

School Plan 2015 – 2017

Newling Public School - 4478





School vision statement

“Quality Education in a caring environment”

Our goal is to develop an inclusive, caring and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, independent and successful citizens.

School context

Newling Public School is a progressive and successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students.

The school staff share a strong commitment to the school's focus of supporting all students in improving the outcomes achieved by every student.

School planning process

To assist the planning process the following measures were implemented

- Consultation with staff regarding the future areas of Teacher Professional Learning within school priorities.
- Interviews with students about the effectiveness of teaching and learning, and areas of school improvement.
- Consultation with parents regarding communication practice, leadership and management, and areas of school improvement.
- A focus group of teachers and parents about the school's strengths and areas of improvement
- The analysis of the teaching and learning programs of teachers, and evaluations of assessment and reporting practices.
- Observation of classroom practice in the priorities areas of pedagogy including explicit learning intentions, differentiation and student self-assessment.
- Analysed student achievement data, including but not limited to, detailed analysis of NAPLAN, PLAN, L3 and Best Start data.



STRATEGIC DIRECTION 1

Student Engagement and Academic Excellence

Purpose:

To assist students reach beyond their academic and social potential so that they can be self-reliant, independent learners who value friendship, camaraderie and competition.

STRATEGIC DIRECTION 2

Quality Teaching and Opportunity

Purpose:

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices.

This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

STRATEGIC DIRECTION 3

Community Partnership

Purpose:

To support the home – school partnership by promoting an open and welcoming environment that has clear protocols for formal and informal communication about the school and classroom operation and encourages constructive and mutually valued feedback.

Parents working in a genuine partnership with the school and actively supporting and are involved in their child's learning.

Strategic Direction 1: Student Engagement and Academic Excellence

Purpose

To assist students reach beyond their academic and social potential so that they can be self-reliant, independent learners who value friendship, camaraderie, study and competition.

Improvement Measures

Teaching and learning in each classroom for high achievement will be informed and driven by the systematic collection of data as evidenced by:

- Documentation of classroom programs
- Documentation of assessment results
- Collection of work samples
- Personalised Learning Plans
- Teacher Student conversations
- Students self-assessments

People

Students: understand the content, learning goals and expectations required to increase literacy and numeracy achievement through explicit coaching and instruction by staff. They endeavour to learn the necessary skills and abilities required of a successful 21st century learner: to think both creatively and critically, problem-solve and work collaboratively.

Staff: To create, implement, assess and monitor teaching programs in-line with the strategic direction.

Participating in professional development opportunities to reinforce capabilities.

Parents/Carers: Collaborate with the school to build parent understanding of literacy and numeracy expectations through attending meetings, interviews and information evenings. To continue to monitor the plan via P&C.

Community Partners: Participation in Literacy and Numeracy initiatives delivered at the school.

Leaders: Lead the process that ensures adherence to milestones, a fostering of collaboration and the provision of professional learning opportunities to attain the strategic direction for the school community.

Processes

Quality Support For Staff:

- Collegial support is provided.
- Collaborative planning and programming takes place.
- Leadership capacity is enhanced.

Motivating Children:

- Increasing student attendance with engaging opportunities.
- Technology integration.
- Extra-curricular and elective opportunities.
- Gifted and talented education and extension programs.

Learning Support:

- Providing extensive learning support programs through tiered interventions to meet learning needs of all students

Aboriginal Education:

- Cultural awareness training for staff.
- Increased involvement of Aboriginal students, parents / caregivers and families in decision making.

Parental and Community Engagement:

- Increased access and opportunity for all community members to be involved in school initiatives.

Evaluation Plan:

Monitor staff, student and community participation and involvement in programs and initiatives by using data and tools eg surveys

Products and Practices

Products:

- To increase the majority, of student achievement in all learning areas to be at or beyond stage standard

Practices:

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

Strategic Direction 2: Quality Teaching and Opportunity

Purpose

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices. This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

Improvement Measures

- To increase the number of students achieving in the top three skill bands as measured in NAPLAN.
- Decrease lower bands and sustain growth.
- All staff utilising focused assessment strategies and evident in class programs.
- 100% of students achieving expected cluster on Literacy and Numeracy Continuum

People

Students:
Engage students in relevant and purposeful learning experiences in literacy and numeracy.
Integrate skills and learning experiences in the area of intellectual and emotional quality.

