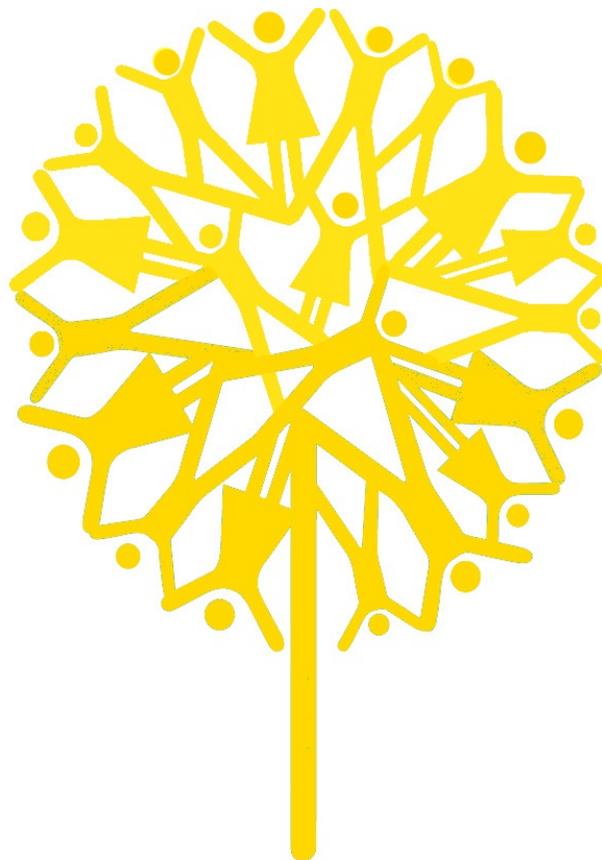


# School plan 2018-2020

**Neville Public School 2732**



A HERITAGE COUNTRY SCHOOL

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**Neville Public School**

# School background 2018–2020

## School vision statement

At Neville Public School we believe in providing 'Learning for life' through quality teaching in an inclusive and caring environment.

Our aim is to ensure that our students become successful learners, confident and creative individuals and active and informed global citizens and leaders.

## School context

Neville Public School is an attractive, well-resourced small, rural school with well-established gardens, grassed playground, vegetable gardens and environmental area. Our school is situated 22km from the town centre of Blayney and prides itself on being part of the Heritage Country Schools. The Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve. At Neville Public School we pride ourselves on having a welcoming atmosphere of friendly, dedicated staff, students and parents whose participation, enthusiasm and support are an outstanding feature, making Neville a vibrant school conducive to learning. Neville Public School takes pride in offering over 160 years of public education in the same facility.

The school offers diverse educational programs that challenge and inspire students across all key learning areas and maintains a culture based upon continuous improvement and quality services. These programs include an internationally recognised environmental education Program, a technology program where every student has access to their own computer and are provide with opportunities to experience latest technologies, a Kitchen Garden Program that is supported by the Stephanie Alexander Kitchen Garden Program and a creative arts program that develops children's skills in both the theory and practical aspects of art and music.. A focus at Neville is on developing values and citizenship through our student leadership program.

## School planning process

The school planning process encourages engagement across the wider school community to contribute in the selection of the school's strategic directions for the coming three years. An essential part of the school plan is a shared vision that is aligned with the NSW Department of Education Premier's priorities. Our School Strategic Plan draws on the information gathered and directions identified through the School Self-Evaluation, the review process of the previous school plan and the School Excellence Framework.

Our two strategic direction have been formulated through a consultation process which has included:

- Evaluation of previous school plan
- Completion of School Excellence Framework
- Consultation with the P&C of vision statement and strategic directions
- Staff consultation

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Learning

**Purpose:**

To provide a whole school approach to the delivery of meaningful, future focused learning experiences that are differentiated and engaging.

We will continue to create a learning environment where students are supported to achieve their full potential as successful individuals, competent and creative learners and active and informed citizens.



