

School plan 2018-2020

Narooma Public School 2758



School background 2018–2020

School vision statement

Our School Vision is to provide students with a range of opportunities to:

- * Achieve Excellence;
- * Experience Success;
- * Become Resilient;
- * Develop Strong Values;
- * Embrace Innovation.

Through our School Purpose of:

- * Delivering World Class Teaching and Learning;
- * Equipping students for the future as a whole person;

Around our School Values of:

- * Responsibility & Fairness – Doing the right thing at the right time. Following the rules & choosing a good attitude;
- * Care & Respect – Looking after people, places and things. Treating others how you would like to be treated;
- * High Expectations – Excellence can be achieved through parents, students and teachers all working together to achieve a common goal.

We are committed to encouraging our students to possess the following qualities:

- * A mastery of academic skills;
- * A love for learning;
- * Self-discipline;
- * Good Manners;
- * Good study habits; and

School context

Narooma Public School is a rural/coastal primary school on the Far South Coast of NSW. We have approximately 460 students enrolled at our school. The school is well supported in the community with an active Parents and Citizens' Association (P&C).

Narooma Public School has a great history and strong traditions of academic and sporting excellence. The school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future. High expectations for learning and behaviour provide a caring and safe environment for all students.

Our families and community members, including the P&C enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school. As a result, community feel a belonging to the school and support our initiatives with a sense of pride.

Our K–6 philosophy and our experienced staff focus on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student–learning outcomes.

Our teaching staff is experienced, enthusiastic and keeps themselves up–to–date via quality Teacher Professional Learning so as to be able to deliver best practices and quality lessons to the students in their care.

The school's purpose is to maintain and sustain a positive,

School planning process

Narooma Public School undertakes rigorous ongoing evaluations on a regular basis to ensure that we are best meeting the needs of our students and achieving our school targets.

At a whole school level, target teams are formulated to monitor priority areas within the school. These teams are designed after extensive consultation with the community via surveys, meetings and SMART data analysis. Future directions and strategies to meet the targets are developed with the target teams entrusted to monitor the progress of the strategies. Each target team has a representative of every stage where individual stage stages are set to achieve the ultimate goal.

At the executive level, the leadership team regularly monitors the target teams and stage teams to ensure that school priorities are being addressed. The leadership team regularly provide feedback to all stake holders regarding progress of the strategies as well as constantly liaise with stakeholders to gauge perception, opinion and future direction.

At a stage / classroom level, regular consistent teacher judgement meetings are held so all staff are assessing, evaluating, future planning together meaningful lessons designed to achieve the desired outcomes. Targets are set with the use of the SMART data combined with regular rich assessment tasks at the school level.

At a community level, parents are regularly updated, consulted with and are valued members of teams to provide their input into processes and future direction. Meeting are held to provide all community members with the opportunity to be consulted and provide their valuable

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School vision statement

* Respect for themselves and others.

School context

safe and happy learning environment that focuses on the growth of the student as an individual.

School planning process

contributions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Student Wellbeing

Purpose:

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.



STRATEGIC DIRECTION 2 Equity & Student Engagement

Purpose:

To support staff in motivating children through quality teaching and learning experiences that targets their needs.



STRATEGIC DIRECTION 3 Curriculum & Assessment

Purpose:

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

Strategic Direction 1: Student Wellbeing

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to make positive choices.

Improvement Measures

Scope and Sequence created for PBL in 2019.

New awards recognition system evident.

Document growth in Literacy and Numeracy students receiving targeted interventions.

New Anti-Bullying and School Welfare Policy documents evident.

People

Students

Are happy and secure in the school environment;

Are safe, feel nurtured and are empowered to make positive choices within the school environment

Students are encouraged and supported in developing leadership qualities and demonstrating leadership within the school

Staff

All Staff empower students to make positive choices through the implementation of the NPS Student Welfare / Discipline Policy;

All Staff ensure that the school environment is a happy and positive place by embedding a positive culture into daily practise, school structures, planning, organisation and management;

Staff support and empower each other through coaching, mentoring, collaboration, honesty and by adhering to the DEC *Code of Conduct* as well as the *Dignity and Respect in the Workplace Charter*.

Parents/Carers

Community support staff in implementing school and DEC policies;

Community demonstrate positive behaviour by adhering to school procedures, DEC systems, Community *Code of Conduct* whilst working within or visiting the school.

Processes

Continue the implementation of PBL structures and strategies into the school to enhance student welfare and wellbeing, creating a community where students care for self and wider wellbeing.

Successfully identify and support students with specific needs to achieve improved learning outcomes.

Create and embed strong welfare and wellbeing policies that reflect current best practice and department policy.

Evaluation Plan

Internal – Closely monitor staff and student attendance, student behaviour and feelings of well-being by effective data collection methods;

External – Parents surveys and meetings to review the quality and effectiveness of the school targets, strategies and programs.

Practices and Products

Practices

Positive behaviour is recognised, awarded and encouraged in the classroom, on the playground, and during special school events

The school values are embedded in all areas of school life, practise and procedures

Students / staff reflect on their health and well-being

Development of student, class and whole school goal setting for behaviour improvement

Products

Increased student attendance.

