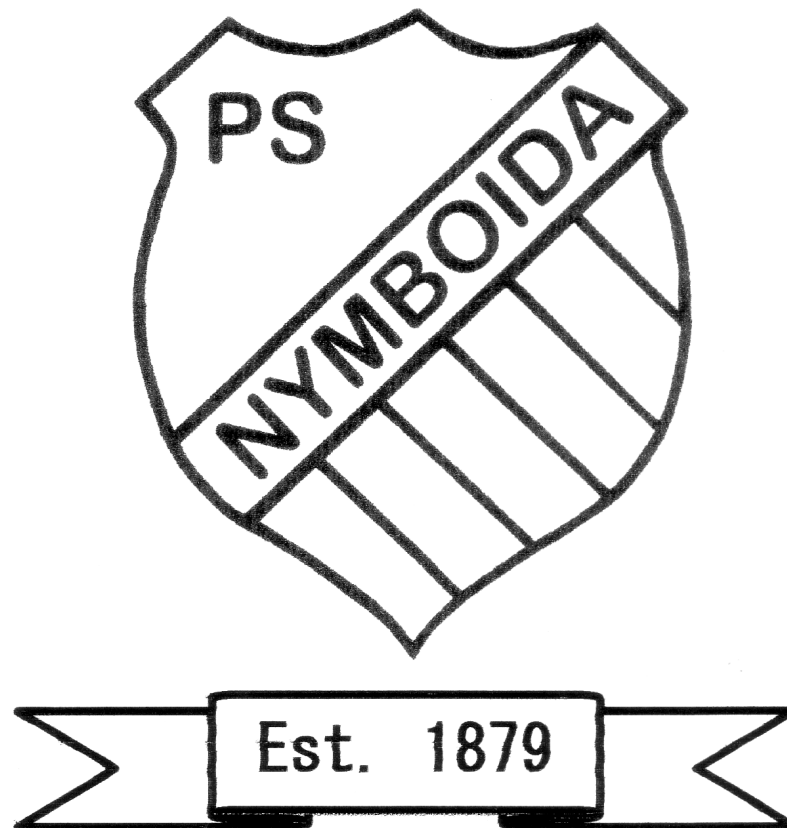


School plan 2018-2020

Nymboida Public School 2784



School background 2018–2020

School vision statement

At Nymboida Public School we empower every student to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be active global citizens and practise the core values of the school: Respect, Responsibility and Safety.

School context

Nymboida Public School is a small, rural school. It is situated on a main road 40 kilometres southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one Principal and one temporary teacher who is responsible for principal's release and is involved in team teaching with the principal; a School Administration Manager 4 days each week and a General Assistant 1 day each week.

Nymboida Public School currently has a FOEI of 113 and has an enrolment of 17 students at the beginning of 2018 including 17% Aboriginal students.

The student population can be transient with many changes throughout any given year; however, the school maintains a stable staff.

Students are organised into two classes K–3 and 3–6 (4 days per week). On the other day the class consists of all students K–6.

Students have quality learning spaces and well-maintained grounds with extensive playground equipment.

Staff, parents and students work collaboratively to provide a happy, supportive learning environment.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our 139 year tradition of providing quality education to our local community.

School planning process

Members of the Nymboida community were encouraged to work collaboratively and actively participate in the school planning process.

Parents and community were informed about the new 2018–2020 planning cycle through the school newsletter and were provided with detailed information about the process and what it involved during P&C meetings.

Parents were invited to share ideas and opinions and surveys were distributed to community members, staff and students in an effort to work collaboratively with the school to develop the new strategic directions.

A draft copy of the School Plan was then presented to families and the community for review and feedback.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

Students will become literate and numerate citizens with every chance of success in higher education and later life. Students learn to be responsible, respectful and resilient community members who value diversity and display effective communication and interpersonal skills. Teachers work in partnership with parents to share the responsibility for student learning and improve student learning outcomes. Students have opportunities to utilise digital technologies to promote learning and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

STRATEGIC DIRECTION 2 Teaching

Purpose:

Teachers continually improve their teaching practice through participation in quality professional learning, use of evidence based teaching strategies and engaging in collaborative practice. Teachers have high expectations of every student and provide engaging, inclusive learning environments with programs differentiated to meet individual needs and improve student outcomes. Ongoing evaluation of teaching practice through analysis of student engagement and performance data enables teachers to effectively plan for the ongoing learning of every student.

STRATEGIC DIRECTION 3 Leading

Purpose:

Effective leadership ensures school-wide systems and resources are in place to support student and staff wellbeing, ensure quality teaching programs and promote innovative practice. School leaders work collaboratively with staff, students and the community to promote a culture of inclusivity, high expectations and shared responsibility for student learning and success.

Strategic Direction 1: Learning

Purpose

Students will become literate and numerate citizens with every chance of success in higher education and later life. Students learn to be responsible, respectful and resilient community members who value diversity and display effective communication and interpersonal skills. Teachers work in partnership with parents to share the responsibility for student learning and improve student learning outcomes. Students have opportunities to utilise digital technologies to promote learning and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

Improvement Measures

Increased attendance from 92.7% (2017) to 94% to bring in line with state DoE average.

95% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums, in line with the Premiers Priority to increase the proportion of students in the top two NAPLAN bands in numeracy by 8% (30% for Aboriginal students) by 2019.

Reduce overweight and obesity rates of children by 5% over 10 years.

People

Students

Students engage in learning opportunities, know their strengths and areas for improvement in literacy and numeracy and set goals for improvement.

Staff

Teachers plan quality lessons, differentiated to facilitate student progress in literacy and mathematics.

Leaders

Facilitate and monitor the implementation of quality, evidence based programs.

Parents/Carers

Parents have high expectations for student achievement and attendance, and work collaboratively with teachers to support student growth in literacy and numeracy.

Processes

Embedding wellbeing initiatives within the school.

Quality teaching and learning programs which support improved student outcomes in literacy and numeracy.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

–Wellbeing Assessment for Schools

–Measured growth across the Physical Literacy Continuum

–PBL Surevys and Assessments

–Analysis of behaviour data recorded using EBS ontrack+

–Ongoing, regular assessment, tracking and monitoring of targeted spelling, reading and numeracy programs.

Practices and Products

Practices

Consistent implementation of Positive Behaviour for Learning (PBL) matrix of expectations and values. Development and implementation of a whole school daily fitness program and kitchen garden program.

Students participate in targeted literacy and numeracy programs which are focused on explicit teaching of syllabus content.

Products

Improved student engagement and attendance. Improved learning outcomes and behaviour and consistent demonstration of school PBL Core Values.

Improved reading, spelling and numeracy results evidenced by classroom data, NAPLAN growth data and tracking along the literacy and numeracy continuum.

Strategic Direction 2: Teaching

Purpose

Teachers continually improve their teaching practice through participation in quality professional learning, use of evidence based teaching strategies and engaging in collaborative practice. Teachers have high expectations of every student and provide engaging, inclusive learning environments with programs differentiated to meet individual needs and improve student outcomes. Ongoing evaluation of teaching practice through analysis of student engagement and performance data enables teachers to effectively plan for the ongoing learning of every student.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

90% of students at or above stage expectations for writing on the writing continuum.

People

Students

Students engage in peer and self reflection activities and set goals for learning.

Staff

Teachers value quality professional learning and work collaboratively to plan, deliver and evaluate teaching programs.

Leaders

School leader adopts a collaborative approach to improving student outcomes.

Parents/Carers

Engage in ongoing learning activities and ongoing communication regarding how to support their child's learning.

Community Partners

Invite teaching professionals and curriculum advisors to engage in developing a deeper understanding of the syllabus.

Processes

Implement effective classroom practice initiatives.

Teachers work collaboratively across the Clarence Valley Community of Small Schools (CVCoSS) to improve student writing outcomes and increase teacher capacity to deliver quality writing programs.

Evaluation Plan

Progress towards improvements measures will be evaluated through:

–Lesson Observations

–Staff surveys

–Meeting minutes

–Analysis of NAPLAN and whole school writing data.

–COS group collaborative analysis of writing samples

Practices and Products

Practices

Teachers use evaluative practices to critically reflect on teaching performance and identify strengths and weaknesses. Teachers provide a quality learning environment where students work productively in an environment clearly focused on learning.

Teachers collaborate across schools to share data, feedback and develop programs and resources to improve writing performance. Teachers continually analyse writing data to inform teaching practice.

Products

Teaching programs are data based, engaging and differentiated to meet the individual learning needs of every student.

Improved student writing performance. Teachers are skilled at explicit teaching of writing techniques.

Strategic Direction 3: Leading

Purpose

Effective leadership ensures school-wide systems and resources are in place to support student and staff wellbeing, ensure quality teaching programs and promote innovative practice. School leaders work collaboratively with staff, students and the community to promote a culture of inclusivity, high expectations and shared responsibility for student learning and success.

Improvement Measures

New school wide systems for classroom assessment and teacher evaluation are developed and implemented.

Every student demonstrates at least one years growth for every calendar year at school.

People

Students

Engage in all school activities with a focus on improvement and resilience.

Staff

Teachers share responsibility for student learning K–6 and work consistently to provide quality teaching and learning programs.

Leaders

Support the implementation of innovative programs which focus on the individual development of every student.

Parents/Carers

–Regularly provide feedback on school performance.

–Support and engage with school programs.

Processes

School wide instructional leadership.

Embedding a high expectations culture.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

–Parent, Student and Staff Surveys.

–Quality Teaching coding of teaching performance.

–Analysis of school wide data

Practices and Products

Practices

Leadership focus on professional learning to build teacher capacity to lead and sustain a culture of effective, evidence based teaching practices.

Develop processes to collaboratively review and evaluate teaching practices and ensure delivery of quality teaching programs.

Products

Enhanced teacher leadership capacity, reflected in greater collaboration, self-reflection and higher expectations.

100% of teaching staff share leadership roles and collaborate on school wide initiatives.