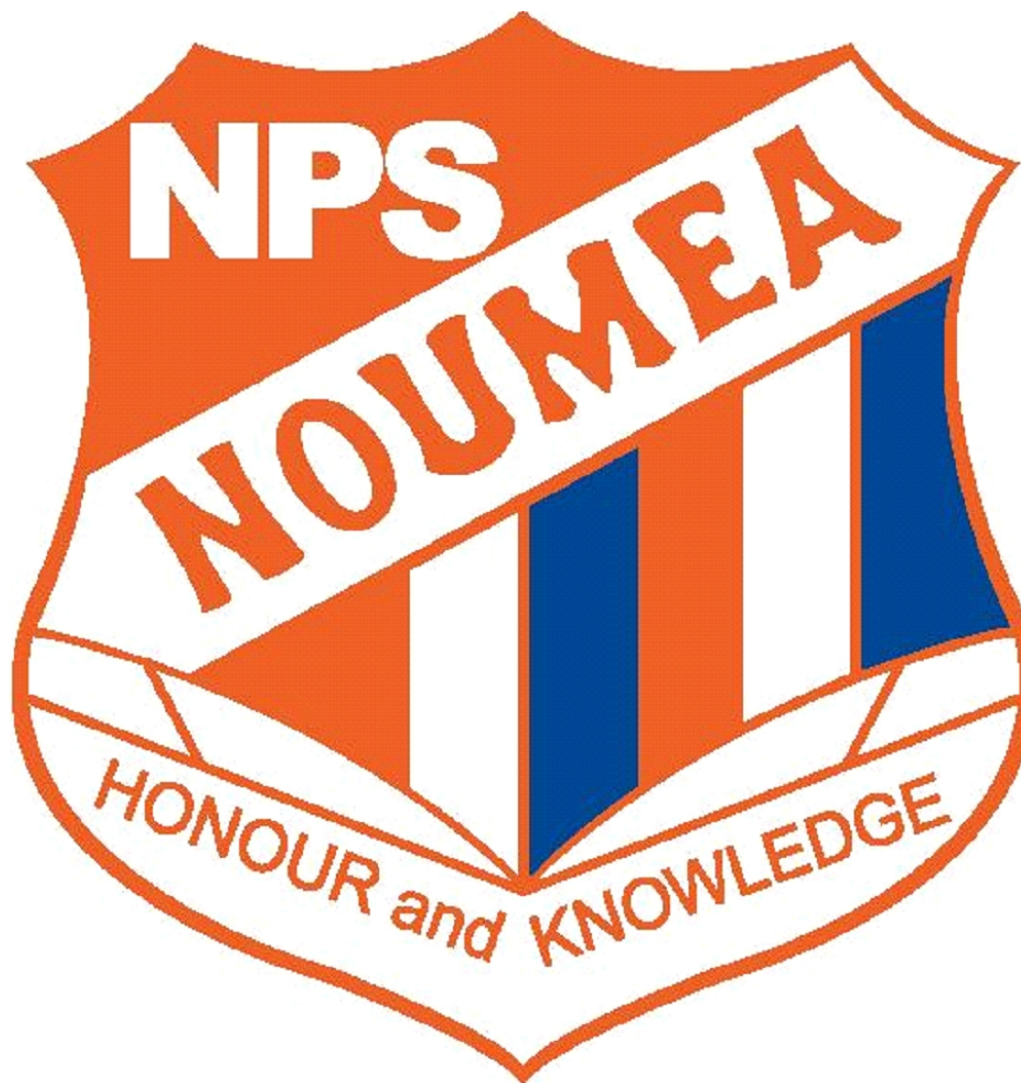


School plan 2018-2020

Noumea Public School 4493



School background 2018–2020

School vision statement

Our vision at Noumea Public school is to create a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to achieve excellence through quality teaching for lifelong learning.

School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P4 school with an enrolment of 282 students, including 42% from a non-English speaking background and 19% Aboriginal and Torres Strait Islander students. The school is currently participating in the regional initiative Early Action for Success. There is provision for extracurricular activities, including cultural dance and environmental projects. The school is focused on strengthening partnerships with local schools and community organisations. It has a dedicated staff made up of early career and experienced teachers.

