

School plan 2018-2020

North Nowra Public School 4618



School background 2018–2020

School vision statement

Valuing individual excellence and equipping future-focused learners

School context

At the commencement of the 2018 to 2020 School Plan North Nowra has a newly appointed Principal and has three years to run of the Early Action for Success (EaFS) initiative.

North Nowra Public School has an enrolment of 200 students, including 37 Aboriginal students. There are 8 mainstream and 3 support classes. North Nowra is committed to excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential. The school receives significant equity funding, including participation in the 'Early Action for Success' initiative. Positive Behaviour for Learning and Kids Matter are integral parts of the school culture. North Nowra Public School strives for a strong sense of community and enjoys a strong partnership with the Nowra AECG. The school is well resourced and has a strong future-focused approach to learning, including the authentic integration of technology and visible learning. The school benefits from an ongoing and targeted focus on professional learning in order to develop excellent teachers who are capable of creating change and positively influencing student outcomes.

School planning process

Genuine community consultation has been an important part of the school planning process for 2018–20 and is an ongoing priority. The development of the school plan 2018–20 commenced in Term 3 2017, with a significant reflection on the External Validation Report and the school's self-evaluation process. Data was collected from parents, students and staff via the Tell Them From Me survey, forum afternoons, the Staff Consultation Project 2017 and parent surveys. Student progress data was collected and analysed from NAPLAN, PLAN, Sentral and ongoing student assessments.

The school self-evaluation team met throughout the year with representatives from the parent body, school staff and Nowra AECG. A joint Elders Executive meeting was held to share aspects of the vision for our plan. The Elders made recommendations to enhance the Aboriginal perspective, culture and learning intentions for Aboriginal students. Our plan was developed with a vision to know our targets, know our community and know our students. The P&C Association have been regularly informed about the progress of the plan development.

The planning team used the data from all stakeholders to outline a vision for the school which was subsequently adopted to guide the strategic directions for 2018–2020.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in teaching,
excellence in learning

Purpose:

Excellent teaching occurs in every classroom, for every student, every day. Through instructional leadership, all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress achievement data. Teachers will employ evidence-based, effective teaching strategies to achieve high value-added outcomes for students. Teachers plan collaboratively for teaching, learning and assessment. Accommodations and adjustments are made by all staff to suit student needs as they arise. Case management of individual students occurs quickly and discretely.

STRATEGIC DIRECTION 2

Learning for today and
tomorrow

Purpose:

Teachers implement ongoing formative assessment to drive visible learning. Students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our school community demonstrates high expectations of learning progress and celebrates achievement for all students in the pursuit of individual excellence. Strong understanding of background and culture will build future aspirations and prepare students for rewarding and productive lives in a technologically complex and dynamic world. Effective transition practices will ensure longitudinal continuity of learning.

STRATEGIC DIRECTION 3

Leading a high performance
culture

Purpose:

To build a workforce of the highest calibre which improves every year. A shared focus on continuous, sustained and measurable whole school improvement will ensure that distributed leadership is facilitated, creating a culture of shared accountability to achieve organisational best practice. Individual expertise is recognised school wide to best meet the needs of the school and the students. Community confidence will grow as a result of strong community partnerships and effective leadership by all.

