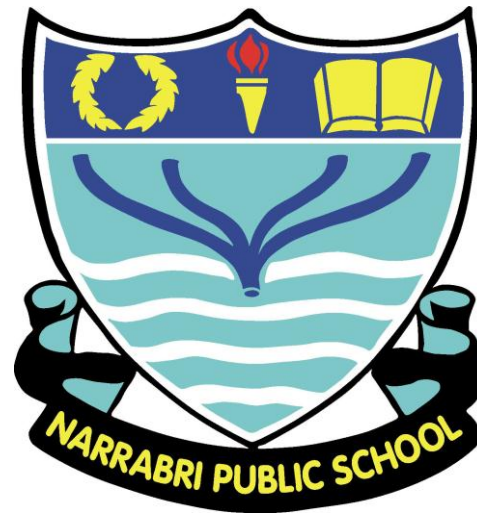




Education &
Communities

School Plan



Narrabri Public School

2014



Narrabri Public School

School Plan 2012 - 2014

The school motto "Knowledge is Power" encapsulates Narrabri Public School's mission to provide a high quality, engaging and relevant curriculum. We believe this allows all students to achieve their academic potential. High quality teaching supports the individual needs of students through effective differentiation of the curriculum from Grades K-6. Our educational programs are augmented by efficient use of technology, outstanding student welfare initiatives and a wide range of cultural, sporting and extracurricular experiences.

School Priority Areas 2012 – 2014 - 3 Year Horizon

- Literacy
- Numeracy
- Curriculum and Assessment
- Leadership and Management
- Student Welfare

Public Schools NSW – Strategic Directions 2012 - 2014

- Leadership & Management
- Curriculum & Assessment
- Engagement and Attainment
- Literacy & Numeracy
- Aboriginal Education
- Organisational Effectiveness

Intended Outcomes

- Improved literacy outcomes for all students
- Improved numeracy outcomes for all students
- Increase in staff actively engaging in leadership roles
- Increase staff understanding of implementing new curriculums
- Improved student welfare outcomes for all students

School Context: Narrabri Public School is located in the central business area of Narrabri and services the learning and welfare needs of approximately 350-400 students. The school is steeped in tradition dating back to 1868 and prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities. The school caters for the majority of Aboriginal and Torres Strait Islander students in Narrabri and is generally well resourced and supported by active parent groups. 2014 sees the introduction of the RAMS model with funding implications re whole school planning.

Targets (3 year horizon, developed from School Priority Areas 2012 – 2014)

- Increase the number of Year 5 students achieving within the 2014 NAPLAN proficiency bands by 10% in Grammar, Punctuation and Writing
- Increase the number of Year 3 and 5 students achieving in 2014 NAPLAN proficiency bands by 5% in reading
- Increase the number of Year 5 - 7 students achieving at or above the expected in numeracy growth from 43.3% to 60%
- Increase the number of Kindergarten students achieving perceptual level to 60% in 2013
- Increase the number of Year 1 students achieving at figurative or beyond to 90%
- Increase the number of Year 2 students achieving Counting-on-and-back or beyond to 90%
- Increase the % of staff accepting identified leadership opportunities to 80%
- Increase the percentage of teachers who are familiar with the new English and Maths syllabus by 50%
- Reduction in the number of suspensions and other serious behaviour incidents by 10%

Principal: Michael Clare

Date: April 2014

Endorsed by School Director: Rebecca Langdon

Date: May 2014

School Identified Priority Area/s	Summary of Targets
Literacy	<ul style="list-style-type: none"> • Increase year 5 grammar, punctuation by 10% in top three NAPLAN bands by 2013 • Increase by 5% students in year 3 and 5 in top two bands in reading • Increase by 5% students in year 3 and 5 in top two bands in writing
Numeracy	<ul style="list-style-type: none"> • Year seven students growth from year 5 – 7 in Numeracy on matched students to increase from 43.3% to 60% by 2014 • 60% of kindergarten students achieving perceptual level in 2014 • 90% of year 1 students achieving figurative or higher • 90% of year 2 students achieving Counting-on-and-back or higher
Leadership and Management	<ul style="list-style-type: none"> • Increase the % of staff accepting identified leadership opportunities to 80%,
Curriculum and Assessment	<ul style="list-style-type: none"> • Increase staff understanding of new maths curriculum • Implementation of new English curriculum
Student Welfare	<ul style="list-style-type: none"> • Revision of current welfare policy with the aim of reducing the percentage of students receiving suspensions by 10%

