture, Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

## STRATEGIC DIRECTION 3 High Performance

### Purpose:

To create highly effective structures and procedures to support whole school community functioning and performance.

Learning – Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

# Strategic Direction 1: Innovative Teaching

## Purpose

To create engaging, differentiated teaching and learning programs that reflect high expectations communicated through effective assessment and feedback processes, which is supported by students, staff and community to ensure consistent student growth.

Learning – Curriculum, Assessment, Reporting, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development,

Leading – Educational Leadership, School Resources, Management Practices and Processes.

## Improvement Measures

Increased proportion of students in the top two NAPLAN bands (baseline 2015–2017) in reading by 4% in Year 3 and by 19% in Year 5 and in numeracy by 18% in Year 3 and 23% in Year 5 to be consistent at 50%.

Aboriginal students match or exceed broader population contributing towards 35% state target in top 2 bands, where data is statistically viable

Baseline 2015–2017 80% Year 3, 50% Year 5 and 33% Year 7 in reading and 33% Year 3, 0% Year 5 and 33% Year 7.

## People

### Leaders

Understands the need for a coordinated approach to literacy and numeracy where teaching of skills are valued and expectations of improvement standards are across the school.

Understand the importance of distributed instructional leadership and succession planning and have the knowledge to build the capacity of all staff.

### Staff

Understand best practice in the use of student feedback and the analysis of literacy and numeracy assessment data to deliver needs based–differentiated teaching programs and interventions.

Value opportunities to build their skills, expertise and understanding of effective classroom practices and whole school operational systems.

### Parents/Carers

Understand effective literacy and numeracy practices and have the knowledge and skills to assist their child in their learning.

### Students

Understand the assessment approaches used in the school and their benefits for learning.

### Community Partners

Understand the importance of effective learning communities to improve teaching and learning outcomes.

## Processes

### Writing

All staff collaboratively to program, teach and assess writing using consistent teacher judgement as set out in the Big Write framework and the writing progressions.

### Quality Feedback

Drawing on research and best practice to develop and implement high quality professional learning to implement explicit feedback improving student learning outcomes.

### Early Literacy Strategies.

Staff K–2 will be trained in MSLE and will implement pedagogy within literacy sessions, with quality assessment and feedback.

## Evaluation Plan

- Analysis of NAPLAN and school based assessment data.
- Lesson Plans, Teaching Programs and timetables demonstrating teaching practices and differentiation.
- Quality Teaching Rounds Observations
- PDP's
- Meeting Minutes and Learning Records.
- Focus Groups.
- TTFM surveys.
- SEF V2

## Practices and Products

### Practices

Staff engage in stage and whole school CTJ of writing assessments using explicit marking criteria to drive student feedback measured by student growth.

Every teacher uses data to inform and differentiate their teaching and learning by tracking their progress on literacy and numeracy progressions.

Consistent data analysis and collaborative planning time is used to track student progress and develop differentiated teaching and learning programs in partnership with the whole learning community.

Planned professional learning is used to build the capacity of every staff member to provide \, or support those providing, high quality educational opportunities for each child.

### Products

Teaching and learning programs are evidenced based differentiated for individual learning needs and demonstrate syllabus content. Programs are measured and reviewed against syllabus outcomes and student work samples.

Teachers track all students using class assessment records and whole school data walls, measured by stage planning and review cycles.

Staff professional learning supports leadership, educational needs and service delivery.

# Strategic Direction 2: Strong Connections

## Purpose

To create a safe and inclusive school environment for all students, staff and community members where everyone feels connected and a sense of belonging.

Learning – Learning Culture, Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

## Improvement Measures

Maintain school mean equivalent or higher to NSW (TTFM) of: Students with positive relationships (School 85%, State 85%), Students with positive behaviour at school (School 84%, State 83%), Effort (School 88%, State 88%)

Improve school mean to equivalent or higher to NSW (TTFM) of: Students with a positive sense of belonging (School 71%, State 81%) and Students that value schooling outcomes (School 90%, State 96%).

Increase student growth baseline (2015–2017) from 49% Year 5 and 58% Year 7 in reading, 55% Year 5 and 66% Year 7 in numeracy to 60%, 65%, 60% and 70% respectively.

## People

### Students

Value opportunities to use systems and structures to support their wellbeing.

### Staff

Understand the need to be competent and well informed of school wide systems and structures to support wellbeing resulting in measurable improvements in wellbeing and engagement to support learning.

### Parents/Carers

Value opportunities to participate in and engage with the school. P & C are aware of school structures and systems.

### Leaders

Ensure all staff are competent in school wide systems and practices around student wellbeing.

