

# School plan 2018-2020

## Narromine Public School 2713



# School background 2018–2020

## School vision statement

Quality Education in a Caring Environment

## School context

Narromine Public School is located in the Macquarie Valley in central New South Wales. The current school enrolment is 290, this includes of which 177 students identify as being Aboriginal.

NPS provides a variety of opportunities for academic, sporting, cultural and social achievements in a supportive and collaborative environment. Curriculum access for students is maximized through innovative programs, such as Early Action For Success, Science, Aboriginal and Environmental Education (SAEE), Come and See Speech and Inquiry Based Project Learning focus for the primary years, while advancing technologies continue to have a significant impact by creating many opportunities for teaching and learning experiences.

Our school is set on a large block with extensive grass and asphalt areas for play and sporting activities, with 18 classrooms, a science lab, sports and creative arts hall, a modern well equipped library/research hub and a number of covered outdoor learning areas (COLA). The school is well equipped for a range of learning activities.

The school and community value our motto of Achieve with Honour and the schools Positive Behaviour for Learning philosophies of being respectful, honest and responsible learners working together to promote quality education and a caring school culture.

## School planning process

The annual evaluation process was led by the school executive team and involved consultation with all key stakeholders within the Narromine Public School community.

The community was engaged in consultation through forums and discussions. Parents were surveyed and students' opinions were gathered through class discussions and simple surveys.

The whole staff reflected on the current school plan and target teams, focusing on practices and strategies, making recommendations and creating new initiatives to be the guiding principles of the 2018–20 School Plan.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Engaged, Responsible and Successful Learners

### Purpose:

To develop critical and creative thinkers who are connected, challenged and engaged in their learning.

Students will:

- demonstrate independence and resilience,
- value and foster positive relationships and school pride,
- who are self-regulated, take responsibility for their learning and strive to improve,
- develop a strong foundation in literacy and numeracy, a deep content knowledge and confidence in their ability to learn,
- adapt and are responsible citizens.



## STRATEGIC DIRECTION 2 Quality Teaching Team

### Purpose:

To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficiency in taking responsibility for student learning success and wellbeing. Teachers understand and use evidence based pedagogies to maximise student learning, ensuring all students experience success and achieve to their potential.

We strive to ensure that student learning is underpinned by high quality teaching and leadership across our school with reviewed performance to drive improvement.

Teachers develop collaborative and efficient teams with a focus on evidenced based pedagogy, student welfare and student success.

### The concepts used to drive our purpose:

Strong Start, Great Teachers. Investment in leadership development and capacity building.

Organisational – Local Schools Local Decisions, DEC Reforms, School Planning processes and practices, LMBR, Annual School Report (ASR), ongoing systematic reviews



## STRATEGIC DIRECTION 3 Meaningful Community Partnerships

### Purpose:

To enhance student partnerships to develop resilient, responsible and respectful learners.

To strengthen our school community relationships, whereby enhancing opportunities to work together in supporting our students with a focus on school wide equity, student welfare and wellbeing.

### The concepts used to drive our purpose:

Culture and Community – engagement with local community, with a particular focus on the Aboriginal community targeting our younger members, interagency links to support students and families in engaging with local services.

Community engagement – enhancing capacity(mental health, parenting, autism, new curriculum, mothers group-playgroup), increasing participation by recognising and addressing our barriers (physical, emotional and social), access to school resources and celebrations.

# School strategic directions 2018–2020



**The concepts used to drive our purpose:**

Educational – Australian Curriculum (planning, implementation, assessment and reporting), Teacher Quality and Quality Teaching Practices supported by Teacher Professional Learning Plans .

Knowledge and Learning –Targeted support for Student Management Plans (IEP's, PLP's, BMP's, OOHC plans),Effective Feedback and Student engagement through meaningful assessment, teaching and learning.

Educational Best Practice Innovations – Early Action For Success, Project Based Inquiry Learning and Positive Behaviour for Learning.

across all areas, student welfare/PBL equity philosophy, Nationally Consistent Collection of Data on school students with disability

# Strategic Direction 1: Engaged, Responsible and Successful Learners

## Purpose

To develop critical and creative thinkers who are connected, challenged and engaged in their learning.

