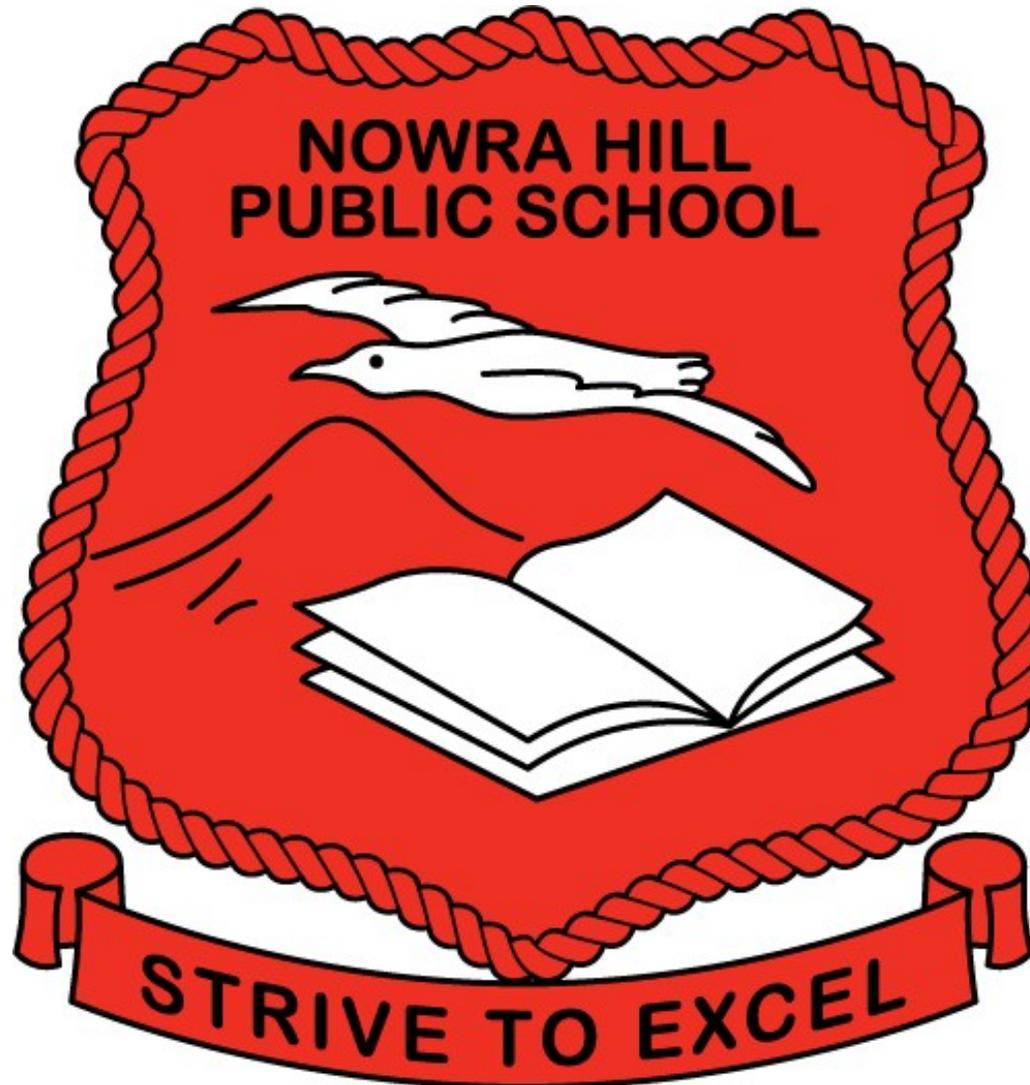


School plan 2018-2020

Nowra Hill Public School 4106



School background 2018–2020

School vision statement

Our vision –Inspire, Engage and Excel.

At Nowra Hill PS we provide a stimulating, inclusive learning environment. We aim to engage and inspire so that all our learners excel and achieve personal and academic excellence.

At our school we value– Personalised Learning; Relationships Building & Collaboration.

Our students develop the ability to be reflective and responsible learners by being: Creative; Imaginative; Resilient& Perserverant.

Our curriculum and learning community aims to develop confidence in our students to face the challenges within the dynamic and ever evolving world in which they live.

School context

Nowra Hill PS is a 7 teacher school, located eight kilometres south of Nowra, adjacent to HMAS Albatross Naval Base and the Army Parachute Training Base.

The student enrolment of 156 is made up mostly of children from the local school zone. The school also caters for defence families who make up 30% of the school enrolment. The school has a 10%ATSIC student enrolment.

Within the 7 classes there are two straight classes, Kinder and Year 2, with the remainder of classes being composites. The school adheres to the NSW DoE Guidelines for class sizes through its School Enrolment Policy 2015.

Staffing and school funding is used to support literacy (L3) & numeracy programs, and teacher training to improve the quality of teaching in classrooms and deliver improved student outcomes for every student.

The school values of **Learning, Respect, responsibility and Safety** are incorporated into everyday practice so that students can work towards, and achieve, the school motto of **Strive to Excel**.

School planning process

The Nowra Hill PS School Plan 2018–2020 was developed through the collaboration of teaching staff and in consultation with parents, community, students and Principal Leadership.

The Nowra Hill PS teaching staff, led by the executive, determined the needs of the school and direction the school needed to take in order to maximise student outcomes. This led us to focus on the two Strategic Directions of **Quality Teaching & Learning** and **Whole School Well Being** which encompassed several processes important to our school community.

The plan's implementation will be monitored by the executive team with regular input being sought from stakeholders through TTFM surveys, staff meetings and P & C Meetings.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching & Learning

Purpose:

To build a culture of commitment to teaching. Staff focus on students as individuals by explicitly teaching, and actively reflecting on, quality teaching programs that have high expectations.