School Identified Priority Area: Literacy

Intended Outcomes: Majority of students are in the top three bands for literacy. Improve literacy skills of all students with a Focus on Reading in Years 3-6 and Accelerated Literacy in K-2

Target/s:

- All K – 2 students reach New England NSW reading benchmarks
- Increase by 5% students in year 3 and 5 in top two bands in reading
- Monitor the percentage and movement of students in clusters

Number	Strategies	Indicators	Timeframe			Responsibility	2014 Resource Funding & Source
			2012	2013	2014		
1.1	Continue consolidation of the Focus on Reading training already undertaken by our staff. Co-ordinator given resources to provide further training sessions for teachers' professional development.	Teachers given time to continue their ongoing professional training i.e. FOR modules. Teachers' programs and classroom practice reflect the Focus on Reading/Accelerated Literacy philosophy our school embraces. Informed professional talk and effective collaborative planning of quality literature based Focus on Reading units evident. Students observed talking about author's intention, visual literacy, point of view. Purchase of required class readers, posters etc.		X	X Term 2 old Term 3 new	Principal, Co-ordinator	\$7000.00
1.2	Train primary executive to ensure tracking of all students on the Literacy continuum is undertaken.	Executive train their staff to develop a common language and a shared understanding consistency about what constitutes achievement of an outcome, understanding of assessment criteria etc. Tracking to begin with comprehension and aspects of writing.		X	X	Principal, Co-ordinator	\$2000.00
1.3	Stage meetings to unpack each cluster of the continuum across all stages.	Executive systematically working with staff to ensure effective monitoring and evaluation of all students' ongoing progress. Teachers working as a stage group with executive to discuss effective teaching and learning strategies associated with each cluster in order to better differentiate curriculum and move children forward in teaching/learning cycle.			X	Principal, Executive	
1.4	Introductory session for executive to the new PLAN software by with PLAN K-4 Facilitator Vicki Quast. (Best Start software has changed to PLAN and is now available for use by all teachers across all stages)	Post training informed professional talk demonstrates an understanding of the basic aspects of PLAN software. Planning and implementation timeline between Principal and executive. Further training if required.			X	Facilitator, Executive	\$1000.00
1.5	Introductory learning session (to be run by executive) in a staff meeting for teaching staff re new PLAN software to be held in Term 2 2014.	Teachers are introduced to PLAN software and its future implementation by executive. Informed professional talk will begin to demonstrate a deeper understanding of various aspects of PLAN including marker level data entry and Individual Learning Plans. An implementation timeline outlined to staff.			X Term 2 Wk 3	Executive, teachers	

School Identified Priority Area: Numeracy

Intended Outcomes: Majority of students in the top bands for Numeracy

Target/s:

- Year seven students growth from Year 5 – 7 in Numeracy on matched students to increase from 43.3% to 60% by 2014
- 60% of kindergarten students achieving perceptual level in 2014
- 90% of year 1 students achieving figurative or higher
- 90% of year 2 students achieving Counting-on-and-back or higher

Number	Strategies	Indicators	Timeframe			Responsibility	2014 Resource Funding & Source
			2012	2013	2014		
2.1	QuickSmart Numeracy program targeting specific students in Years 4-5.	Selection of students according to NAPLAN results. Students observed to be meaningfully engaged in the program. Evidence of increased student fluency in basic numeracy with improved recall of number facts, and simple computation. Weekly monitoring of programs with tutors. CASS test data demonstrating continued student progression.	X	X	X	Principal, Co-ordinator	Global Budget \$33 000 Lit/Numeracy \$1650
2.2	Consolidation of our current K-2 TENS program.	Students tracked and monitored on the Early Numeracy Learning plan by teachers as regular practice. Evidence of explicit programming and planning based around the student achievement data.			X	Executive	
2.3	Train primary executive to ensure tracking of all students on the Numeracy continuum is undertaken.	Executive are sharing PLAN with their stages.			X	Executive, teachers	Lit/Numeracy \$2000.00
2.4	Unpacking each cluster of the numeracy continuum in stage meetings to ensure teachers are able to choose effective teaching strategies to differentiate the curriculum for students.	Shared stage assessments guiding future teaching and learning programs. Explicit programming and stage planning to assist students move along the numeracy continuum. All staff gain a shared understanding of the assessment criteria.			X	Executive, teachers	
2.5	Development of a matched school wide scope and sequence.	Higher levels of consistency in the delivery of teaching and learning programs. Collaborative programming matched to scope and sequence.			X	Executive, teachers	
2.6	Newman's Analysis revisited.	Newman's Analysis PowerPoint presentation at staff meeting. Incorporated into teaching and learning.			Wk 7 Term 2	Executive	
2.7	Familiarise executive to the new PLAN software.	As per Literacy strategy.			X	Facilitator, Executive	\$1 000
2.8	Introductory learning session (to be run by executive) for teaching staff re new PLAN software to be held in Term 2 2014.	As per Literacy strategy.			X		