Students will:

- demonstrate independence and resilience,
- value and foster positive relationships and school pride,
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## People

### Students

Develop their ability to reflect on their own learning, set personal goals and work towards achieving their learning needs.

### Staff

Build their understanding and use of:

- effective differentiation,
- formative assessment, and
- success criteria and learning intentions as a teaching and learning tool to create opportunities for students to receive feedback on their learning.

### Parents/Carers

Have an understanding of the evidence based teaching practices and how they can support their childrens' learning.

## Processes

Develop and implement evidenced based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) through mentoring and professional learning, to support successful learning.

Implement assessment and tracking strategies using PLAN2, learning progressions and common assessment tasks to inform teaching and learning K–6. Use effective and relevant assessment data to support the learning needs of students.

Strengthening the implementation of differentiated programs to meet the needs of all students including those requiring additional support and those students requiring extension across staged learning through mentoring and professional learning,

## Evaluation Plan

Review and analysis of NAPLAN data.

Review and monitor students levels of achievement through PLAN2 data, learning progressions and PLPs.

Review and monitor teaching programs and practice.

Monitor and review the effectiveness of our common assessment tasks.

## Practices and Products

### Practices

Teachers understand and use student assessment data to differentiate teaching programs to meet the needs of students.

Teachers set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback.

Students setting goals, assessing and reflecting on their achievements and making choices about their learning.

Teachers develop quality common assessment tasks and rubrics that enable students to demonstrate a range of abilities.

### Products

Growth for all students in all key learning areas and aspects of literacy and numeracy.

All students achieving growth in their personal learning progressions in literacy and numeracy.

Differentiated teaching programs are in place that meets the learning needs of all students (Learning& Support and Gifted and Talented Students).

# Strategic Direction 1: Engaged, Responsible and Successful Learners

## Improvement Measures

Educational Best Practice Innovations – Early Action For Success, Project Based Inquiry Learning and Positive Behaviour for Learning.

## Improvement Measures

Increased growth for students in all aspects of literacy and numeracy above like schools average in NAPLAN.

All staff engaging in differentiated teaching practices, improved assessment measures and professional learning.

All students demonstrating growth in line with learning progressions.

# Strategic Direction 2: Quality Teaching Team

## Purpose

To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficiency in taking responsibility for student learning success and wellbeing. Teachers understand and use evidence based pedagogies to maximise student learning, ensuring all students experience success and achieve to their potential.

We strive to ensure that student learning is underpinned by high quality teaching and leadership across our school with reviewed performance to drive improvement.

Teachers develop collaborative and efficient teams with a focus on evidenced based pedagogy, student welfare and student success.

### The concepts used to drive our purpose:

Strong Start, Great Teachers. Investment in leadership development and capacity building.

Organisational – Local Schools Local Decisions, DEC Reforms, School Planning processes and practices, LMBR, Annual School Report (ASR), ongoing systematic reviews across all areas, student welfare/PBL equity philosophy, Nationally Consistent Collection of Data on school students with disability

## Improvement Measures

A clear well sequenced school plan for curriculum delivery incorporating NSW Education Standards Authority (NESA) documents.

## People

### Students

Develop abilities in inquiry learning, creative and critical thinking and problem solving, creating future focused learners.

### Staff

Develop their understanding of syllabus requirements, programming, inquiry based learning and formative assessment.

Enhance staff knowledge of NESA, standards and accreditation requirements.

Work openly in partnership with parents, community and organisations.

### Parents/Carers

Parents are provided with opportunities to become familiar with the principals of inquiry based learning, formative assessments and the links to student learning successes.

## Processes

A comprehensive program of induction delivered to all new teachers to the school including experiences and professional development, school plans and policies, local history and culture and introduction to local support services in the school

Staff work in teams to develop a coherent, sequenced curriculum which is underpinned by conceptual planning empowering staff to deliver syllabus requirements that are supported by school documentation and provide engaging and meaningful learning experiences for the students

Mentoring and peer teaching through quality rounds to enhance self-reflective teaching practices in line with PDPs and embedding explicit systems to facilitate this practice.

