**Nuwarra Public School 4420**

Students are successful and engaged learners

Staff are high performing, dynamic professionals

Students are active, successful global citizens with a sense of belonging within their local community

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Nuwarra Public School’s vision is to provide a safe and innovative environment, where the school community will be engaged in quality learning experiences.  The school will offer a differentiated, creative and effective curriculum that will support connectedness to the world, through engagement in 21st Century learning.  This will be achieved through innovative, quality learning environments, tailored staff professional learning focusing on capacity building and successful community engagement programs. |  | Nuwarra is a level 3 public school in Moorebank with over 350 students. Included in this number are 13 mainstream and 6 Hearing Support Classes.  The core values of Nuwarra Public School are an acceptance of difference and a movement from tolerance to understanding. This is accomplished within a safe, nurturing environment emphasising the importance of respect, cooperation and the recognition of every student's right to equitable access of the curriculum. We provide opportunities for all students to reach their full potential academically, socially, physically and emotionally. Nuwarra offers the L3 (Language, Learning and Literacy) and Best Start programs for Kindergarten students and Reading Recovery to support identified Year 1 students.  Nuwarra is an active member of the Moorebank Community of Schools. Our school has a diverse population comprised of students from many cultural and socio-economic backgrounds.  Our school supports PBIS (Positive Behaviour Intervention Strategies) taking a pro-active approach to behaviour by explicitly teaching behavioural expectations in all school settings  Nuwarra Public School offers a balanced approach to school life. We value participation while striving for excellence. As life-long learners, staff and students actively embrace the integration of technology across the curriculum.  Nuwarra Public School - Excellence. Innovation. Opportunity. |  | In 2014 and 2015, the staff reviewed school data from a range of areas during formal and informal meetings. During these meetings, discussions were frame around core questions including but not limited to:   1. Are students successful, active, confident and reflective leaners? How do we know? 2. Do staff work together to lead dynamic and innovative practice as dedicated professionals? What evidence do we have for this? 3. Do our students participate and have a sense of belonging within their local community and are they successful global citizens? What evidence shows this?   The community were invited and encouraged to take part in surveys, informal and formal discussions in regards to areas for future direction. |
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| **Purpose:**  To build the capacity of all students so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best.  Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences  To develop each student’s ability to engage, monitor and confidently articulate their personal learning and social goals. |  | **Purpose:**  To build the capacity of all staff and a professional learning culture, so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best.  Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.  To develop each staff member’s ability to engage, monitor and confidently articulate their personal learning and social goals.  To provide opportunities for staff to attain a deeper knowledge of Australian Curriculum content and outcomes. |  | **Purpose:**  To create an environment that accepts and encourages the community to be active participants within the school. Deep connections will be formed to enrich and expand the lives of learners.  To inspire students to be effective leaders and realise that positive change is possible through the actions of individuals. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners both within and beyond the classroom.  Parents and the broader school community actively participate in the school and in helping students to develop positive connections. |

