

School plan 2015-2017

Narrabri Public School 2708



School background 2015–2017

School vision statement

At Narrabri Public School we are committed to creating confident and successful 21st century learners through innovative and engaging teaching practices. Students are our priority and the school promotes an environment reflective of high expectations for all students.

This vision is reinforced by our core values of respect, resilience, responsibility, inclusiveness and achievement, shared and supported by our students, staff, parents and the local community of schools.

School context

Narrabri Public School has 406 students attending from Kindergarten to Year 6, 33% being of Aboriginal descent and 4% EALD. Narrabri is a rural town with its student base coming from a wide range of social and economic backgrounds. Our school context increasingly reflects cultural and socio-economic diversity.

The school prides itself on providing a comprehensive education for all students in a caring and supportive learning environment.

Our school community sees Narrabri Public School as a place where all students, whatever their beliefs or backgrounds, are supported in an inclusive, safe, and caring learning environment.

The school aims to equip students to become 21st century learners. To maintain this, we continue to build on the skills and knowledge of our teachers.

School planning process

Fundamental to our 2015–2017 Strategic Plan is a strong ongoing commitment to continuous improvement which incorporates quality teaching pedagogy and professional practice.

Our strategic plan is designed to prioritise our future direction over the next three years. It explicitly outlines our school's approach to delivering the curriculum in a collaborative, considered and financially responsible way. As in the writing of it, the NPS Strategic Plan will be implemented, managed and evaluated by the whole school community.

The planning process will ensure achievement of key school strategic directions and produce equity and excellence for all students by:

- Analysis of:

–Best Start, PLAN and SMART data, summative and formative school based assessment.

–School programs including Literacy, Numeracy, Student Welfare and Learning Support.

- School surveys targeting students (Years 2–6), on line parent and staff surveys which examined current practices such as school leadership, teacher quality, student welfare and discipline (including the establishment of PBL core values), the role of technology including P&C and SRC focus groups.
- Ongoing formal consultation with our staff and the School Council. Interviews were also conducted with members of the school community including P&C and SRC focus groups.
- Executive staff at Narrabri Public School meets on a regular basis.

Formal and informal staff discussions on the effectiveness of our school's educational programs and professional practice. This process of critical reflection took place during school development days, staff meetings and stage meetings. It provided much needed feedback and

School background 2015–2017

School vision statement

School context

School planning process

opportunities for short and long term planning and goal setting.

School strategic directions 2015–2017



Purpose:

- Ensure high levels of achievement in literacy and numeracy are evident throughout the school.
- Embedding 21st century learning practices within teaching and learning programs.
- Differentiate instruction and assessment in response to student strengths, needs and prior learning.
- Build staff capacity through ongoing professional learning.

Purpose:

To establish and maintain systems and structures that are inclusive to all students and support them to become a balanced individual in a safe and caring environment.

Purpose:

To develop and enrich a positive learning school culture that embraces our school community and other local schools to form strong educational partnerships.

Strategic Direction 1: Quality Teaching and Learning

Purpose

- Ensure high levels of achievement in literacy and numeracy are evident throughout the school.
- Embedding 21st century learning practices within teaching and learning programs.
- Differentiate instruction and assessment in response to student strengths, needs and prior learning.
- Build staff capacity through ongoing professional learning.

Improvement Measures

- To increase by 6% the number of Year 3 students achieving at proficient level at spelling.
- To increase by 8% the number of Year 5 students achieving at proficient level at writing.
- To increase by 5% the number of students achieving at or above expected growth in Year 5 spelling.
- Collaborative and reflective teaching practices are evidenced.
- 100% of staff will have a Professional Development Plan and be accredited or maintain accreditation by 2017
- Staff survey data identifies that 100% of staff follow the schools Scope and Sequence and have confidence in assessing students using PLAN.

People

Students

Are supported through effective teaching, assessment and consistent delivery of curriculum.

Actively engage as learners and are able to self-regulate, be motivated, in addition to developing essential skills to collaborate, think critically and creatively and communicate effectively.

Staff

Encourage capabilities development for teaching staff in best practice against the National Professional Teaching Standards for teachers. Including planning skill development for all staff to design and implement programs that address the learning needs of students.

Actively engaging in collaborative planning to enable the delivery of focused programs based on the Australian Curriculum, focussing on the needs of the 21st century learner.

Developing a deeper understanding of utilising data to track student progress. Undertake professional learning to understand, implement and analyse Best Start, PLAN and SMART data.

Use data analysis to ensure trends and needs inform ongoing planning and programming.

Parents/Carers

Develop effective procedures and strategies that build an understanding amongst parents of our school's focus on

Processes

Embedding Assessment Practices

Develop a whole school approach to embedding assessment for, as and of learning into every classroom teachers practice, building a deeper, shared understanding of assessment across the school, and consistency of teacher judgement when tracking student progress..