School Identified Priority Area: Leadership and Management

Intended Outcomes: Increase in staff actively engaging in leadership roles

Targets:

- Increase the % of staff accepting identified leadership opportunities to 80%,

Number	Strategies	Indicators	Timeframe			Responsibility	2014 Resource Funding & Source
			2012	2013	2014		
3.1	Develop a pro-forma for Professional Learning Plans aligned to School Plan.	All teaching staff develop and use professional learning plans. Plans reviewed yearly against the school plan and TARS and EARS process.			X	Principal	
3.2	Training and development opportunities for staff to increase their current skills, knowledge base and specific areas of professional expertise as aligned with our School Management Plan.	Training courses specifically linked to current NPS School Management Plan. Staff will lead and run professional development, school events or community involvement events.			X	Principal, Executive, Staff	
3.3	Develop a Committee to look at T&D opportunities early Term 1 2014.	A fair and transparent process established which ensures equal access to relevant T&D opportunities. Evidence of effective management of human resources. Professional accountability at each level of this process.			X	Principal, T&D Committee	\$8000.00
3.4	Encourage and facilitate professional learning opportunities around our school as well as other local schools to observe best practice as well as MyPI and other learning courses relevant to their Professional Learning Plans.	Increased staff willingness to share knowledge and expertise. Regular observation of good classroom practice. Support provided through consultancy, video links and visits to other schools. Staff applying for MyPI courses, reporting back and sharing knowledge and resources gained at courses attended.			X	All Staff	
3.5	Utilize the school's EARS process to help the professional growth of executive staff in their roles.	Develop role statements and professional goals for each member of executive team. Current EARS procedures remain embedded in supervisory process until 2015. Regular classroom observations and feedback from principal.			X	Principal & Executive	
3.6	Utilize the TARS/EARS process to help the professional growth of all staff in their roles.	Quality lesson observations based on an agreed focus area with specific feedback for staff leading to ongoing professional growth. Regular classroom observations by their supervisor linked to specific aspects of the literacy continuum and clusters. Feedback to staff. Professional dialogue in stage meetings. Current TARS procedures remain embedded in supervisory process until 2015.			X	Principal and Executive	
3.7	Develop a matching list of Roles and Responsibilities of identified leadership roles within the school.	A clearly delineated document developed in consultation with staff at Term 1 School Development Day.			X	Executive	

School Identified Priority Area: Curriculum and Assessment

Intended Outcomes: Increase staff understanding of implementing new curriculums

Target/s:

- Increase staff understanding of new maths curriculum
- Implementation of new English curriculum

Number	Strategies	Indicators	Timeframe			Responsibility	2014 Resource Funding & Source
			2012	2013	2014		
4.1	Provide supervisory structures that consolidate teachers' growing understanding and classroom implementation of the new English syllabus.	Programming, units of work and classroom practice all reflect increased understanding of the syllabus. Provision of online training for staff in "Syllabus Plus English Series 2".			X	Principal, Executive	
4.2	Continue to provide collaborative opportunities for planning using the new English syllabus.	Executive working with stage groups with shared programming, writing of units and assessment using literacy continuum. Peer visits to classrooms.			X	Principal, Executive, Teachers	
4.3	Co-ordinator to attend training courses to help him develop a deep understanding on new mathematics curriculum. Also attendance at a MyPI training course for entire NPS executive team.	Executive team given access to ongoing professional training opportunities. Growing executive knowledge and shared understandings of the curriculum. Provision of training which will help equip executive to lead a Staff Development Day on the syllabus.			X	Co-ordinator, Executive	Lit/Numeracy Program \$1400.00
4.4	Co-ordinator, in consultation with rest of executive, to develop a staff implementation plan which will possibly include other local schools.	Evidence of shared goals and common purpose. Timeline for Stage 1 of curriculum implementation mapped out. Outline of plan and expressions of interest to other local schools sent out.			X	Principal, Co-ordinator, Executive	
4.5	Planning day re combined Term 3 School Development Day with executive from other local schools including Wee Waa Public and Narrabri High maths faculty.	Shared goals and planning. Opportunities for executive to brainstorm ideas. A common educative purpose evidenced through working effectively with other schools.			X	Co-ordinator, Executives	Lit/Numeracy Program \$1000.00
4.6	Executive present a combined schools Staff Development Day on new Mathematics syllabus in Term 3.	A shared vision to facilitate Year 6 students' transition to the Stage 4 syllabus. A general introduction to the new syllabus. Stage specific sessions run by supervisors from Early Stage 1 to Stage 4 where the syllabus is further unpacked at each level in greater detail.			X	Co-ordinator, Executive, Teachers	
4.7	Provide online training for staff in "Syllabus Plus K-6 Maths Series 1-2" to give some ongoing support re implementation of new curriculum.	Regular staff participation. Staff access to downloadable digital resources.			X	All staff	