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| Strategic Direction 1: Students are successful and engaged learners | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To build the capacity of all students so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best.  To develop each student’s ability to engage, monitor and confidently articulate their personal learning and social goals. |  | Students:   * Are enabled to be active and reflective participants in directing their own learning   Staff:   * Skills, knowledge and capabilities are developed that enable staff to empower students to: * Direct their own learning * Develop exceptional ICT capabilities * Be creative and critical thinkers * Be risk takers and problem solvers * Reflect on their own learning * Give and receive constructive feedback. * Engage in a deeper understanding of topics covered through teaching and learning programs.   Community:   * Are encouraged to be active participants in the planning and evaluation phases of student learning * Are encouraged to participate in the design of personalised learning plans. * Are encouraged to participate in meaningful workshops coordinated by staff and external providers. |  | Students:   * Participate in project based, differentiated learning activities * Will be immersed in 21st century pedagogies and transformational learning environments through the SOLE pedagogies * Develop their technology skills through engaging with a range of technologies including XOs, iPads, IWBs and computers * Participate in annual Peer Support programs   Staff:   * Stage 3 team members will receive professional learning in SOLE pedagogies * Participate in lesson observations to develop their skills in differentiated learning experiences and technology * Plan and present learning programs that are reflective of 21st century learning expectations * Share successful learning experiences with their peers through mentoring and observations * Mentor and provide professional learning for teaching peers in SOLE pedagogies   Community:   * Reflect on the learning of students at organised review meetings and student/ teacher/parent conferences   Evaluation Plan   * Survey students through Tell Them From Me. Survey Staff and Community. * Triangulate evidenced-based data including PBIS, Attendance, SOLE evaluations etc. * Instructional Rounds as an evidenced-based tool. |  | Students:   * Immersed in learning environments that promote critical and creative thinking. * Participate in the creation, implementation and evaluation of personalised learning programs. * Support higher performing students through the inclusion of enrichment groups in identified learning areas each school term. * Reflect on their personal goals and plan for future learning. * Design Thinking Project- Students in Stage 1 as engaged successful learners.   Staff:   * Provide appropriate feedback to students on learning goals. * Foster a learning environment that is conducive to differentiated learning for all students. * Implement a range of pedagogies that support students to be active and intrinsically motivated learners. * Implement teaching and learning programs that demonstrate the integration of 21st Century capabilities.   Community:   * Participate in the creation of personalised learning programs and goals. * Work collaboratively with external agencies to support student learning. |
| **Improvement Measures** |  |
| * All students immersed in 21st century pedagogies and transformational learning environments through XO, iPad technologies and Self Organised Learning Environment (SOLE) pedagogies. * 100% of students with additional learning needs will have personalised learning goals that are reviewed as part of the teaching/learning cycle * Annual increase in the number of teaching staff who are trained in the use of current technology. * 100% of students will participate in Peer Support Programs each year. * All students will participate in goal setting and will receive appropriate ongoing feedback form staff and peers. * 10 Students each year trained as part of a ‘Genius Bar’ held in the library for technological trouble shooting. |  |

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| Strategic Direction 2: Staff are high performing,dynamic professionals | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To build the capacity of all staff and a professional learning culture, so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best.  To develop each staff member’s ability to engage, monitor and confidently articulate their personal learning and social goals.  To provide opportunities for staff to attain a deeper knowledge of Australian Curriculum content and outcomes. |  | Students:   * Are inspired and challenged through innovative learning programs. * Are intrinsically motivated to succeed.   Staff:   * Participate in strategic learning activities aligned with the School Excellence and Performance Development Framework * Set professional, achievable goals and are supported by school structures, policies and practices. * Ensure that the Wellbeing Framework for Schools is embedded into daily good teaching and learning practice.   Community:   * Are encouraged to be active participants in the planning and evaluation phases of student learning. * Benefit by participating in meaningful workshops delivered by staff. * Feel valued and supported by the staff at Nuwarra PS. |  | Students:   * Students are inspired and realistically challenged through the implementation of learning programs such as L3, Reading Recovery, SOLE (Self Organised Learning Environments) and Focus on Reading.   Staff:   * Active partnerships working collaboratively to ensure continuity of learning for students through innovative and strategic professional learning and effective communication utilising school website, newsletters, Facebook and informal communications. * School leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. * Leadership team, including aspiring executives, builds the collective capacity of the staff and school community to use data to inform strategic improvement. * The school evaluates professional learning activities to identify and systematically promote the most effective strategies.   Evaluation Plan   * Completion of genuine Performance Development Plan. * Survey students, staff and community. * Tell Them From Me Survey * Successful accreditation and maintenance. |  | Students:   * All students are exposed to learning environments that are engaging, encouraging critical and creative thinking.   Staff:   * The school leadership group, including aspiring executives, participate in Growth Coaching to ensure the ongoing development of all staff and the implementation of the Performance and Management Framework. * Teaching and Learning Programs embed SOLE pedagogies. * Engage in relevant TPL to support engaged learning and the effective implementation of quality programs and projects and the Australian Curriculum. * Implementation of strategies relevant to the Great Teaching, Inspired Learning document and School Excellence Framework. * Staff enable success by personalising student learning and supporting students to achieve. * Staff enable success by contributing to a positive, supportive and encouraging learning environment. * Professional Learning regarding Classroom management and student engagement.. |
| **Improvement Measures** |  |
| * 100% of Stage 3 teaching staff trained in SOLE pedagogies by the end of 2015. * By the end of the 2017 school year all stages will be implementing SOLE pedagogy in at least one KLA * The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice through regular and timely demonstration lessons and quality observations. * The leadership team builds the collective capacity of staff and the school community to use data to inform strategic improvement efforts through Growth Coaching and the Performance and Management Framework. * All students are exposed to engaging learning programs and environments. |  |

