

School plan 2018-2020

Narranga Public School 4404



School background 2018–2020

School vision statement

We are a positive learning community that fosters a culture of high expectations, engagement and mutual respect.

Expert teachers are committed to delivering a balanced and innovative curriculum. Every student has the opportunity to achieve sustained academic and personal growth.

The school promotes and reinforces its traditional culture of fairness and tolerance. Our students strive to do their best and take pride in their achievements.

We believe that school should be fun. We produce caring, capable citizens who will continue to model the school's values as they take their place in the wider community.

School context

Narranga Public School serves families in the western part of Coffs Harbour on the NSW Mid–North Coast. We have over 600 students, who are drawn from a range of socio–economic and cultural backgrounds.

A team of 50 teachers and support staff provide high quality, comprehensive educational programs. They are supported by parents and overseen by a professional executive team, led by the principal.

The school curriculum provides a balance across all key learning areas, with a particular focus on literacy and numeracy. Enrichment and remedial programs are provided to support the individual needs of all students.

Narranga has strong traditions of artistic and sporting excellence. The school choirs, band and dance groups provide learning and performing opportunities, while the comprehensive sports program has led to consistent individual and team success at regional and state levels.

The school has the support of an active community which contributes to a range of school programs and has helped develop excellent educational facilities. The school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill.


School planning process

The School Plan has been developed with input from Narranga staff, students and parents.

The School Vision Statement was the result of all teachers, some senior students and the school P&C committee detailing their priorities via a “Shared Vision” activity. These were condensed into a draft statement and revised into its final form. The School Context was detailed by the principal and executive team.

School Strategic Directions were arrived at via a combination of analysing student performance data; self–reflection against the School Excellence Framework, evaluating teacher, parent and student surveys of school and class practice; prioritising DoE initiatives in the Strategic School Plan and executive team analysis of current educational research.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Expert Teaching

Purpose:

To commit to continuous improvement of teaching skills in order to maximise learning outcomes for all students. Teachers will develop students' essential skills in literacy and numeracy and the creative use of technology as a foundation for lifelong learning.



STRATEGIC DIRECTION 2 Learning & Engagement

Purpose:

To promote a school wide commitment to improving students' ability to learn, adapt and be responsible, productive and happy citizens. The school will deliver rich learning experiences which will both engage and provide opportunities for all students to succeed.



STRATEGIC DIRECTION 3 Partnerships

Purpose:

To develop strong collaborations between teachers, students, parents, the community and external agencies that inform and support progress, achievement and wellbeing across the school.

Strategic Direction 1: Expert Teaching

Purpose

To commit to continuous improvement of teaching skills in order to maximise learning outcomes for all students. Teachers will develop students' essential skills in literacy and numeracy and the creative use of technology as a foundation for lifelong learning.

Improvement Measures

Teaching pedagogy reflects increased effective sharing of strategies of greatest effect size as indicated through staff reflection on professional learning.

All class teaching programs reflect NSW Syllabus documents for the Australian Curriculum, including differentiation, quality feedback and analysis of assessment data.

Analysis of NAPLAN and school-based data demonstrates ongoing improvement.

People

Students

Develop students' engagement with their learning through targeted teaching and purposeful feedback.

Staff

Provide staff with professional learning that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

Staff

Provide staff with required knowledge and ongoing support via expert mentoring e.g. Instructional Leaders, formalised feedback in lesson observations.

Processes

Develop and embed effective Spelling and Writing teaching practices

Develop and embed Numeracy problem solving strategies

Collect and use assessment data to inform teaching practice, and meet the differentiated learning needs of students

Evaluation Plan

Evaluation will occur via a combination of the analysis of PLAN & NAPLAN data , student reports, teacher surveys, professional discussion / anecdotal evidence about Professional Learning and feedback from classroom observation.

Practices and Products

Practices

Ongoing data collection and analysis of students' academic progress

Teachers and their supervisors use the Australian Professional Standards for Teachers to develop and implement professional development plans that meet their professional learning needs

Products

A culture of mentoring / coaching / team teaching to bring about improvement in classroom pedagogy

K-6 students plotted on the Literacy and Numeracy Continuums / Progressions.