Staff:
Continued Teacher Professional Learning through internal and external programs: Share the Skills, staff meetings, supervision policy to include classroom visits and professional feedback, embedding Formative Assessment across the curriculum, implementing ICT into classrooms programs, Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice. To develop teacher capabilities through professional learning support using the Quality Teaching Framework.

Parents:
Build awareness and understanding of schooling and major programs and offer strategies to support the learning of their children.

Community partners:
Communication to all stakeholders in the wider community.
Consistent communication between external agencies involved in the care and welfare of all students.

Processes

Students:
Assess students through Best Start, PLAN, SENA, Newman's Analysis, formative and summative assessments for personalised learning.
Use data to provide engaging lessons to target individual needs.
Individual movement across the continuums recorded every term on PLAN,
Personalised Learning Plans
Students to develop higher order thinking strategies for lifelong learning

Staff
Collaborative planning at stage and whole school level,

Provide differentiated quality teaching and learning programs across all curriculum areas with consistency of expectations through supervision policy and new PDF

Embedding ICT across curriculum

Use school policies and scope and sequences to ensure best practice K-6, evident in teaching programs.

Develop a shared understanding of quality teaching including a framework for teacher self-evaluations, lesson observations, feedback

Performance and Development Framework implementation

Staff completion of TEN and Focus on Reading of professional learning programs

Products and Practices

Products:
All student data is forwarded to new classroom teacher.
K-6 Scope and Sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy, numeracy, science & technology evident in teacher programs. Increase the number of students achieving in the high skills bands and decrease lower bands in literacy and numeracy.

Practices:
Teachers have a thorough understanding of assessment strategies and use to inform the teaching and learning cycle in their classroom. The curriculum is differentiated and all staff are using PLAN to guide and inform their program every 5 weeks.

Teachers implementing L3 pedagogies in K-2 to improve the literacy outcomes for all students in Early Years

Reflecting and reporting on the achievement of staff and students' own learning and leadership goals. Students are fully engaged in learning processes and can reflect and report on the achievement of their own learning. They demonstrate confidence as learners.

Parents receive ongoing, purposeful communication and formal reporting informing of child's progress throughout the year.

Strategic Direction 3: Community Partnership

Purpose

To support the home – school partnership by promoting an open and welcoming environment that has clear protocols for formal and informal communication about the school and classroom operation and encourages constructive and mutually valued feedback.
 Parents working in a genuine partnership with the school and actively support and are involved in their child’s learning.

Improvement Measures

Parents attending parent teacher conferences as part of the student reporting process and contribute mutual feedback.

Parents will actively contribute to school decision making through

- High completion of school surveys
- Strong attendance at P & C meetings
- Strong patronage of school events

Positive and respectful relationships evident between all staff and families

People

Students: All students will interact appropriately with parents and respond positively to parent – school interaction.

Staff: All staff members will develop an appreciation of how the school and home can develop a productive partnership to improve student outcomes.

All teachers will seek appropriate opportunities to enhance the school – home partnership including

- utilising parent expertise in the school initiatives
- maintaining an open door policy for parents

Parents: More parents will take opportunities to contribute to the positive school – community relationship in a variety of formal and informal ways.

All parents will attend PLP meetings, parent teacher conferences and curriculum information nights.

Processes

Clearly communicate to parents the workings of the school operation, including pedagogy, through a variety of modes including but not limited to,

- technologies
- formal and informal meetings
- newsletters
- notes
- Gatherings

Schedule parent teacher conferences and train all groups in the protocols and content of appropriate feedback.

Schedule information sessions that assist parent to understand the content and learning of the new Australian curricula.

Encourage all parents to interact with teachers through the promotion and enhancement of an open door policy.

Products and Practices

All teachers will develop and maintain a class communication that informs of classroom behaviour expectations, homework content and schedules, current work topics including links to educational sites, and a calendar of upcoming events.

All parents will attend parent teacher conferences as part of the student PLP and reporting process and contribute in the process of appropriate feedback.

Parents will actively contribute to school decision making through

- school surveys
- attendance at P & C meetings
- patronage of school events
- attendance at curriculum attendance nights

Parents will regularly visit the classroom and participate in special initiatives at the school.