**STRATEGIC  
DIRECTION 2**  
Teaching

**Purpose:**

To deliver quality teaching and best practice which are informed by current thinking and research.

We will continue to build the capacity of every staff member through focused professional learning that is engaging, relevant and evidence based.

# Strategic Direction 1: Learning

## Purpose

To provide a whole school approach to the delivery of meaningful, future focused learning experiences that are differentiated and engaging.

We will continue to create a learning environment where students are supported to achieve their full potential as successful individuals, competent and creative learners and active and informed citizens.

## Improvement Measures

Every Student achieves at least a year's growth in Literacy and Numeracy for a years learning.

Improved levels of student wellbeing and engagement.

## People

### Students

Actively participate in engaging, authentic and challenging curriculum while developing their capacity to set goals, reflect and evaluate their learning.

Develop their critical thinking, problem solving and communication skills to achieve their learning goals.

### Staff

Differentiate their teaching to meet the individual learning needs of the student.

Use current technologies and strategies for creative, critical thinking.

### Parents/Carers

Collaboratively develop and support the implementation and monitoring of their child's learning goals.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

### Leaders

Establish structures and processes to identify, monitor and support the cognitive, emotional, physical and social well being of students.

## Processes

### Curriculum and learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication and collaboration.

Learning is student centered and self monitored allowing students to achieve at least a year's growth for a years learning.

### Student Wellbeing

Implement a school wide approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

Data will be collated and analysed from the following sources:

- Literacy and Numeracy (progressions) data
- NAPLAN data
- Student attendance data
- Internal student assessment data
- Personal learning goals
- Assessment and reporting processes

## Practices and Products

### Practices

Quality differentiated instruction and personalised learning practices, within Literacy and Numeracy, support and promote learning excellence.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the entire school.

### Products

All learning experiences in Literacy and Numeracy are differentiated to support individual learning needs in order to maximise learning achievement.

A student centred learning environment exists where all students are supported and challenged through a consistent, whole school approach to the delivery of an explicit and engaging teaching and learning program and positive reward system..

# Strategic Direction 2: Teaching

## Purpose

To deliver quality teaching and best practice which are informed by current thinking and research.

We will continue to build the capacity of every staff member through focused professional learning that is engaging, relevant and evidence based.

## Improvement Measures

An increased proportion of teachers demonstrating growth against the National Professional Standards for Teachers.

An increased proportion of teachers using evidence informed teaching strategies.

## People

### Students

Provide timely and constructive feedback to teachers on their learning experiences.

### Staff

Work collaboratively and participate in professional learning to ensure their teaching practices are evidence informed and targeted to individual student needs.

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise student learning.

### Parents/Carers

Develop an increased understanding of the school's direction in relation to teaching and learning.

### Leaders

Develop and establish processes which build the capacity for staff to use data and provide evidence based learning experiences to drive school improvement.

## Processes

### Professional Learning

Professional Learning is aligned with the School plan and its impact on the quality of teaching and learning outcomes is evaluated. There are explicit system for collaboration and feedback to ensure best practice.

### Collaborative Practice

Develop and implement collaborative processes, including regular meetings, observation and feedback, to establish consistency in teacher practice, programming, assessment and reporting.

## Evaluation Plan

Data will be collated and analysed from the following sources:

- PDP process
- NAPLAN data
- Literacy and Numeracy (progressions) data
- MyPL records
- Classroom observation data
- teaching programs

## Practices and Products

### Practices

Teachers engage in targeted professional learning to enhance their ability and develop their capacity to deliver explicit teaching methods informed by current thinking.

Teachers and leaders actively collaborate to share and embed best practice, promoting school wide improvement.

### Products

Teaching staff demonstrate and share their expertise within their schools and learning communities. The staff will trial innovative practices and have processes in place to evaluate and refine the practice.

Structures and processes are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver quality teaching and learning.