

School plan 2018-2020

Nambucca Heads Public School 2696



School background 2018–2020

School vision statement

Nambucca Heads Public School is an outstanding school, our team is proud of our strong culture, high expectations and successful learners. We cater for the whole child and every single person in our learning community is welcomed, valued and included. Our future focused learning design enables students to be resilient, persistent and confident learners.

School context

Established in 1884, Nambucca Heads Public School is located on the Mid North Coast of NSW. We are a K–6 school with an enrolment of 300 students. Students come from a range of socio-economic backgrounds, with approximately 22% identifying as Aboriginal. We have 12 classes that are supported by a Principal, a Deputy Principal Instructional Leader, three Assistant Principals and twenty six teaching, support and office staff. We have a strong culture and tradition of providing quality education and offer a wide range of opportunities for children. NHPS is an Early Action For Success School (EAfS). We also have a Professional Learning Community (PLC), Quicksmart and are a Positive Behaviour for Learning (PBL) school. Nambucca Heads Public School has a valued place within the traditions and culture of the community and enjoys loyal community support. The school fosters close relationships with four feeder pre-schools and Nambucca Heads High School. Joint initiatives are undertaken with Nambucca Heads High School and others in the Valley 10 Community of Schools. The school has an active Parents and Citizens Association and Aboriginal Advisory Group.

School planning process

Nambucca Heads Public School has consulted widely to ensure all stakeholders have been provided with the opportunity to contribute to our school plan. The School Community were engaged in Tell Them From Me Surveys for students, staff and parents. Formal feedback and planning sessions were conducted with P and C and staff around the school vision. These conversations are ongoing and inform goal setting for the School Plan. Input was also encouraged through the school newsletter. The Indigenous Advisory Team and the Leadership team collected feedback from every indigenous family on their relationships with the school and with their teachers. The Leadership and teaching teams identified future directions through staff meetings, stage meetings and designated planning meetings. Analysis of data, including NAPLAN, TTFM, PLP Surveys, PLAN and Wellbeing data was central to determining some areas of need. Knowledge and awareness of current and future changes within Department of Education policy and procedures was discussed. All this information was used to help identify priority areas and to form a vision for the future direction of our school. Throughout the planning process our school has worked towards gaining authentic input from as many stakeholders as possible.

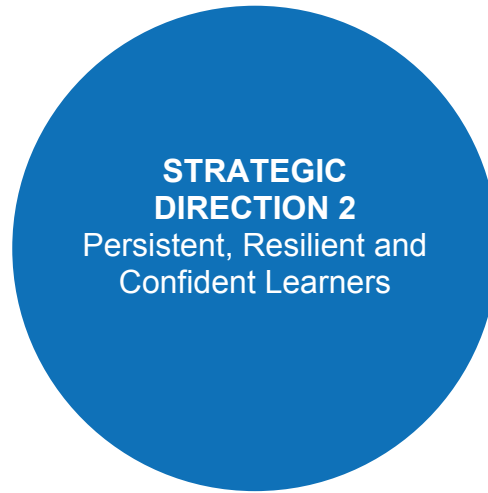
School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence In Teaching and
Learning

Purpose:

Individual student learning progress is maximised through differentiated learning design.



**STRATEGIC
DIRECTION 2**
Persistent, Resilient and
Confident Learners

Purpose:

Students have the skills to develop positive relationships and be socially and emotionally resilient.



**STRATEGIC
DIRECTION 3**
Future Focused Learning
Design

Purpose:

Lesson design and learning environments support and enable independent learners

Strategic Direction 1: Excellence In Teaching and Learning

Purpose

Individual student learning progress is maximised through differentiated learning design.

Improvement Measures

Learning Measures: Tiered Targets for Literacy and Numeracy developed within PLC Teams

NAPLAN – increase students in Top 2 Bands by 10% for Stage 2 and 3

Staff Engagement Measure: TTFM Survey Data: Baseline Data 94% agreement for engagement with work.