School Identified Priority Area: Student Welfare

Intended Outcomes: Improved student welfare outcomes for all students

Target/s:

- Revision of current welfare policy with the aim of reducing the percentage of students receiving suspensions by 10%

Number	Strategies	Indicators	Timeframe			Responsibility	2014 Resource Funding & Source
			2012	2013	2014		
5.1	Review and update school's current Welfare and Discipline Policy in consultation with whole school community.	Current policy document circulated to staff at meeting. Staff asked to study the current document with a critical eye. Staff comments on a) the document's effectiveness i.e. comparative strengths and weaknesses b) the way the document is currently working or being interpreted in day to day school practice c) possible changes that might improve either of the above. Current policy document and survey forms emailed to School Council Input sought from parents via an anonymous survey f) Discussion of welfare and discipline issues with student leadership team.			X	Principal	
5.2	Principal and Moree District Learning and Engagement Officer, Sarah Giles, conduct a School Development Day (Term 2 2014) where policy is examined, survey results discussed and Positive Behaviour for Learning model explored.	School Development Day held. Information presented on Positive Behaviour For Learning model. Discussion re above.			X	Principal, Learning & Engagement Officer	RAM \$3500.00
5.3	Formation of a committee which drafts revised Welfare and Discipline policy.	Draft document produced for consultation with whole school community.			X	Principal, Executive, staff, School Council member	
5.4	Support professional online training courses which enhance staff skill e.g. management of students with difficult behaviours using District Support.	Teachers identified by LaST and Principal as having the greatest current needs invited to do training. Participating staff receive 12 hrs time from school. Support from school's LaST and a certified deliver of on-line training courses for Barwon Network.			X	LaST, teachers	\$6 000
5.5	Tutors begin Seasons For Growth program with selected students.	Students chosen on basis of need by LST committee and tutors. Parents contacted. LaST releases trained staff for one hour per week to run the program. Improved resilience and emotional health outcomes for these students.			X	Tutors, LaST, LST Team	\$2 000

GLOSSARY

Intended Outcomes

Outcomes describe what a school wants to achieve by the end of the three year planning cycle in each school-identified priority area.

Outcomes are clear, specific and concise statements that indicate what the school aims to achieve.

Outcomes can be measured or evaluated through the collection of data or through observation during and at the end of the three year planning cycle.

Outcomes addressing literacy and numeracy are required in all school plans to align school planning and accountability to state and regional plans.

Targets

Targets describe the incremental steps to the achievement of the intended outcomes.

There may be more than one target for an intended outcome.

To align school planning and accountability to state and regional plans, overarching school targets should be set in line with state and regional targets.

Literacy and Numeracy targets are mandatory.

More specific targets or indicators can be added to assist in focusing school improvement.

Indicators

Indicators demonstrate whether the identified strategies are achieving the intended outcome or target

Indicators are included in the plan to describe the progress towards achieving intended outcomes a school expects to observe or measure, if the strategies are working as expected.

Funding Codes

Colour	Funding Source
Black	Global Budget e.g. purchase resource
Red	RAMS Aboriginal
Blue	Equity e.g. employ teacher, SLSO
Purple	Professional Learning e.g. attendance at R2L
Orange	Norta Norta
Green	Other e.g. \$1000 Community Grant
Light Blue	PLAN
Brown	Literacy/Numeracy