

School plan 2018-2020

Nundle Public School 2781



School background 2018–2020

School vision statement

Nundle Public School upholds high expectations for all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong venture.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to taking opportunities to grow and succeed in a highly engaging differentiated curriculum, with a broad range of opportunities for personalised learning and leadership development. The capacity to think creatively and flexibly will be fostered in a future focused learning environments, whilst students take opportunities to engage with the wider community in learning that is relevant and worthwhile.

Students will develop the skills, knowledge and understanding necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

School context

Nundle Public School is a small rural school situated 60 minutes south east of Tamworth.

The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions.

The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities including excursion transport costs, purchase of teaching and learning resources and playground beautification.

As a school, we are focussed on providing a safe and happy environment for students that encourages active participation in their learning. With SLSOs and Learning Support Teachers working with all classes provides students with additional, personalised support in their learning. Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate in a wide variety of events.

School planning process

Nundle Public School's planning process has included extensive communication with members of the school community. We used "Picture the Graduate" to develop a student focussed vision statement for where we want the students to

allowed for the development of a clear vision statement that enabled planning to occur with the end in mind.

Staff reviewed the schools achievement against the School excellence framework and identified areas for further development and planning.

Tell them From Me Surveys for students

NAPLAN results – Scout Data

2016 – SEF

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Self-motivated, Self-regulated,
Future Focused Learners

Purpose:

Every student in our care will:

- develop a growth mindset
- become self-motivated and self-regulated to learn effectively
- be capable in collaboration, critical thinking and communicating
- creatively solve problems
- learn in a future focused learning environment with a range of technologies
- learn how they best learn
- develop the skills to reflect on their learning and grow.

STRATEGIC DIRECTION 2

High Quality Teaching &
Learning

Purpose:

The establishment of high quality teaching and learning will result in:

- Cooperative, collaborative partnerships with neighbouring schools to share professional learning opportunities and expertise
- School policy and practice that is strongly supported by evidence.
- A strength based approach to developing high levels of student engagement.
- Enhanced teaching and learning opportunities that focus on Literacy and Numeracy

STRATEGIC DIRECTION 3

Authentic Community
Partnerships

Purpose:

Nundle Public School will recognise the importance of strong partnerships between home and school in valuing education and learning. Collaboratively, we will develop authentic partnerships between parents and the school by establishing cooperative partnerships to further cater for the individual needs of students. Systems and practices will embrace open and collaborative learning opportunities on a regular basis throughout the school.

Strategic Direction 1: Self-motivated, Self-regulated, Future Focused Learners

Purpose	People	Processes	Practices and Products
<p>Every student in our care will:</p> <ul style="list-style-type: none"> • develop a growth mindset • become self-motivated and self-regulated to learn effectively • be capable in collaboration, critical thinking and communicating • creatively solve problems • learn in a future focused learning environment with a range of technologies • learn how they best learn • develop the skills to reflect on their learning and grow. 	<p>Students</p> <p>Students will learn how they learn and how their mindsets can influence their success. They will know how to set learning goals and focus on short term success for long-term gains.</p> <ul style="list-style-type: none"> • Self-motivated, self-regulated • Flexible thinkers • Problem Solvers • Literate and Numerate • Reflective • Positive <p>They will improve their capacity for self-assessment and set goals relevant to their level of achievement.</p> <p>Staff</p> <p>Staff will develop an understanding of the language of Play is the Way and know how they can influence students thinking through the use of language based approach. They will help students celebrate success and become successful learners.</p> <p>Staff use an explicit model of behaviour education using the language of "Play is the Way" as a consistent model. Through this there will be an expectation that all staff will help celebrate success and become successful learners.</p> <p>All staff will model life-long learning through continued professional development and reflective thinking.</p> <p>Leaders</p>	<p>Future Focused Learning</p> <p>Students will have well developed independent learning skills through the development of problem solving and thinking skills. Staff will employ a range of processes and develop philosophies that promote flexible, creative and critical thinking. Rich and relevant learning opportunities will be well established and incorporated into regular activities for all students.</p> <p>Students will be learning in future focused environments that incorporate the use of a range of technologies. Significant development in staff skills will ensure students are using technology to support their learning at their level of need.</p> <ul style="list-style-type: none"> • <p>Self-motivated, Self-regulated Learners with Growth Mindsets</p> <p>Students will develop strategies to become self-aware through the implementation of whole school approaches to developing emotional intelligence that incorporates self-regulation and language development through structured learning activities as part of the PD/H/PE curriculum and General SEL capabilities. This will be carried out through positive behaviour support programs. Teachers will develop best practice in both modelling and teaching behaviour based on the methodology from "Play is the Way". Students will have a range of opportunities to develop leadership capacity and confidence through learning opportunities that embrace general capabilities across</p>	<p>Practices</p> <p>Students participate in daily activities that incorporate the development of resilience and problem solving through participation in the "Play is the Way" program. This will be demonstrated in teacher programs, school routines and peer observations.</p> <p>Students will develop personalised learning goals that reflect an understanding of how they learn best and areas for improvement as evidence in PLPs.</p> <p>Teachers will support the development of personalised learning goals in collaboration with students and parents as evidenced in Personalised Learning Plans, meeting notes and reviews.</p> <p>Teachers will explicitly teach growth mindset differentiated to student needs as evidenced in teacher programs, classroom displays, student work-samples and school routines.</p> <p>Teachers will support students in developing confidence and skills in using technology by incorporating technology as a General Capability across the curriculum as evidenced in teaching and learning programs, meeting presentations and professional development plans.</p> <p>Products</p> <p>(Results of the change?)</p> <p>Self-motivated, self-regulated learners</p> <p>All students demonstrate highly engaged learning habits to regulate their emotions in the classroom and playground and</p>

