School plan 2015 – 2017

Nowra East Public School

STRATEGIC DIRECTION 1
TEACHING
Fostering teaching excellence and innovative leadership.

STRATEGIC DIRECTION 2
LEARNING
Delivering high quality teaching and learning programs.

STRATEGIC DIRECTION 3
COMMUNITY
Enhancing active community partnerships that support an inclusive, collaborative and caring school culture.
### School background 2015 - 2017

#### School vision statement
At Nowra East Public School (NEPS) we plan to develop a culture of continual improvement to enhance the learning opportunities for the students, teachers and carers where:
- Students acquire skills and knowledge to be successful 21st Century learners
- Teachers actively engage in professional learning and dialogue to inspire their students to excellence.
- Collaboration between community members and the school in the decision making process is an integral part of the planning process.
- Everyone promotes and demonstrates social responsibility.

#### School context
Our school website can be found at: http://www.nowraeast-p.schools.nsw.edu.au
Established in 1964 Nowra East Public School aims to achieve school life happiness through shared values of respect, safe practices, responsible behaviour and quality learning.

Students and staff work in a supportive environment with a focus on quality teaching and a priority to achieve high levels of learning for all students. NEPS has a dedicated Aboriginal preschool and four support classes; two ED classes, one IM class and one IO class. Student engagement is supported through music, dance, breakfast club and playgroup.

The school services one of the lowest socio economic zones in the area. Approximately 80% of families are unemployed and an ever increasing number of children are being cared for by grandparents. We have many students who are in out of home care.

There are 366 students P-6, enrolled at the school; approximately 50% identify as Aboriginal and there is a small number of students from language backgrounds other than English.

Teachers are a mix of highly experienced, mid-career and beginning teachers.

We receive Aboriginal and low socio-economic funding through RAM. The school is an Early Action for Success partner and as a result, an Instructional Leader and an interventionist teacher have been appointed. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

#### School planning process
The school self-evaluation process is transparent and open to members of the whole school community.

In 2014 the school conducted a variety of surveys to determine community perception about the school. Teachers, students and carers were interviewed to determine what they valued most about the school. Active participation in the Tell Them From Me Survey and one on one interviews were conducted and the results collated and presented in Wordles.

All targets in the previous management plan were reviewed and consolidated. Rigorous analysis of internal and external data including NAPLAN, PLAN and internal assessment results has been collated to provide future direction for professional learning and student teaching and learning programs.

The 2015 – 2017 school planning process has included extensive discussion with staff and parent groups. The school has consulted with Principal School Leaders and through open conversation and discussion, the school’s three strategic directions have been established. Staff members have also plotted our school according to the School Excellence Framework. This has now provided further direction for improvement in all three domains.

This highly consultative approach will enable this school plan to foster school improvement in teaching learning and community cooperation.

### Legend

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<td>Learning &amp; Managing Business Reform</td>
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<td>CT</td>
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<td>RAM</td>
<td>Resource Allocation Model</td>
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<td>P-6</td>
<td>Preschool to Year 6</td>
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<td>ED</td>
<td>Emotionally Disturbed</td>
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<td>IM</td>
<td>Intellectually Mild disability</td>
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<td>IO</td>
<td>Intellectually Moderate disability</td>
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</table>
Purpose: To strengthen teacher capacity through focussed professional learning and development that creates a culture for every staff member to engage in ongoing, relevant and evidence based learning and practice at an individual and collective level.

STRATEGIC DIRECTION 1
TEACHING
Fostering teaching excellence and innovative leadership.

Purpose: To provide every student at NEPS with meaningful and future focussed learning experiences to ensure they achieve their full potential as a learner, leader and a responsible and productive member of society. Also to empower students with the necessary skills and knowledge to be successful 21st century learners.

STRATEGIC DIRECTION 2
LEARNING
Delivering high quality teaching and learning programs.

Purpose: To ensure stronger community relationships inspiring a culture of collaboration and engaged communication through nurturing an active partnership supporting every students’ educational journey and aspirations.

STRATEGIC DIRECTION 3
COMMUNITY
Enhancing active community partnerships that support an inclusive, collaborative and caring school culture.
### Strategic Direction 1: **TEACHING**
**Fostering teaching excellence and innovative leadership**

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

To strengthen teacher capacity through focussed professional learning and development that creates a culture for every staff member to engage in ongoing, relevant and evidence based learning and practice at an individual and collective level.

#### People
How do we develop the capabilities of our people to bring about transformation?

**Students:** Provide all students with high quality, engaging learning experiences that inspire creative, critical thinking and a mindset to be life-long learners.

**Staff:** Build leadership capacity through targeted strategic professional learning, leadership and mentoring.

**Parents/Carers:** Provide opportunities for parents/carers and teachers to work together to better understand the learning outcomes included in written reports and to be involved in school planning where appropriate.

**Community Partners:** Continue to develop strong partnerships with all community organisations that promote cultural understanding, collaboration and mutual respect.

**Leaders:** Build staff capacity to implement quality pedagogy through targeted professional learning focusing on literacy and numeracy and individual needs.

#### Improvement Measures
- 100% of all teaching staff have documented evidence and personalised professional learning plans in line with the BOSTES Professional Standards for Teachers
- Increased number of staff members take on leadership roles within the DEC
- All New Scheme Teachers gain accreditation through the BOSTES National Standards

#### Processes
How do we do it and how will we know?

- Establishing learning environments that are engaging, creative and feature the use of digital technology for active learning and problem-solving.
- Collaboratively plan to support school-wide systems that are evident in programs, assessment practices and quality learning environments.
- Continually develop staff understanding of current research based pedagogy in literacy and numeracy teaching and how to cater for the individual needs of the student.
- Executive and aspiring leaders undertake professional learning to lead and manage programs and teams.