1. Maintained perception for engagement with work Q1 (Baseline Data 94% agreement, People Matter Survey – see highest agreement scoring questions)

2. Improved perception for Performance and Development Framework section. (Baseline Data 68% agreement ave for section – target 15% improvement by 2020)

Qualitative PLP Data from School Surveys 2017: 89% of 2017 parents strongly agree that they are more aware of thier child's learning needs as a result of the PLP process. Surveys Collected 154 (2016 semester 2) ,195 (2017 Semester 1), 239 (2017 Semester 2).

People

Students

All students own their learning progress in literacy and numeracy and understand themselves as learners – Effort Focused Feedback will be provided by teachers through the schools feedback model which is to be finalised in 2018.

Staff

The PLC designed around DuFour's Critical Questions is the schools evidence based approach to differentiated learning design. Staff will work together to ensure consistent application of the model, delivery of differentiated learning and high expectations of students and staff.

Parents/Carers

Through the information provided to parents/carers in Personalised Learning Plan Meetings and feedback provided to the school in TTFM surveys academic progress is enhanced.

Staff

Through our PLC learning design structure Staff will be consistantly reflecting on pedagogy via formal structured discussions using current research.

Processes

PLC Team process leads learning design to develop stage wide teaching focus and to fluidly identify targeted intervention and extension students. Intervention investment (\$175 000) on teachers and SLSO Staff for Tier 2 and 3 Intervention School Wide.

School will conduct Personalised Learning Plans for Every Student in the School. (\$15000)

Learning Partnership with South West Rocks Public School will support our observation and feedback processes through external and independent feedback (PL \$ 20 000)

PLC Teams to Meet for an additional hour each fortnight to focus on PDP's and research relevant to their current PLC focus. The inclusion of personal professional development will become a formalised/timetabled process.

Evaluation Plan

A Student Learning Survey Tool (SLST) and protocol will provide feedback to staff on the effectiveness of their learning design in regards to student engagement.

PLC Reflection Tool will be completed 2 times per year.

External evaluation on PLC structures will be sought.

Practices and Products

Practices

All staff are actively engaged and supported to develop skills which improve the quality of educational delivery at Nambucca Heads Public School.

Products

Students: The period of time when students are engaged within their Zone of Proximal Development is maximised. Stage level tiered learning targets are set and in a separate document.

Teachers: Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Target: Engagement Observation Process indicates 100% engagement during literacy and numeracy.

TTFM Surveys and People Matter Surveys indicate:

1. Maintained positive perception for engagement with work as per People Matter Survey

2. Improved perception for Performance and Development Framework section.

School Community: Personalised Learning Plans enable parents and students to extend learning progress. (School Supports Learning Baseline Data 7.2 , Government Norm 7.3, 2020 Target 8.0)

Teachers are supporting Aboriginal students through a stronger

Strategic Direction 1: Excellence In Teaching and Learning

Practices and Products

**relationship with students and families
as a result of PLP's**

Strategic Direction 2: Persistent, Resilient and Confident Learners

Purpose

Students have the skills to develop positive relationships and be socially and emotionally resilient.

Improvement Measures

PLP Survey Data

TTFM Positive Relationships

TTFM Bullying

PBL School Evaluation Tool Stage 2 (SET)

People

Students

Will be provided with explicit learning opportunities to develop SEL with a particular focus on persistence, resilience and mindfulness. This action will result in improved positive relationships.

Students

All students will be provided with more opportunities to learn Aboriginal history, local culture and Gumbaynggirr language

People

Our Wellbeing Team leads evidence an based decision making cycle which results in improved whole school wellbeing. This team includes representatives from staff, parents and students.

Leaders

School leaders will access Bounce Back Scope and Sequence Victorian Education SEL Curriculum and Wellbeing Data to establish school wide wellbeing focus each week. Staff can explain how the successful delivery of SEL will result in positive relationships and wellbeing for individuals and the whole school

Community Partners

Partnerships will be sought through the wellbeing meetings to enhance the delivery of Social and Emotional Learning (SEL) for students.

