School plan 2015 – 2017

Nana Glen Public School  2698
School background 2015 - 2017

At Nana Glen Public School we are pro-active in providing opportunities to inspire and nurture the development of individuals as innovative, informed and creative citizens who are resilient and have a positive self-worth.

The Staff at Nana Glen Public School are innovative, creative and caring educators who are life-long learners, providing quality education and high expectations in a school setting that builds on student capacity, enabling them to engage in the wider community as successful global citizens.

We promote partnerships that support the development and well-being of our students and their families to connect with the wider community, develop personal values and nurture a sense of responsible citizenship.

School vision statement

School context

Nana Glen is a P5 school of 112 students located 25km west of Coffs Harbour in the Orara Valley. The school has strong ties to the Orara Valley Learning Community which consists of the 7 schools within the Valley.

The school has grown 20% since 2014 and is staffed with a P5 principal and a strong staff resource structure to harness the realisation of this plan. There are 5 classroom teachers, one working on a temporary basis in a team teaching capacity with the principal. 2 classroom teachers are permanent and 2 are temporary teachers. For 2015 the school has an AP allocation. We also have a LaST Teacher who is also a New Scheme Teacher. We have a General Assistant who works one and a half days, a cleaner every day and a parent run canteen open one day a week.

Our school has a pool which is accessed by all students for our weekly swimming program in terms one and four. The school also has interactive boards and computers in all classrooms.

The school FOEI is 113 for 2014. This is the Family Occupation and Educational Index indicating we are slightly more disadvantaged as compared to other public schools with the state mean being 100.

School planning process

In 2014 and early 2015, a comprehensive process was conducted with a series of opportunities for stakeholders; parents, community, staff and students to contribute an evaluation of our achievements and areas for improvement.

The evaluation process included review of the strengths, opportunities and areas of development across the school. The process of evaluation included:

- Interviews with stakeholders
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Formal surveys
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART, school based data, PLAN Data.
- Analysis of student attendance records
- Collection and analysis of school website, and school application activity reports
- Consultation with Principal School Leadership

As a result, ongoing collaborative planning sessions were initiated with all stakeholders to develop a cohesive and collective vision and plan for the school. During this process three key strategic directions were identified as a basis for a shared commitment for future developments across the school community. This consultative process has resulted in a clear direction for continual school improvement and a vision that is embraced by the whole school community.
**School strategic directions 2015 - 2017**

### STRATEGIC DIRECTION 1
**Quality Learning Experiences**

**Purpose:**
Students to achieve academic progress through; high expectations, quality/innovative learning experiences, building resilience to be independent decision makers.

This Strategic Direction is to promote and ensure students are active in all aspects of the learning process. They need to have an understanding of what and why they are learning and what expectations they need to achieve for ongoing improvement.

Our students need resilience, determination, creativity and self-monitoring of their learning.

### STRATEGIC DIRECTION 2
**Best Practice**

**Purpose:**
Develop a consistently high standard of educational practice, incorporating the professional teaching standards and differentiation of the teaching and learning cycle resulting in best practice.

This Strategic Direction is essential to ensure that all students at Nana Glen Public school are considered as individuals in both their welfare and learning needs.

Staff will be committed to self and school improvement aligned with the teaching standards and improving authentic differentiation opportunities within all classrooms to promote continuous best practice.

### STRATEGIC DIRECTION 3
**Collaborative Expert Teaching Team**

**Purpose:**
Promote current best practice in a collaborative, innovative and respectful learning environment that promotes reflective professional development.

We need this particular strategic Direction to ensure our staff are provided with current best practice pedagogy and are able to implement this into their classrooms to ensure students at Nana Glen are provided with excellent teaching and learning opportunities.

We wish to not only up-skill staff but also provide the opportunity to be reflective learners, working with peers in the school and across the Orara Valley Learning Community.
### Strategic Direction 1: Quality Learning Experiences

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

Students to achieve academic progress through; high expectations, quality/innovative learning experiences, building resilience to be independent decision makers.

#### People

At Nana Glen Public School we develop the capabilities of all our people to bring about transformation:

**Students:**
Scaffolding the skills, experiences, direction required to work collaboratively towards being active, self-directed learners who are accountable for their own success.

**Staff:**
Develop a whole school approach to self-directed learning practices through teacher professional learning that is based on current, innovative and future focused pedagogical practice. Including a strong emphasis on formative assessment, learning intentions, success criteria and teaching and learning related to self and peer reflection.

**Parents/Carers:**
Provide opportunities for parents to engage with the curriculum through the opportunity to up-skill and be actively involved in the school key programs.

**Leaders:**
The school leadership model provides opportunities and mentoring for staff to lead curriculum areas and share expertise on a regular basis.

#### Processes

**How do we do it and how will we know?**

- Teacher Professional Learning plans aligned to the school plan and embed personal improvement targets.

  **Professional Learning:**
  - Focus on Reading (FoR)
  - Assessment Procedures/whole school data tracking
  - Integration of ICT across all KLA's
  - National Curriculum Syllabus Documents
  - Differentiation
  - Programming
  - QuickSmart

- National surveys – “Tell them from me”.

**Evaluation Plan**

- Whole school data collection to be used to guide teaching and learning cycle and professional dialogue to evaluate current best practice.
- On-going monitoring of class data, and PLAN to evaluate and teaching strategies utilised.
- Evidence of new syllabus implementation present in all classroom programs and teaching and learning opportunities.

#### Products and Practices

**Product:**

- 100% of identified students to achieve at grade or beyond expected standard in Whole Number by 2017.