Teaching practice reflects increased use of strategies of greatest effect size to improve student learning

Strategic Direction 2: Learning & Engagement

Purpose

To promote a school wide commitment to improving students' ability to learn, adapt and be responsible, productive and happy citizens. The school will deliver rich learning experiences which will both engage and provide opportunities for all students to succeed.

Improvement Measures

Promotion of a growth mindset among teachers and students, clearly visible in all classrooms.

Academic interventions promote student access to curriculum, resulting in growth in NAPLAN and school based data above expected standards.

Visible advancement of school technology use by students and staff.

People

Staff

Staff to focus on using and promoting a growth mindset throughout all aspects of their classrooms. Their integration of technology should reflect this approach.

Students

Students' engagement with their learning will reflect their growth mindset approach..

Leaders

Provision of targeted professional learning programs, supported by planned resource allocation to facilitate growth in teaching and learning.

Parents/Carers

Communication with parents about academic achievement and practical strategies to enhance their children's learning.

Processes

School and class learning activities promote a growth mindset approach to quality teaching, student learning and engagement

Targeted academic interventions for specific needs students

Promotion of teacher skills to select effective ICT teaching strategies and resources to expand learning opportunities and engagement for all students

Evaluation Plan

Evaluation will occur via a combination of the analysis of PLAN & NAPLAN data , student reports, teacher surveys, classroom observation, professional discussion / anecdotal evidence about growth mindset, team teaching and professional learning

Practices and Products

Practices

Classrooms reflect innovative practice in the selection and organisation of content, and delivery of learning

Future focused learning practices and a commitment to maximising every student's growth)

Students are provided with learning intentions and success criteria, followed up by related targeted feedback based on informed and timely judgements of students' current needs in order to progress learning

Successful implementation of targeted intervention programs in literacy and numeracy

A culture of high expectations for all students is achieved by modelling and setting challenging learning goals that promote student responsibility for learning

Productive and inclusive learning environments that engage and support all students

Products

Students who have participated in intervention programs demonstrate rates of growth 20% above that of their peers.

Growth mindset learning intentions to be displayed in classrooms and are able to be articulated by students

Strategic Direction 3: Partnerships

Purpose

To develop strong collaborations between teachers, students, parents, the community and external agencies that inform and support progress, achievement and wellbeing across the school.

Improvement Measures

Teachers have developed and implemented improved STEM teaching strategies.

Teachers have improved mentoring skills, with the ability to provide effective feedback to pre-service teachers and other staff.

Students & families report positive engagement with the school.

People

Parents/Carers

Communication with parents about academic achievement and practical strategies to enhance their children's learning.

Leaders

School leaders understand the positive impact community connections can have on student learning outcomes and have the skills to build strong consultative practices

Students

Student improvement in learning outcomes reflects positive school, home, community partnerships.

Staff

Staff focus on collaborative learning based on professional relationships as a basis for improved teaching practice

Processes

SHAPE program (Sustaining High quality Approaches to Professional Experience) to build teacher capacity to mentor Southern Cross University (SCU) pre-service teachers as part of the HUB School initiative

Promote programs that deepen parent and community involvement in the education of students and broader school priorities.

STEM Teacher Enrichment Academy partnership with Sydney University

Evaluation Plan

Evaluation will occur via collegial discussion, staff supervision processes, staff and community surveys and feedback form external agencies.

Practices and Products

Practices

Staff undertake formal PL and implementation of STEM teaching program.

Community of Schools involvement in the SHAPE program, including an immersion project for pre-service teachers.

Regular, positive communication between the school, parents and community utilising a variety of media.

Products

100% of staff have improved their knowledge and practice in STEM education

100% of pre-service teachers involved in the SHAPE program benefit from teachers' involvement in the 'Mentoring for Effective Teaching' professional learning.

Narranga staff actively engage with Southern Cross University, University of Sydney and Department of Education coordinators of partnership programs to further learning outcomes.