Advisory Team Will continue for the life of this School Plan Meeting Monthly to provide advice on how we can best support

Processes

GOTiT Program – Early Interventions Mental Health Pilot for Year K–2

Staff will be employed to support with wellbeing, deliver language and art as per our Indigenous Partnership Plan.

During Wellbeing Team Meetings the School collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to continually monitor and refine a whole school approach to wellbeing and engagement.

Evaluation Plan

PBL School Evaluation Tool (SET) Stage 2 evaluation requested for 2018. Baseline Data for 2016 SET Stage 1 is 98%.

TTFM Surveys Will be conducted 2018–2020 for Staff Students and Parents with 2017 set as baseline.

Focus is on positive relationships between years 4–6 Students targeting boys and reduced bullying for the same group.

Baseline data for positive relationships for 2018 Current Yr 6 Boys 69%, Yr 6 Girls 90%, Year 5 Boys 90%, Yr 5 Girls 79%.

PLP Feedback Surveys conducted every semester for 206–2017 and Indicated that in all areas staff and families felt relationships were strong with 85%+ agreement in all areas.

Practices and Products

Practices

The school will be continually implementing evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

TTFM Surveys Indicate continued reduction in student bullying, (2015 ave – 41% reduced to 2017 – ave 29%. 2020 Target 20%)

Short term targeted behaviours will be identified in collaboration with students and parents through the Wellbeing Team meetings.

Products

Students will demonstrate improved relationship skills and perceptions. Interactions between all members of the school community will be thoughtful and positive.

Our entire school community continues to celebrate Indigenous Culture and our Aboriginal students have a strong sense of identity.

Strategic Direction 2: Persistent, Resilient and Confident Learners

People
our Indigenous Students at NHPS
Parents/Carers
Parents/Carers: Parent members and students will be regular participants in Wellbeing Team Meetings and Advisory Team Meetings and the GOTiT Program

Strategic Direction 3: Future Focused Learning Design

Purpose

Lesson design and learning environments support and enable independent learners

Improvement Measures

Parent and Student TTFM Survey

PBL SET level 2 external assessment

Wellbeing database

Student Engagement measure through individual student surveys/observations

People

Staff

Teachers will create learning environments and design which enable shared and innovative learning opportunities that prepare our children as independent learners for their future.

Parents/Carers

Parents students and staff will partner with the school on our future focused learning journey.

Staff

School staff and community will critically reflect on learning design through PLC, Self evaluation of future focused learning design and PDP's to improve our schools capacity to cater for 21st century learning needs.

Students

Students will be supported and provided with the language and learning opportunities to develop a learning mindset which is free from a fear of failure, is resilient and confident.

Processes

We will provide opportunities for our students to develop in all areas of the curriculum. The "whole child" will be catered for.

A school wide Feedback Model will be developed, this will outline our commitment to effective student feedback between all members of the school community.

Evaluation Plan

Parent and Student TTFM Survey:

1. Technology Q2 (5.1), 3 (4.6),4 (5.7), 8 (5.8). 2018 Baseline Data in brackets, govt norm baseline is 6.7.

2. Teaching Strategies Q3 – Feedback (6.0 Baseline Data 2018, 7.9 govt norm)

PBL SET level 2 external assessment (98% Baseline from 2016 SET Level 1)

Wellbeing database – data evaluated weekly within wellbeing team meetings

Student Engagement measure through individual student surveys/observations

Practices and Products

Practices

PLC Teams will reflect on and adjust learning design and physical environments to ensure that they are:

1. Differentiated for learning level
2. Differentiated for learning style
3. Flexible and innovative
4. Future Focused

Products

Students are self motivated learners with high expectations. A positive learning culture will result, when combined with PLC from strategic plan goal 1 will result in maximised learning progress