School planning process

In 2017, Noumea Public School completed the external validation process, which aligned with the School Excellence Framework. This process helped to identify future directions for the school, which have become the basis of this three-year plan. Parents were invited to recreate a community hub via notes, newsletters and the school website. The school also encouraged the use of the Skoolbag app for fast and available communication. In creating our School Plan, we have held many professional learning and planning sessions with the staff. We have also regularly met with the community to discuss each step of the process and allow for open communication, discussion, questions and suggestions. Consultation has also occurred with the Principal School Leadership representative and members of the local AECG.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Visible Learners

Purpose:

To build student capacity to use assessment and reporting processes to evaluate their own learning, ensuring a positive and engaging learning environment.

STRATEGIC DIRECTION 2 Differentiated Teaching

Purpose:

To review, evaluate and refine formative assessment practices to inform quality, differentiated instruction in Literacy and Numeracy.

STRATEGIC DIRECTION 3 Positive Community and Leadership

Purpose:

To establish positive and productive relationships with our school community, where leadership development is central to building school capacity.

Strategic Direction 1: Visible Learners

Purpose

To build student capacity to use assessment and reporting processes to evaluate their own learning, ensuring a positive and engaging learning environment.

Improvement Measures

- 70% of students achieving EAfS Literacy and Numeracy benchmarks
- Students take ownership of own learning through school self-evaluation processes and are able to provide justification

People

Students

Students will participate in student centred learning and self-assessment. Development of future focused skills with increased collaboration and engagement.

Staff

Staff implementing visible learning walls in all classrooms. Staff integrating technology into classroom teaching and learning activities. Staff participate in regular professional learning concerning visible learning and student self-assessment.

Parents/Carers

Provide parent workshops /forums on Key Learning Areas at Noumea

Community Partners

Continue to invest in Mathletics. Continue to participate in Reading Recovery program. Continue to employ a Speech Therapist to assess students, develop oral language programs and provide targeted instruction for Tier Three students.

Leaders

Provide ongoing opportunities for professional learning, collegial discussions, collaborative planning and liaising with community partners.

Processes

Students: Students are using rubrics, WALT and WILF strategies and peer feedback to confidently self-assess their learning. Using concrete materials to support the development of problem solving in mathematics.

Staff: Programming and planning with group differentiation and hands on activities. Assessments are in line with teaching and learning. Incorporating visible learning strategies into classroom learning experiences.

Parents: Utilising parent helpers in classrooms across the school.

Leaders: Providing opportunities for school community to review school-wide teaching and learning programs and initiate change where necessary.

Evaluation Plan

Evaluate school programs using EAfS, school and PLAN data each term. Evaluate progress of the strategic direction against the milestones as scheduled.

Practices and Products

Practices

What is achieved and how do we know?

70% of students achieving EAfS Literacy and Numeracy benchmarks.

Students take ownership of own learning through school self-evaluation processes and are able to provide justification.

Products

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Students demonstrate knowledge and understanding of self-assessment and how it affects their learning.

Students articulate learning intentions and success criteria (WALT/WILF) to reflect and report on their learning achievements.

Students collaborate with their teachers to set their own learning targets.

Students participate in differentiated learning tasks, determined by school based assessments and data collection.

Students K–6, demonstrate future focused thinking in their daily learning.

Strategic Direction 2: Differentiated Teaching

Purpose

To review, evaluate and refine formative assessment practices to inform quality, differentiated instruction in Literacy and Numeracy.

Improvement Measures

- Teachers understand and implement differentiated Literacy and Numeracy tasks measured by:
 - Increasing the proportion of students in the top two NAPLAN bands in reading and numeracy
 - Increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%
- Staff will improve and build expertise in formative assessment methods to inform planning

People

Students

Students participate in differentiated learning. Students create personal learning intentions and provide feedback to teachers.

Staff

Through professional learning, staff will improve and build expertise in formative assessment methods to inform planning and effectively implement concept planning in Literacy and Numeracy.