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| Strategic Direction 3: Students are active, successful global citizens with a sense of belonging within their local community. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To create an environment that accepts and encourages the community to be active participants within the school. Deep connections will be formed to enrich and expand the lives of learners.  To inspire students to be effective leaders and realise that positive change is possible through the actions of individuals. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners both within and beyond the classroom. |  | Students:   * Are enabled to be active and reflective participants in directing their own learning. * Will be explicitly taught 21st century capabilities. * Participate in teaching and learning programs that reflect global goals for sustainable development and local implications, “think globally, act locally”. * Benefit from strengthened partnerships outside the school to connect, succeed and thrive.   Staff:   * Skills, knowledge and capabilities are developed that empower students to: * Direct their own learning * Develop exceptional ICT capabilities * Be creative and critical thinkers * Be risk takers and problem solvers * Received leadership support through goal setting and growth coaching. * Strengthen partnerships outside the school   Community:   * Are encouraged to be active participants in the planning and evaluation phases of student learning. * Are encouraged to participate in classrooms, parent workshops and school based decision making. |  | Students:   * Engage in lessons which reflect global goals for sustainable development. * Participate in engaging learning environments such as SOLE (Self Organised Learning Environments). * Hearing Support Unit students participate in regular community access visits. * Participate in the Moorebank Community of Schools program and projects. * ‘Genius Bar’ set up in the library for students to resolve technology issues. * Participate in an effective citizenship program.   Staff:   * Design learning programs with a global perspective, building on 21st Century skills. * Participate in the Moorebank Community of Schools program and projects. * Organise excursions that reflect learning programs and community access. * Participate in TPL regarding global perspectives and the Australian Curriculum.   Community   * Work with the school to provide rich learning experiences. * Engage in decision making at the school level.   Evaluation Plan   * Survey students,staff and the community. * Collate data from all strategic areas. * Tell Them From Me Survey * Peer Support Evaluations and feedback. * Survey all stakeholders regarding effectiveness and use of ‘Genius Bar’ |  | Students:   * Participate in learning programs that engage and support a greater awareness of the global community and the impact of an individual. * Improved capacity to problem solve. * Participate in a differentiated curriculum focussing on the local community. * Participate in the implementation of an effective Peer Support Program. * Students experience a sense of belonging and connectedness that respects diversity and identity.   Staff:   * All teaching/learning programs reflect global goals for sustainable development to allow students to effectively participate as part of their local community. * Successful implementation of the Android XO technology and iPad hardware base. * Promote real partnerships between families and schools and teachers and parents. * Authentic collegial planning opportunities using Board of Studies Syllabus Outcomes and Content Mapping Grids   Community:   * Participate in Android XO and iPad technology workshops. * Improved links with the local and wider community through community access visits for integration students and school community sponsorship. * Parents and the broader school community actively participate in the school and in helping students to develop positive connections. * Connecting Communities to improve Student Learning Outcomes. * Improvement in community-based decision making within the school environment through soft entries and workshops. * Participate in a Community Hub or the employment of a CLO each week. |
| **Improvement Measures**   * Nominated Stage 2 and 3 students participate in the creation of a ‘Genius Bar’ to resolve technology issues. * All students participate in learning programs that engage and support a greater awareness of the local and global community. * 2 Hearing Support Classes participate in regular community access visits. * Improved links with the local and wider community through community sponsorship and school promotion. * All students participate in an effective Peer Support Program. * By the end of 2016, all students accessing and effectively using technology daily to promote local/global citizenship. |
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