Curriculum Implementation

Whole school planning processes (scope and sequences, programming methods, flexible grouping) to implement effective teaching and learning programs..

Professional Practice

Whole school approach is developed to support teachers develop a Professional Development Plan and to achieve and maintain Professional Standards for Teaching.

Evaluation Plan

School improvement will use the milestone planning tool to review progress every 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Embedding Assessment Practices

All staff undertake professional learning on assessment for, of and as learning to improve student outcomes.

All students are tracked using the Literacy and Numeracy Continuum to inform future planning of quality lessons and student learning needs.

Whole school assessment schedule will identify data update requirements.

Teacher mentor will collaboratively work with teachers to compile and analyse data.

Curriculum Implementation

Teacher collaboration to plan quality teaching and learning programs, plan lessons, assess the needs of students and developing consistency in teaching and assessment.

Whole school scope and sequences will guide implementation of curriculum.

Stage supervisors will guide quality teaching and learning practices.

Professional Practice

Timeline for staff is developed to support the implementation of the Professional Development Framework focussing on goal setting, evidence and observations for individuals PDP.

Staff undertake professional learning to build their capacity, based on

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

21st century learning, new curriculum and assessment practices.

Leaders

Leading improvement, innovation and change, including effective implementation of the curriculum.

Provide collegial support within the school to develop a deeper understanding of the Literacy and Numeracy Continuum K–10 and across stage connectedness.

Communicate clear expectations on incorporating effective teaching strategies throughout the school.

Analyse internal and external data to track and guide student learning providing effective learning pathways that meet student needs.

Community Partners

Develop capacity to work collaboratively within our school community and extending to the network of schools in our local community, to enrich and extend curriculum programs and learning opportunities.

Processes

Practices and Products

identified needs as indicated in their goal setting.

Leadership teams to mentor, guide and share their knowledge and skills to develop the practice of others.

Build the capacity of leaders through internal and external practices and partnerships.

Mentoring practices for teachers seeking and maintaining accreditation at proficient, accomplished and lead are supported through internal and external networks.

Products

Embedding Assessment Practices

Assessment for, as and of learning are evident in programs and are evident in the classroom.

Assessment for learning is an embedded practice within the learning classroom. Classrooms will display learning goals, success criteria and demonstrate effective feedback.

Lesson observations will reflect formative assessment being undertaken in the classroom, guiding student progression with their learning.

Internal and external data is analysed to identify student learning needs as evidenced in teacher program review feedback.

Curriculum Implementation

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

Processes

Practices and Products

All staff will use KLA scope and sequences to develop and implement teaching and learning programs reflective of curriculum requirements.

Teaching and learning programs are collaboratively developed to plan for student learning requirements. Differentiated curriculum delivery will be evident.

Curriculum implementation will be guided by collated data indicative of a student learning requirements.

Professional Practice

All teachers will have developed a PDP aligned to School Plan, DoE Strategic Directions and personal goals.

Sharing of professional learning will be utilised to build staff capacity either as a leader or as a participant in learning.

Accreditation will be gained and maintained at proficient, accomplished and lead.

Strategic Direction 2: Student and Staff Wellbeing

Purpose

To establish and maintain systems and structures that are inclusive to all students and support them to become a balanced individual in a safe and caring environment.

Improvement Measures

- PBL action plan has been implemented and reviewed.
- 5% increase in student engagement and wellbeing as evidenced in Tell Them From Me student survey.
- 5% increase in Quality Feedback as evidenced in Tell Them From Me teacher survey.
- 5% Increase in parent satisfaction and effectiveness of school strategies as evidenced in Tell Them From Me parent survey.

People

Students

- Feel safe and empowered to make positive choices, accepting responsibility for their own behaviours and interacting positively with each other, creating a safe and productive learning school culture.
- Display an understanding of our PBL system and the structure operating within the school that contribute to the wellbeing of the school community.

Staff

- Understand the needs of students and creates a learning environment that is supportive and inclusive to student's collective wellbeing.
- promote positive behaviours in the school environment through ensuring consistent implementation of Positive Behaviour for Learning core values.
- Assist students to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Support and empower staff through mentoring, collaboration and adherence to the DoE Code of Conduct.

Leaders

- Support teachers to effectively engage with an increasingly diverse range of learners through professional learning which supports students and school learning programs.
- Connect with the wider school community to expand educational

Processes

Positive Learning Behaviours

- Develop a whole school systematic and sustained approach to the implementation of PBL. Core values are clearly defined and consistently embedded across all aspects of the school. Students are frequently recognised and rewarded, encouraging self-regulatory behaviours.
- Annually update and understand Code of Conduct procedures and work health and safety practices.
- Provide opportunities for targeted support through Learning Support Team, School Councillor and DoE support teams.
- Maintain and build relationships with the Aboriginal Community and local AECG to strengthen partnerships, facilitating involvement in student learning.