Staff collaboratively design evidence-based differentiated learning programs and monitor growth to ensure all students succeed.

Parents/Carers

Provide opportunities for feedback to and from the community through IEP's, PLP's and information nights, interviews, community meetings and improve digital communication through the launch of Facebook and other social media.

Community Partners

Work together with other schools, external agencies and AECG to improve best practice.

Leaders

Model effective practice with emphasis on quality learning and differentiated programming. Attend professional workshops and engage in dialogue with staff and community.

Processes

Students: Student participate in differentiated, personalised and targeted learning to meet their needs and provide feedback. Increase student engagement using research on best practice to develop critical thinking, problem solving and higher order thinking in Literacy and Numeracy.

Staff: Assessment data informs differentiated planning and programming to reflect a more student centred learning focus. Opportunities for staff to engage in collegial dialogue and attend professional learning aligned to professional goals and school plans.

Parents: Parent feedback from surveys, informal communication and social media.

Leaders: Provide ongoing support to students, staff and community. Guide, mentor and drive the implementation of whole school differentiated practice and concept planning.

Evaluation Plan

Staff demonstrate the ability to differentiate teaching and learning activities as evidenced through programs and collegial discussions. Evaluate progress against the milestones.

Practices and Products

Practices

What is achieved and how do we know?

Teachers understand and implement differentiated Literacy and Numeracy tasks measured by:

- Increasing the proportion of students in the top two NAPLAN bands in reading and numeracy
- Increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%

Staff will improve and build expertise in formative assessment methods to inform planning through programming and best practice.

Products

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Staff implement whole school programs and practices integrating differentiation and encouraging high expectations.

Staff confidently developing and implement concept planning in Literacy in accordance with syllabus outcomes and teaching standards. This will be evidenced through program collection, collegial dialogue, reflection, student writing samples and observations.

Leaders develop capacity, inspiring others and guiding innovative teaching and learning.

Strategic Direction 3: Positive Community and Leadership

Purpose

To establish positive and productive relationships with our school community, where leadership development is central to building school capacity.

Improvement Measures

- The school leadership team models effective instructional leadership and implements sustainable programs which provide opportunities to develop future leadership skills
- Increase parent participation by 20% across all aspects of school life

People

Students

Students will be able to provide an essential communication link between home and school. Students engage in school related initiatives to build a cohesive student leadership culture.

Staff

Staff provides feedback and acts on community response. Staff will participate in professional learning consolidating leadership attributes to develop a supportive environment that fosters leadership skills.

Parents/Carers

Parents will be encouraged and informed to actively participate and contribute to whole school learning and activities.

Community Partners

Build positive connections with the wider community and external agencies to promote an inclusive environment.

Leaders

Instructional leadership is core to the development of leadership skills for all staff and provides measureable outcomes.

Processes

Students: Students seek feedback from community members utilising iPad surveys and a suggestion box for parents and carers. Purple Noumea stars introduced to support PBL focus for week.

Staff: Less formal format for meet the teacher and parent information sessions. Staff to provide Q and A sessions at afternoon and morning tea meetings. Revise format for reporting to parents and providing other forms of feedback.

Parents: Parents are more visible in school routines including assemblies, sporting events, community meetings. Feedback from parents reflects positive relationships and high expectations. Introduction of Facebook site for more immediate communication and feedback.

Leaders: Work collaboratively to build leadership skills in others. Professional development on instructional leadership and sustainability.

Evaluation Plan

Provide opportunities for feedback from community on strengthening positive partnerships.

Leadership team is able to effectively and confidently hand over to developing leaders.

Practices and Products

Practices

What is achieved and how do we know?

The school leadership team models effective instructional leadership and implements sustainable programs which provide opportunities to develop future leadership skills.

Increase parent participation by 20% across all aspects of school life.

Products

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Community consultative committee enables discussion on school plans and directions.

Community members provide feedback on and support school events and activities.

Instructional leaderships provided by current leadership teams supports the development of sustainable leadership skills across the school.