Improvement Measures

Tracked students achieve growth in learning that is equal to or greater than expected achievement.

A language of learning, focused on growth is used consistently school wide. Thematic language assessment used in the classroom will be conducted to set baseline and monitored over time to show alignment with the language of growth mindset.

Evidence gathered from NPS future focused learning tool, demonstrate growth on a pre-post test analysis.

Strategic Direction 1: Self-motivated, Self-regulated, Future Focused Learners

People

Leaders will model life long learning by influencing thinking, developing systems in a consultative manner and by continuously striving to improve themselves.

Leaders will support staff in understanding the language to develop self-regulated students.

Leaders will support staff in developing a culture of leadership by building the capacity of staff to lead within the school setting.

Community Partners

Community partners will have opportunities to participate in learning to develop the language of self-regulated learners.

They will have opportunities participate in learning to further understand 21st Century Learning and learners.

Processes

the whole curriculum.

Evaluation Plan

Smart Data

Survey, teacher reflection and observations.

NPS Future Focused learning tool and related observations.

Tell them From Me Survey

Practices and Products

accomplish tasks in the given learning time. Students will have a strong understanding of the Play is the Way Life Raft concepts and what they mean.

21st Century Learning

Above average individual growth is demonstrated for students transitioning from Year 3 to 5 NAPLAN and for students transitioning from Year 5 to 7 NAPLAN. across Literacy and Numeracy.

Strategic Direction 2: High Quality Teaching & Learning

Purpose	People	Processes	Practices and Products
<p>The establishment of high quality teaching and learning will result in:</p> <ul style="list-style-type: none"> Cooperative, collaborative partnerships with neighbouring schools to share professional learning opportunities and expertise School policy and practice that is strongly supported by evidence. A strength based approach to developing high levels of student engagement. Enhanced teaching and learning opportunities that focus on Literacy and Numeracy 	<p>Students</p> <p>Students understand and value the role assessment plays to the teaching and learning cycle. They are able to identify their own strengths and weaknesses and with some support, develop learning goals to suit.</p> <p>Staff</p> <p>Support teachers through continued targeted professional learning with the support of Instructional Leaders.</p> <p>Participate in peer observation and reflection to develop a collaborative and reflective mindset in building a dynamic staff team.</p> <p>Leaders</p> <p>Facilitate opportunities for staff to participate in collaborative activities that include: reflecting on best practice, providing and receiving feedback and developing a collaborative mindset.</p> <p>Participate in peer observations to model lifelong learning and develop an understanding of best practice.</p> <p>Community Partners</p> <p>Participate in the review and development of policies to contribute to community understanding of policy implementation.</p>	<p>High Quality Teaching and Learning Practices</p> <p>The implementation of evidence based teaching practices will be a priority, exploring effective means of differentiation, providing feedback and establishing processes for gathering assessment data to inform practice will be key processes.</p> <p>Cooperative partnerships will be established with partnering small schools to develop an expert teaching team.</p> <p>High quality professional learning</p> <p>Staff will draw on research to develop and implement high quality professional learning in literacy and numeracy. Developing best practice to be ubiquitous across all key learning areas. Priorities of collaborative practice to identify effective practice and areas for improvement.</p> <p>Evaluation Plan</p> <p>AISTL 360 Tool</p> <p>Collaboration Survey</p> <p>Meeting Minutes and SDD Agenda</p> <p>Exit Tickets from PL opportunities</p> <p>Tell Them From Me Survey Data</p>	<p>Practices</p> <p>The school staff team works collaboratively with parents and the community to provide opportunities for parents to contribute to the day to day running of the school. This will be demonstrated through the sign-in-book, increased participation in P&C meetings and community events.</p> <p>Students will participate in a range of activities that contribute to the community mindedness and reinforce strong partnerships as evidenced by student discussions about values,</p> <p>Teachers differentiate across the curriculum to best reflect the students level of need in a 21st Century Learning environment.</p> <p>Staff develop a school spelling strategy to target the development of spelling skills in students. Incorporating evidence based strategies to best impact on student understanding.</p> <p>Products</p> <p>High Quality Professional Learning</p> <p>All teachers demonstrate an increased capacity to program for student achievement through professional learning and collaboration across the Tamworth Small Schools network.</p> <p>High Quality Teaching and Learning</p> <p>Feedback from 360 data indicates community satisfaction with learning programs being adopted by the school.</p>
Improvement Measures			
<p>Staff demonstrate growth in achievement against teaching standards according to AITSL360 tool, moving towards aspects of highly accomplished and lead level teaching for all staff.</p>			