#### Products and Practices
What is achieved and how do we measure?

- 100% of teaching staff have documented evidence and personalised professional learning plans in line with the BOSTES Teaching Performance Standards.
- Increased number of staff members take on leadership roles within the school and apply for leadership roles within the DEC
- All New Scheme Teachers gain accreditation through the BOSTES Professional Standards

**Product:**
Targeted professional learning for all teachers focused on literacy and numeracy

**Practice:**
Executive and specialised CTs undertake professional learning to train all teachers in school programs (eg L3, TEN, FOR, TOWN)

**Product:**
Personal professional learning journals to be developed by all teachers and executive in consultation with peers and supervisors.

**Practice:**
All teachers attend regular needs based professional learning that reflects their personal learning goals.

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Strategic Direction 2: LEARNING
Delivering high quality teaching and learning programs.

Purpose
Why do we need this particular strategic direction and why is it important?
To provide every student at NEPS with meaningful and future focussed learning experiences to ensure they achieve their full potential as a learner, leader and a responsible and productive member of society. Also to empower students with the necessary skills and knowledge to be successful 21st century learners.

People
How do we develop the capabilities of our people to bring about transformation?
Students: Developing engaged learners who actively participate in a range of curricular programs that encourage divergent thinking and problem-solving.
Staff: Building teacher capacity to implement 21st Century learning pedagogy through practices and enhanced collaboration and supportive professional learning.
Parents/Carers: Providing opportunities for carers and teachers to work together to better understand the learning outcomes included in written reports and to be involved in school planning where appropriate.
Community Partners: Continuing to develop strong partnerships with all community organisations that promote our school’s cultural understanding, collaboration and mutual respect.
Leaders: Monitoring the implementation of school wide practices to support and extend all students through differentiated learning programs.

Processes
How do we do it and how will we know?
- Student learning needs are identified and individualised learning programs are put in place where necessary.
- Quality teaching practices are implemented by outstanding teachers.
- All teachers and students confidently integrating IT into classroom practice.
- Developing engaged learners who actively participate in a range of curricular programs that encourage divergent thinking and problem solving.

Evaluation Plan
Internal and external assessment results are monitored to analyse student performance and drive school wide targets.
Stringent analysis of individual student progress in PLAN – 3 tiered intervention plan implemented.

Products and Practices
What is achieved and how do we measure?
- 90% of students achieving at or above Early Action for Success minimum benchmarks in literacy and numeracy
- Increased proportion of students achieving above National Minimum Standards in NAPLAN literacy and numeracy
- Improved engagement of all students measured by an improved attendance, reduced suspension rate and executive referrals
- Increased number of Aboriginal student achieving above National Minimum Standards
- 100% of Aboriginal parents / carers contributing to PLPs

Product:
All students to gain the necessary skills and confidence to become 21st Century community members.
Product:
Quality teaching and consistent teacher judgement with curriculum program design based on the literacy and numeracy continuum.
Product:
Specialised IT teacher mentoring class teachers and students.
Product:
The school has in place a holistic and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practice:
High quality differentiated teaching and learning programs that integrate technology and meet the learning needs of all students.
Practice:
Students and teachers reflect on the achievement of personal learning goals and parents informed of student achievement through written reports, PLPs and parent teacher interviews.
Strategic Direction 3: **COMMUNITY**
Enhancing active community partnerships that support an inclusive, collaborative and caring school culture.

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<td>Why do we need this particular strategic direction and why is it important? To ensure stronger community relationships to inspire a culture of collaboration and engaged communication through nurturing an active partnership supporting every students' educational journey and aspirations.</td>
<td>How do we develop the capabilities of our people to bring about transformation? <strong>Students:</strong> Empower students to develop and enhance the skills necessary to participate as successful 21st Century citizens. <strong>Staff:</strong> All staff will have the opportunity to engage in meaningful, appropriate professional learning that supports their work with the students and community. <strong>Parents/Carers:</strong> Establish effective communication to allow the sharing of ideas and contributions to further develop understandings within our school community. <strong>Community Partners:</strong> Increase our network of community partners with former students, business leaders, practitioners and other professionals within the community. <strong>Leaders:</strong> Continue to initiate and promote the meaningful role families and communities have in the decision making process.</td>
<td>How do we do it and how will we know? • Multi-faceted communication systems allowing all community members to readily share school information. • Staff will consistently communicate high expectations regarding student learning and behaviour to students and parents. • Continue to improve awareness and understanding of the curriculum outcomes at our school with all community members. Evaluation Plan Periodic data collection through surveys and feedback to determine if communication systems are allowing effective communication with the majority of our community members. Periodic data collection to determine if staff members have effectively communicated their expectations with parents and students.</td>
<td>What is achieved and how do we measure? <strong>Product:</strong> Open all possible avenues of digital and traditional communications. <strong>Product:</strong> Develop parent forums to support their understanding of student learning and improve participation in other collaborative teams/committees. Parent, staff and student satisfaction surveys to be completed bi-annually. <strong>Product:</strong> Enhance the positive relationships between the school and the Aboriginal community. What are our newly embedded practices and how are they integrated and in sync with our purpose? <strong>Practice:</strong> Current multimedia communication systems accessed by all staff, students and community members. <strong>Practice:</strong> Ongoing, meaningful and proactive relationships to engage all community members in supportive partnerships.</td>
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**Improvement Measures**
- A wide variety of current multi-media communications devices are used across the whole school community.
- Create and foster quality, sustainable relationships throughout the whole school community to promote and maintain a positive and successful school culture measured by increased enrolment and community participation.