Strategic Direction 1: Excellence in teaching, excellence in learning

Purpose	People	Processes	Practices and Products
<p>Excellent teaching occurs in every classroom, for every student, every day. Through instructional leadership, all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress achievement data. Teachers will employ evidence-based, effective teaching strategies to achieve high value-added outcomes for students. Teachers plan collaboratively for teaching, learning and assessment. Accommodations and adjustments are made by all staff to suit student needs as they arise. Case management of individual students occurs quickly and discretely.</p>	<p>Students</p> <p>Students will actively engage in reflective practices to discuss their learning progress in relation to data-driven learning.</p> <p>Staff</p> <p>Consistent and accurate data is regularly collected through observations, work samples, conversations and assessment tasks.</p> <p>Staff develop an understanding of quality pedagogy in planning for and teaching a differentiated curriculum that meets identified student need.</p>	<p>Instructional Leadership K – 2 /3–6</p> <p>Supporting consistent and accurate data collection in literacy and numeracy.</p> <p>Identifying student and teacher learning needs through data collection to target specific intervention.</p> <p>Providing responsive professional learning to address identified needs and improve teaching practice.</p> <p>Personalised Learning</p> <p>Learning Support Team (L&ST) responds to data to provide individualised learning for Tier 2 & 3 students.</p> <p>L&ST provides responsive professional learning to enable teachers to address identified need.</p> <p>Teachers provide an individualised program that successfully supports the differentiation of the curriculum for all students.</p> <p>Evaluation Plan</p> <p>DoE and school-based data used to track student progress and achievement.</p> <p>Tell Them From Me Survey.</p> <p>National Literacy and Numeracy Learning Progressions.</p> <p>Teacher surveys and exit slips following professional learning.</p>	<p>Practices</p> <p>Teachers use data and evidence-based practises to inform and differentiate their teaching and learning by tracking student achievement and progress through the National Literacy and Numeracy Learning Progressions.</p> <p>Instructional leaders conduct practice analysis conversations with teachers at point of need as determined by observations of teaching practice and ongoing data collection.</p> <p>The Learning and Support Teacher and interventionist will support teachers to manage Tier 2 & 3 students within their classes.</p> <p>Products</p> <p>Students are plotted for achievement and progress using the literacy and numeracy progressions as part of the formative and summative assessment process across the school.</p> <p>Teachers will be able to identify and implement the next step of planning, teaching and assessing to meet students needs and their own professional development.</p> <p>Tier 2 & 3 students are successfully supported appropriately through individualised and classroom teaching and learning programs.</p>
Improvement Measures			
<p>100% of Teaching / Learning programs are data-driven, differentiated for individual student learning needs, demonstrate syllabus content and follow the NNPS scope and sequence of learning outcomes.</p>	<p>Leaders</p> <p>Leaders drive data conversations that align student and teacher learning needs to improve the learning outcomes for students in literacy and numeracy.</p> <p>Provide opportunities for consistent teacher judgement, collaborative planning and reflection to improve instructional practice.</p> <p>Provide professional learning which aligns with teacher need, school strategic directions and the allocation of school resources to support implementation.</p> <p>Parents/Carers</p> <p>Increased parent knowledge and understanding of student learning and improved parent capacity to understand how students learn in a future-focused learning environment.</p>		
<p>Increased percentage of students achieving expected growth in internal and external assessments.</p>			
<p>8% increase of students in the top two NAPLAN bands for reading and numeracy</p>			
<p>30% increase of Aboriginal students in the top two NAPLAN bands for reading and numeracy</p>			
<p>80% of K – 2 on track in Literacy and Numeracy</p>			
<p>Increase in students' sense of both skills and challenge as reported by the TTFM survey.</p>			

Strategic Direction 2: Learning for today and tomorrow

Purpose

Teachers implement ongoing formative assessment to drive visible learning. Students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our school community demonstrates high expectations of learning progress and celebrates achievement for all students in the pursuit of individual excellence. Strong understanding of background and culture will build future aspirations and prepare students for rewarding and productive lives in a technologically complex and dynamic world. Effective transition practices will ensure longitudinal continuity of learning.

Improvement Measures

100% of teachers use learning intentions and success criteria within daily literacy and numeracy teaching as a platform to provide effective feedback/feed forward.

Improved evaluative feedback data from whole school community regarding effectiveness of transitions.

100% of staff use the language of How2Learn in daily practice and explicitly teach effective life-long learning dispositions.

People

Staff

Teachers engage students in authentic, diverse and challenging learning experiences embedding authentic ICT experiences.

Teachers engage in relevant professional learning and implement effective learning intentions, success criteria and feedback.

Staff will collect data when required and facilitate the transference of information to relevant staff, schools and outside agencies.

Leaders

Provide professional learning and support to teachers which allows them to continuously improve using evidence-based teaching practice.

Community Partners

Establish proactive learning alliances with parents, DoE support staff, the Community of Schools, outside agencies, preschools, Nowra AECG and community members to improve student outcomes through effective transition.

Students

Students will display growth mindset and effective learning dispositions for life-long learning. Students will use technology for authentic learning.

Students understand, use, and reflect on their learning, through the use of learning intentions, success criteria and feedback.