Strategic Direction 2: High Quality Teaching & Learning

Practices and Products

Teachers are able to identify aspects of student growth in literacy and numeracy achievement.

Strategic Direction 3: Authentic Community Partnerships

Purpose

Nundle Public School will recognise the importance of strong partnerships between home and school in valuing education and learning. Collaboratively, we will develop authentic partnerships between parents and the school by establishing cooperative partnerships to further cater for the individual needs of students. Systems and practices will embrace open and collaborative learning opportunities on a regular basis throughout the school.

Improvement Measures

Survey data shows the opportunities for parents to celebrate learning with their children are increased. An increase in parents participation in learning and school activities is prevalent through monitoring of parental attendance at school functions/celebrations. Parents indicate involvement in these programs is valued and they value their role in the educational progress of their child.

Discussions with students have language of community mindedness prevalent.

People

Students

Independently engage with the community in many aspects of school life.

Regularly engage with parent support as part of everyday learning opportunities.

Staff

Facilitate the inclusion of parents in all aspects of school life to influence parent understanding of educational concepts and establish authentic partnerships.

Communicate extensively with parents about student learning progress and achievement.

Leaders

Support the establishment of authentic community and parent partnerships with learning processes and school activities. Eg. Kitchen to Garden, Canteen, Assemblies and Special Events.

Facilitate extended opportunities for community groups and organisations to extend meaningful learning opportunities to students.

Community Partners

Contribute to the operation of the school through participation in a variety of activities involving teaching and learning.

Engage in workshops designed to build a greater understanding of learning in the 21st Century.

Support teachers in the implementation of

Processes

Positive Parent Partnerships

The school develops opportunities for parents to provide support in a voluntary capacity on a regular basis to enhance teaching and learning and raise the status of quality education within the community.

The school community will explore ways to celebrate learning for students in a way that is focused on developing growth mindsets and positive attitudes towards learning.

School/Community Mindedness

Teachers facilitate the implementation of opportunities for students to become community minded citizens through the development of values and virtues that complement the development of empathy and citizenship. The school establishes a program of events that include opportunities for community members to participate. Continue to build a strong partnership with local schools to support and enhance student learning across the small schools network.

Evaluation Plan

Survey, analysis and evaluation of school activities measures quantitative and qualitative elements of activities.

Practices and Products

Practices

Positive Parent Partnerships

The school staff team works collaboratively with parents and the community to provide opportunities for parents to contribute to the day to day running of the school. This will be demonstrated through the sign-in-book, increased participation in P&C meetings and community events.

School/Community Mindedness

Students will participate in a range of activities that contribute to the community mindedness and reinforce strong partnerships as evidenced by student discussions about values, ownership and leadership

Products

Positive Parent Partnerships

Parent feedback will communicate high levels of satisfaction with their child's involvement in school.

Level of involvement from parents in increased in school-wide activities and parents feel valued in their involvement at school.

School/Community Mindedness

Strategic Direction 3: Authentic Community Partnerships

People

school policies including homework, discipline and student wellbeing.