## Evaluation Plan

Continue to monitor and refine Performance and Development Plans with a focus on capacity development.

Staff feedback on support structures to drive ongoing school wide improvement.

Monitoring student work samples and engagement.

## Practices and Products

### Practices

Staff engage in targeted professional learning.

Staff implement curriculum, student assessments, success criteria and explicit learning intentions that are aligned to improve student learning and engagement.

All staff are engaged in regular reflection using formal and informal feedback to develop deeper insights into the effectiveness of their own practice reflecting on and participating in observation feedback.

Students demonstrate skills in inquiry based learning.

### Products

School based documents that articulate a clear, concise and sequenced plan for curriculum delivery.

PDPs for all staff that focus on reflection of teaching practice and goals that are linked to the Australian Teaching Standards. Teachers continually monitor and reflect on progress towards goals.

# Strategic Direction 2: Quality Teaching Team

## Improvement Measures

Performance and Development Plans (PDPs) for all staff reflecting on teaching practice, common goals and links to the standards supported by a whole school approach informed by research.



# Strategic Direction 3: Meaningful Community Partnerships

## Purpose

To enhance student partnerships to develop resilient, responsible and respectful learners.

To strengthen our school community relationships, whereby enhancing opportunities to work together in supporting our students with a focus on school wide equity, student welfare and wellbeing.

### The concepts used to drive our purpose:

Culture and Community – engagement with local community, with a particular focus on the Aboriginal community targeting our younger members, interagency links to support students and families in engaging with local services.

Community engagement – enhancing capacity(mental health, parenting, autism, new curriculum, mothers group–playgroup), increasing participation by recognising and addressing our barriers (physical, emotional and social), access to school resources and celebrations.

## Improvement Measures

To increase the number of parents accessing our school information and community days.

To improve community and identity through a focus on cultural diversity and inclusion.

To increase the attendance at P&C meetings.

To increase the community awareness of health screenings, referrals and related programs.

## People

### Students

Students will continue to:

- value social skills,
- build positive peer relationships,
- practice the philosophies of Positive Behaviour for Learning(PBL), while following our school expectations,
- Student leaders and Student Representative Council (SRC) members will be supported and trained in leadership skills and strategies.

### Staff

Staff foster a mindset of collaboration and partnership with peers, parents, carers, students and community.

All staff aware of communication expectations, guidelines and processes in place.

Staff have a commitment to using available communication tools to promote events and practices.

Staff to participate in local opportunities to familiarise themselves with the Narromine community.

### Parents/Carers

Support P&C executives to develop procedures and practices to engage more families.

## Processes

Ensure staff are aware of cultural issues and protocols to foster trust.

Continue to make all school events inclusive and well planned, structured and communicated.

Identify key parents and contacts in the different cultural/grade/stage groups to support the engagement of a wider range of parents and carers.

Create an easily accessible digital resource detailing services and opportunities for support available at our school. Resource to be placed at key locations and with partner groups such as LALC, AECG and Keeping Place.

Implement the development of a long term database across schools for students who take part in wellbeing assisted programs, to enhance targeted supports, long term evaluation and success in the later years of education.

Develop a program based on the importance of the local riverine environment to cultural groups in Narromine.

## Evaluation Plan

Parent and staff surveys.

Parent forums and feedback opportunities.

Observations of parent/community attendance at school events.

Data collection from Kalori, website traffic and NPS app downloads.

Monitoring use of developed products.

## Practices and Products

### Practices

A supportive school community evidenced by the increase in attendance at school events, fundraisers and meetings.

Improved parent/carers collaboration and participation with the school communication actions, parent/teacher interviews and educational services.

Student success is enhanced by parent/carers engagement and support in education.

A wider range of parents/carers participate in school events and contribute knowledge to ongoing programs and projects.

### Products

A positive culture of acceptance, respect and understanding is evident across students, staff and parents.