A nurturing, safe and supportive physical environment.

Expected behaviours and exemplary achievement is recognised through the school award system.

School plans, procedures, policies expectations are being demonstrated and are in place.

Support opportunities where students are engaged in their learning.

Strategic Direction 2: Equity & Student Engagement

Purpose	People	Processes	Practices and Products
<p>To support staff in motivating children through quality teaching and learning experiences that targets their needs.</p>	<p>Students</p> <p>Engaged in their learning;</p>	<p>To improve the learning outcomes for Aboriginal students and other students below grade level.</p>	<p>Practices</p> <p>Motivating teaching and learning lessons and learning opportunities across the school to improve student engagement which will be demonstrated in Literacy & Numeracy lessons</p>
<p>Improvement Measures</p>			
<p>Documented growth evident in Literacy and Numeracy.</p>	<p>Enjoy coming to school;</p>	<p>Successful transition from Home/Preschool to Primary School & from Primary School to High School</p>	
<p>A reduction of unexplained absences.</p> <ul style="list-style-type: none"> • Target for 2018 is 20.0% • Target for 2019 is 17.5% • Target for 2020 is 15.0% 	<p>Display open-mindedness, motivation, self-discipline and a willingness to try new things and develop their skills in using ICT, sports, performing arts and creative directions.</p>	<p>Reduce the number of unexplained absences in regards to our Attendance Strategy.</p>	<p>Teachers who reflect on the quality of their teaching and learning programs and lesson delivery striving for continuous improvement of student outcomes</p>
<p>All prospective students feel safe and happy to come to school or go to High School</p>	<p>Staff</p> <p>Capabilities are developed through TPL, training and school wide systems and structures;</p>	<p>Evaluation Plan</p> <p>Monitor staff, student & community participation & involvement in programs & initiatives by using data & tools e.g. surveys.</p>	<p>Personal Learning Plans for ATSI students are developed and are effectively implemented.</p>
<p>Successful transition to school programs evident.</p>	<p>Support and educate their peers to develop their leadership, quality teaching skills and confidence;</p>		<p>Products</p> <p>High level of student engagement is evident</p>
	<p>Provide a range of engaging opportunities for students.</p>		<p>Extracurricular and extension opportunities for students supported by effective professional learning</p>
	<p>Parents/Carers</p> <p>Work with staff to improve the range and quality of extra-curricular opportunities for students;</p>		<p>Cultural awareness and support of ATSI students is evident across the school.</p>
	<p>Support students to engage in their learning through participation in classroom and extracurricular programs and activities;</p>		
	<p>Participate in learning sessions on literacy, numeracy, technology etc. and on new National Curricula to be able to effectively support their children.</p>		

Strategic Direction 3: Curriculum & Assessment

Purpose

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

Improvement Measures

Documented evidence of improved Numeracy outcomes for students

Documented evidence of improved Literacy outcomes for students

People

Students

Engaged as quality learners of Literacy and Numeracy;

Develop automaticity in phonics and basic number facts;

Involved in self-assessment of their own learning achieving their set goals;

Applying them fully to achieve their personal best;

Develop effective skills to reflect on their learning and monitor their successes.

Staff

Capabilities are developed through quality TPL, training and school-wide system structures;

Support and extend all children by differentiating the curriculums to cater for all children equally;

Build capacity to deliver innovative, quality teaching through professional learning targeting the Australian Teacher Performance & Development framework;

Collaborate to develop and share 21st Century teaching and learning skills, techniques, tools and pedagogy that allow students to challenge their own learning capabilities;

Use the Performance Development Framework (PDF) to support ongoing improvement in student outcomes through continuous development of teachers

Processes

Review and Implement Targeted literacy and numeracy strategies in to every classroom

Improve student understanding and skill development using differentiated maths groups supported by in-class SLSOs Years 3-6

Use assessment data to determine areas of need and drive differentiated learning to improve student learning outcomes

Evaluation Plan

Monitor staff, student & community participation & involvement in programs & initiatives by using data & tools.

Practices and Products

Practices

Implementation of quality teaching and learning programs which lead to improved student outcomes

Stage teams regularly engage in collegial TPL that result in consistent quality teaching and achievement of PDPs standards

School evidence will show teachers participating in differentiated, well-resourced and timely professional learning to enhance teaching and understanding of curriculum and effective

Products

Increased numbers of all students performing in the top two bands in Literacy and numeracy as measured by NAPLAN

Student will become self-reflective and confident, assessment capable learners within al learning to learn framework

Evidence of innovative pedagogy in teaching and learning program and classroom practice to achieve syllabus outcomes

All teachers will collaboratively create, reflect, refine and review professional goals aligned to the Australian Teacher Performance & Development Framework.

Strategic Direction 3: Curriculum & Assessment

People

Parents/Carers

Provided opportunities to work with staff in a collaborative learning environment to improve the quality of the educational programs in the school;

Provided with opportunities to be consulted and say their opinions heard within the school's system structures.