**STRATEGIC
DIRECTION 2**
Whole School Well Being

Purpose:

To develop and foster community relationships. Involve and educate the parents & community in the aims and process of differentiation. Develop in the whole school community a clear understanding of our school values and how they are linked to our expectations of student conduct. Make effective use of parent/community expertise & knowledge to support our teaching/learning programs.

Strategic Direction 1: Quality Teaching & Learning

Purpose

To build a culture of commitment to teaching. Staff focus on students as individuals by explicitly teaching, and actively reflecting on, quality teaching programs that have high expectations.

Improvement Measures

1. 80% of students are at expected age/grade levels for literacy & numeracy against the Literacy & Numeracy progressions.
2. All teachers demonstrate improved levels of summative assessment that is planned and undertaken regularly in all classes and data is systematically collected.
3. Demonstrated improvement in teachers' collection & use of data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

People

Students

- * Incorporate growth mindset into their everyday learning to undertake new learning with a positive attitude.
- * Students can identify key fundamental learning goals for themselves.

Staff

- * Staff demonstrates clear and accurate analysis of student progress and achievement data which informs planning.
- * Incorporate growth mindset, learning intentions, success criteria, the learning pit and bump walls into teaching programs.

Parents/Carers

- * Engage with teachers to understand and use the parent feedback information generated by PLAN.

Leaders

- * Lead staff in implementation of growth mindset, learning intentions, success criteria, the learning pit and bump it up walls.
- * Support staff in developing their skill set and confidence to make effective use of progressions in teaching and assessment.

Processes

* All teaching staff transition from PLAN to the Literacy & Numeracy Progressions (PLAN 2) to improve teaching, assessing and learning practices and outcomes.

* To develop proficiency and practice in the use of teaching strategies and pedagogy that makes learning visible for all learners.

Evaluation Plan

- * TTFM surveys by students.
- * Use NAPLAN results to track Literacy & Numeracy results.
- * Students are plotted on the Literacy & Numeracy progressions.
- * Achievement of IEP and PLP goals by individuals.
- * Parent surveys.
- * Consistent teacher judgement evident through student work samples.

Practices and Products

Practices

- * Staff effectively use Progressions in a consistent manner to meaningfully track student improvement and growth from Kindergarten to Year 6.
- * Staff demonstrate a consistent approach to baseline assessments for English/Maths accessing a range of assessments and tracking tools to support differentiated teaching & learning (Progressions, PLPs, IEPs, Bump Walls & online trackers).
- * Staff effectively implement the language, strategies and practices of making learning visible with all students in their class.

Products

- * Every teacher has a fundamental understanding of the ethos of growth mindset, learning intentions, success criteria, the learning pit and bump it up walls. All teachers utilise these strategies effectively in their practice to improve student learning outcomes.
- * Literacy and Numeracy Progressions relate to syllabus outcomes and are embedded within the teaching, learning and assessing of English and Maths for all teachers and students.
- * Develop digital storage of programs, learning tools, assessment trackers. Improved accessibility and consistent practises within digital frameworks.

Strategic Direction 2: Whole School Well Being

Purpose

To develop and foster community relationships. Involve and educate the parents & community in the aims and process of differentiation. Develop in the whole school community a clear understanding of our school values and how they are linked to our expectations of student conduct. Make effective use of parent/community expertise & knowledge to support our teaching/learning programs.

Improvement Measures

1. Student, community and staff feedback indicates positive relationships that support students to maximise their learning.
2. Data indicates positive growth of all student well-being outcomes and the effectiveness of programs delivered.

People

Students

- * Demonstrate a clear understanding of the school values and School Promise and have that reflected in their daily behaviour.
- * Take responsibility for their behaviours & celebrate their successes with parents, cares & staff
- * Set pertinent personal learning goals in collaboration with their parents and teacher.

Staff

- Teach and model the behaviours that are expected through our School Promise and School Values.
- Implement/monitor & evaluate whole school practises that promote school value & promise.
- Teach and model the behaviours that are expected through our School Promise and School Values.
- Implement/monitor and evaluate whole school practises that promote School Values and Promise.
- Prioritise the development of positive & meaningful relationships with all students, parents & staff members across the school.

Parents/Carers

- * Share their skills, knowledge or expertise with the students and staff of NHPS.
- * Actively participate in whole school activities & well being practises sharing the

Processes

- * Develop within all staff, students and the school community consistent expectations and behaviours aligned with NHPS School Values and the Promise.
- * Provide more opportunities for parents and school community to be involved with our school by seeing their children participating in school activities or through sharing of skills, knowledge & expertise.

Evaluation Plan

- * TTFM surveys by students, teachers and parents.
- * Student surveys.
- * EBs4 data about behaviours to determine if students are acting upon the School Values and School Promise.
- * Refection room data and time out referrals.

Practices and Products

Practices

- * Implement a comprehensive positive reward system and consistent, fair and transparent negative consequences. regular celebrations of student and staff successes.
- * Develop a shared yearly timetable of regular events that involve community expertise and engagement.

Products

- * Students, staff & community demonstrate a consistent clear and embedded understanding of the School Values & School Promise (and their what their associated behaviours look, sound and feel like).
- * Create a workable and adaptable database of parent expertise outlining availability and make this accessible to all teachers.
- * Development of a visible & clear process to celebrate & acknowledge student success as well as supporting students.

Strategic Direction 2: Whole School Well Being

People
responsibility for student learning & student well being.
Leaders
* Work with parents and community to give them opportunities to be involved in the school.
* Monitor & evaluate whole school well-being processes and make adjustments where necessary.