**Practice:**

- 100% of identified students to achieve at grade or beyond expected standard in Writing by 2017.

**Improvement Measures**

- Improved student outcome achievement against syllabus outcomes and literacy and numeracy continuums.
- All students to demonstrate growth on continuums at stage appropriate markers or ILP targets on the writing continuum by the end of 2017.
- PLAN data monitored and staff reflection on achievements.
- Staff to be inputting markers on PLAN for all Aspects by end 2017.
### Purpose

**Why do we need this particular strategic direction and why is it important?**

Develop a consistently high standard of educational practice, incorporating the professional teaching standards and differentiation of the teaching and learning cycle resulting in best practice.

### People

At Nana Glen Public School we develop the capabilities of all our people to bring about transformation:

**Students:** Master core subjects, think deeply and critically and make relevant connections to learning intentions and continuum tracking.

**Staff:** To engage in professional dialogue and shared learning experiences to develop knowledge on embedding authentic differentiation pedagogy into all classroom practice.

**Parents/Carers:** Shared knowledge of DEC expectations and standards required for students. Strengthen the connection between school and home through regular communication in class newsletters, information nights and parent-teacher meetings.

**Community Partners:** Promote successes in newsletter, website, school foyer and school App.

**Leaders:** Lead best practice pedagogy and teacher support to ensure best practice and differentiation strategies are implemented into every classroom and whole school procedures are maintained.

### Processes

- Develop a whole school pedagogy and commitment by all stakeholders (staff, students, parents) to the school improvement strategy to provide best practice in all classrooms:
  - All staff participate in collegial discussions with a focus on receiving and providing reflective feedback.
  - Current best practice strategies are investigated for Literacy and Numeracy focus.
  - Evidence of Best Practice is demonstrated in class programs and teaching/learning cycle in all classrooms.

- Develop staff knowledge of differentiation strategies to ensure all students are catered for in the classroom teaching and learning program.
  - Staff work with CoS project to build staff capacity and share collegial knowledge and strategies to differentiate the classroom program.
  - Consistent high expectations of students and staff.

### Products and Practices

The school promotes a culture of best practice through innovative and inquiry based learning opportunities where differentiation strategies allow all students to access the curriculum that support and challenges.

**Product:**
- To Increase the % of students achieving at or beyond expected writing standards by the end of 2017.
- To Increase the % of students achieving at or beyond expected Numeracy by the end of 2017.

**Practice:**
- 100% teachers implementing authentic differentiating practices across all KLA’s, by the end of 2017.
- 100% teachers tracking student progress utilising markers in PLAN for all areas by the end of 2017.

**Evaluation Plan**

Pre and Post school surveys of school community including students, teachers and parents. Whole school assessment data; yearly pre and post, and on-going writing assessments. Mapping of data on PLAN and NAPLAN.
# Strategic Direction 3: Collaborative Expert Teaching Team

## Purpose

**Why do we need this particular strategic direction and why is it important?**

Promote current best practice in a collaborative, innovative and respectful learning environment that promotes reflective professional development.

## People

At Nana Glen Public School we develop the capabilities of all our people to bring about transformation:

- **Students**: Students participate in reflective feedback opportunities to develop active, self-directed learners who are accountable for their own success.

- **Staff**: Staff participate in reflective feedback opportunities to actively work towards reaching professional goals as life-long learners with colleagues within the school, across the OVLC and with links to another school in Sydney Learning Community.

- **Parents/Carers**: Successes are shared within the parent community and opportunities provided to the parent body for professional learning opportunities in Numeracy.

- **Community Partners**: Promote successes in newsletter, website, school foyer and school App.

- **Leaders**: CoS opportunities to lead in group learning activities. Executive team to guide through mentoring roles with PDP’s and Professional Development Framework.

## Processes

- **Staff model, guide and support each other to ensure best practice aligned with the Professional teaching standards and the Schools Excellence Framework.**

- **Professional Learning Opportunities and collegial sharing through individual, whole school, CoS and wider professional Learning Community is embedded into curriculum development, whole school planning and collegial professional dialogue.**

- **Professional Learning for staff based on all current National Curriculum.**

- **Develop and implement lesson study model with Orara Valley Learning Community to enhance the engagement and outcomes for students in Literacy and Numeracy.**

## Products and Practices

Staff at Nana Glen actively seek to develop teacher capacity as life-long learners in a collaborative and supportive environment:

- **All Staff have a Teacher Professional Development Plan (PDP) with a minimum of three goals per year based on the Performance and Development Framework.**

- **All Staff engaged in OVLC Professional Learning initiative and engage in professional dialogue and sharing opportunities to give and receive reflective feedback.**

## Improvement Measures

- Clear, visible, continuous mapping of all students on continuums leading to growth at or above expected benchmark clusters for 100% of students in both Literacy and Numeracy.


- Implementation of all students participating in learning intentions opportunities.

## Evaluation Plan

Survey of school community including teachers, parents and students Implementation and analysis of data days for our executive team to build capacity. Teacher self-evaluation through PDP utilising the PDF/lesson observations and feedback.

## Product

- 100% staff actively participate in sharing best practice tasks and participating in school and CoS professional Learning opportunities.

## Practice

- 100% staff actively work towards professional goals aligned the School Plan and the Teacher Professional Development Framework.

- 100% of staff implementing differentiated curriculum across all KLA’s by 2017.

- 100% staff actively participate in school, CoS and wider DEC community, personally led Professional Development opportunities.