Processes

Making Learning Visible

Excellent professional learning will lead to consistent implementation of visible learning in every classroom. Evidence of visible learning will be evident throughout teaching programs.

Transitions

Students, staff and community will experience smooth transitions between all stages and locations of learning. Data and information will be shared seamlessly.

How 2 Learn

Excellent professional learning will enable the development of a positive school culture where all staff, students and community members will display life-long learning dispositions.

Evaluation Plan

- Program sharing twice per term to review learning intentions and success criteria with colleagues. Executive staff reflect on programs to identify teacher professional learning needs.
- Parent and teacher satisfaction surveys regarding the effectiveness of transitions.
- Tell Them From Me Survey

Practices and Products

Practices

Students learn using clear learning intentions and success criteria and engage in the reflective practice of receiving feedback. Technology is integrated into learning in all KLA's.

Students are supported through well-planned transitions at all points in their schooling. Data transference enables seamless transition between different settings and stages of learning.

School learning culture will be developed through delivery and implementation of How2Learn professional learning for all staff led by school-based trainers.

Products

Authentic integration of ICT supports teachers to effectively differentiate the curriculum and provide a challenging and inspiring environment for students.

Transitions will be effective to allow for social, emotional and academic learning to occur prior to and throughout a student's time at NNPS. Collection of information regarding culture, background and future aspirations will build an understanding of individual students. Data will follow each student to allow for continuity of learning.

All classrooms will display visible learning intentions and success criteria within daily literacy and numeracy teaching and learning as a platform to provide effective feedback for improvement. There is physical evidence of this in classrooms and in teaching programs.

Strategic Direction 3: Leading a high performance culture

Purpose

To build a workforce of the highest calibre which improves every year. A shared focus on continuous, sustained and measurable whole school improvement will ensure that distributed leadership is facilitated, creating a culture of shared accountability to achieve organisational best practice. Individual expertise is recognised school wide to best meet the needs of the school and the students. Community confidence will grow as a result of strong community partnerships and effective leadership by all.

Improvement Measures

100% of staff have a PDP linked to the school strategic directions.

100% of teaching staff are purposefully engaging with the Australian Professional Standards for Teachers.

A cyclic maintenance calendar will be available for regular policy review and development in line with the A to Z tool.

Tell Them From Me survey results demonstrate increased positive perception of school culture.

People

Students

Increased knowledge, demonstration and commitment to school values.

Staff

Staff communicate actively and frequently with parents and carers and provide different forums for parents to contact the school.

Staff engage in the PDP process and regularly reflect on professional goals and progress to generate personal professional growth within a growth mindset culture.

Teachers use the Australian Professional Standards for Teachers to guide their ongoing engagement with professional learning.

Staff engage in school system reviews as required.

Leaders

Well informed, skilled leaders support staff to build workforce capacity. Leaders value individual expertise and facilitate distributed leadership.

Parents/Carers

Parents engage with the school to develop knowledge, understanding and capacity to support positive student behaviours that enhance wellbeing, resilience, and learning.

Processes

Building Community

Improved respectful communication will build a positive school culture.

Professional Learning for All

Individual expertise is recognised and support provided to engage in a cycle of continuous improvement.

School Systems Review

Relevant, accurate and current documentation meets the needs of the school context.

Evaluation Plan

Qualitative and quantitative data will be gathered from a variety of sources representing the views of staff, students, and families.

Tell Them From Me Surveys

Parent/Teacher/Student satisfaction surveys.

Review of PDP documents.

Cyclic review of systems and policies.

Practices and Products

Practices

Staff, parents and students contribute to the positive school culture through demonstrating our school values.

Professional Development Plans are dynamic and responsive documents that are driven by the School Strategic Directions while building individual and collective capacity.

Systems and policies are reviewed on systematic basis through consultation with the whole school community.

Teachers engage with the Australian Professional Standards for Teachers as the basis for professional discourse, professional learning and building individual and collective capacity.

Products

Community satisfaction is increased and is evident through positive interactions and community perception.

All staff demonstrate improvement as evidenced through the PDP reflective process resulting in a shared accountability to achieve organisational best practice.

Effective systems, that are responsive to school context, are readily accessed and communicated to all stakeholders.