Evaluation Plan

- School improvement will use the milestone planning tool to review progress every 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Positive Learning Behaviours

- A whole school approach to developing positive behaviour is in place to support student well being and lead to improved student outcomes.
- Clear expectations and recognition of positive behaviours are embedded in school practice and acknowledged by the school community at a class, stage and school level.
- Staff implement Classroom Management Plans stating expectations for learning and engagement.
- Students contribute to school wellbeing initiatives through SRC involvement and decision making.
- Regular class forums are conducted to allow students to contribute to decision making.
- Support in place for students to access levels of intervention and wellbeing programs that assist to develop self-regulatory behaviours.
- Aboriginal perspectives, cultural knowledge and significance are embedded and integrated into curriculum to celebrate and acknowledge Aboriginal culture.
- Staff interact in a safe and professional manner and adhere to the DoE Code of Conduct and Work health and Safety practices.
- Ensure a positive, respectful and collaborative culture for learning and working together are established to enable professional learning and

Strategic Direction 2: Student and Staff Wellbeing

Improvement Measures

People

opportunities for students.

Parents/Carers

- Build awareness and a clear understanding of school wellbeing systems within the school.
- Commit to supporting school initiatives and assist students to engage in their learning through participation in classroom and extracurricular programs.

Community Partners

- Develop the capacity to support the school and contribute to student wellbeing.
-

Processes

Practices and Products

dialogue supportive of students and school learning programs.

Products

Positive Learning Behaviours

- Staff and parents have an understanding of the values and expectations outlined in Positive Behaviour for Learning and is reflected in student, teacher and parent feedback.
- PBL School Evaluation Tool is analysed to determine the effectiveness of PBL initiatives.
- Learning and Support Data is analysed to determine the effectiveness of intervention and wellbeing programs.
- Tell Then from Me student, staff and parent surveys are reflective of improved wellbeing practices and student engagement.

Strategic Direction 3: Community Partnerships

Purpose

To develop and enrich a positive learning school culture that embraces our school community and other local schools to form strong educational partnerships.

Improvement Measures

- Increased attendance and participation in their child's learning through classroom visits, attendance at school events, and parent teacher meetings.
- Partnerships with community agencies, cultural groups and businesses are established to provide additional resources and programs supporting curriculum delivery.
- Established collaborative learning has taken place between schools to support ongoing teacher professional learning and student outcomes.

People

Students

- Will have access to community organisations, business and agencies that support curriculum implementation and student needs.

Staff

- Engage in collaborative professional learning across stages and networks.
- Recognise their responsibility to develop links between schools to student progression P–7.
- Work with the AECG, the Aboriginal Community and families to build links that promote cultural inclusivity.
- provide relevant teaching and learning experiences incorporating community resources.

Leaders

- Support innovative leadership to foster school and community partnerships.
- Build networks to support collaborative learning and sharing between schools.
- establish communication systems to facilitates networking and collaboration.

Parents/Carers

Establish and enhance a collaborative learning community through opportunities to share the educational experiences that promote student learning.

Provide a range of opportunities to engage with the school to build capacity in supporting students in their learning environment.

Processes

Partnerships

- Utilise interagency support services to meet specific needs.
- Continue to embed culturally inclusive curriculum that is engaging and relevant.
- Contribute to developing links between school, community and businesses to foster learning for students that provide enhancement and relevance to school curriculum.
- Communicate with schools to build on existing practices and support student achievement through engaging in interschool professional learning.
- Build an understanding between school and community that support student needs and engagement.

Evaluation Plan

School improvement will use the milestone planning tool to review progress every 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Partnerships

- A welcoming, inclusive and supportive culture is established within the school and its community to build links that are enhance student learning experiences and curriculum.
- Families develop their understanding of learning programs and expected student learning outcomes through effective communication and engagement.
- Transition to school programs are in place to support students moving from preschools to primary schools and to high school.
- Combined professional learning across schools takes place.
- Cultural immersion and inclusion are embedded in school practice.
- Interagency collaboration takes place to support student learning and wellbeing needs.

Products

Partnerships

- Student learning and wellbeing is partnered with parents and families, local businesses and community.
- Partnerships are established to address identified student need as recorded in LST minutes.
- Partnerships are established to provide access to resources (intellectual/physical) not available within the school.

Strategic Direction 3: Community Partnerships

Improvement Measures

People

Processes

Practices and Products

- Established collaborative professional learning takes place between schools as evidenced in planned events outlined in agenda and meeting minutes.