### Community Partners

Understand the importance of working collaboratively with staff, students and families to support all stakeholders.

## Processes

### Wellbeing Structures

All staff understand and utilise effective systems and processes for tier 1, 2 and 3 interventions for Positive Behaviour for Learning.

### Social and Emotional Learning

The KidsMatter initiative for Social and Emotional Learning is effectively integrated into the schools Personal Development scope and sequence and lessons in an A and B cycle.

### School Community Engagement

The school and community effectively communicate and engage with each other through regular community opportunities and events.

## Evaluation Plan

- Analysis of 'Tell The From Me' surveys and external survey data. (360 degree tool)
- Lesson plans, Teaching Programs and timetables demonstrating Personal Development and Health practices.
- School A and B calendars.
- Community satisfaction surveys.
- Community forums.
- P & C meetings.
- Wellbeing policies. (Anti-Bullying, Learning Support, Wellbeing, Kidsmatter)

## Practices and Products

### Practices

Effective communication tools to inform and encourage parental attendance and involvement at school events, information evenings and meetings.

Effective policies and practices, based on quality research, address student engagement concerns, student wellbeing, student behaviour and interventions strategies.

### Products

Highly effective systems and structures are in place for regular positive engagement with students, staff and community.

High quality systems and structures for addressing student wellbeing, behaviour and anti-bullying

Effective interventions are in place to support positive student behaviour, wellbeing and anti-bullying.

# Strategic Direction 3: High Performance

## Purpose

To create highly effective structures and procedures to support whole school community functioning and performance.

Learning – Wellbeing, Curriculum, Assessment, Reporting,

Teaching – Effective Classroom Practice, Learning and Development.

Leading – Educational Leadership, School Planning, Reporting and Implementation, School Resources, Management Practices and Processes.

## Improvement Measures

Maintain school mean equivalent or higher to NSW GOVT NORMS (TTFM) of: Parents feel Welcome within the school (School 7.9, State 7.4), Parents are Informed (School 6.9, State 6.6), School Supports Learning (School 7.3, State 7.3), School Supports Positive Behaviour (School 7.8, State 7.7), Safety at School (School 7.4, State 7.4), Inclusive School (School 7.1, State 6.7).

Maintain school mean equivalent or higher to NSW (TTFM) of: Leadership (School 7.1, State 7.1), Collaboration (School 7.8, State 7.8), Learning Culture (School 8.3, State 8.0), Data Informs Practice (School 7.9, State 7.8), Teaching Strategies (School 8.2, State 7.9) and Inclusive School. (School 8.2, State 8.2).

Improve school mean to equivalent or higher to NSW (TTFM) of: Technology (School 5.2, State 6.7).

## People

### Leaders

Have the required skills and expertise to lead the development and implementation of quality systems, structures and policies.

### Staff

Have the skills and knowledge to utilise quality systems, structures and policies in relation to Accreditation, PDP's, Professional Development, communication, attendance, wellbeing and Learning Support.

### Students

Value the systems that support their learning.

### Parents/Carers

Understand the processes and systems that drive the school towards increased student performance.

### Community Partners

Value their contribution to expertise of teachers and the broader community.

## Processes

### Capacity Building

School has in place structures, systems and policies to support teacher induction, leadership development, employment opportunities and all levels of accreditation. This is to ensure succession planning and sustainability of effective programs.

### School Systems

School utilises SENTRAL modules to support school wide structures and systems. These include attendance, reporting, communication, Learning Support, assessment and planning.

## Evaluation Plan

- Effective policies in place for Professional Development sessions.
- MyPL records of attendance.
- Teaching Standards.
- Increased use of SENTRAL applications.
- Mentoring policies.
- Accreditation policies
- Priority teams leadership.

## Practices and Products

### Practices

All staff have Professional Development hours recorded on MyPL with a Professional Learning Journal utilised to support PD sessions and lesson observations through Quality Teaching Rounds. Staff PDPs are aligned to school planning priorities.

Staff utilise SENTRAL modules to effectively support teaching and learning within the school. These include, attendance, communication, assessment and Learning Support.

The school has an effective policy and process for teachers seeking all levels of accreditation, induction leadership development and succession planning.

### Products

All staff have Professional Development hours logged to support maintenance and accreditation. Staff utilise effective procedures to support PDP implementation and Lesson observations based around Quality Teaching Rounds.

The school has a system in place where all information surrounding students are kept and can be easily accessed for educational, wellbeing and informational purposes.

All staff are given the opportunities to engage in the mentoring/coaching programs to develop individual career aspirations leading to greater collaboration, increased sustainability of programs and higher accreditations.