School plan 2015 – 2017

Nymboida Public School 2784

LITERACY & NUMERACY

GLOBAL CITIZENSHIP

INNOVATION
## School background 2015 - 2017

### School vision statement

At Nymboida Public School we empower students to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be active global citizens and practise the core values of the school: Respect, Responsibility and Personal Best.

### School context

Nymboida Public School is a small P6, one teacher school. It is situated on a main road 40 kilometres southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one Principal, one temporary teacher, who is responsible for principals release and is involved in team teaching with the principal; a School Administration Manager 3 days each week and a General Assistant 1 day each week.

Nymboida Public School currently has a FOEI of 111 and is anticipated to have an enrolment of 13 students at the beginning of 2016 including 15% Aboriginal students.

The student population can be transient with many changes throughout any given year; however, the school maintains a stable staff.

Students are organised into two classes K-3 and 4-6 (2 days per week). On the other days the class consists of all students K-6.

Students have quality learning spaces and well-maintained grounds with extensive playground equipment and bush tucker garden.

Staff, parents and students work collaboratively to provide a happy, supportive learning environment.

Our school banner statement : Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our 137-year tradition of providing quality education to our local community.

### School planning process

Members of the Nymboida community were encouraged to work collaboratively and actively participate in the school planning process.

Parents and community were informed about the new 5P planning model through the school newsletter and were provided with detailed information about the process and what it involved during P&C meetings.

Parents were invited to be part of a planning committee and surveys were distributed to community members, staff and students in an effort to work collaboratively with the school to create the new school vision and strategic directions.

The school community was invited to work in partnership with staff to identify key improvement measures and develop a 5P planning page for each strategic direction.

A draft copy of the School Plan was then presented to families and the community for review and feedback.
Purpose:
Students will become literate and numerate citizens with every chance of success in higher education and later life. Students will read, view, write, design, speak and listen in a way that allows them to communicate effectively and make sense of the world. Students will be able to confidently and effectively use mathematics to meet the everyday demands of life.

Purpose:
Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for their actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

Purpose:
By looking beyond what they currently do well, identifying the great ideas of tomorrow and putting them into practice, teachers will provide a highly engaging, inclusive and stimulating learning environment for all students. When educators try new ways of doing things in their learning environments, students have opportunities to learn and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.
## Strategic Direction 1: LITERACY AND NUMERACY

### Purpose
Students will become literate and numerate citizens with every chance of success in higher education and later life. Students will read, view, write, design, speak and listen in a way that allows them to communicate effectively and make sense of the world. Students will be able to confidently and effectively use mathematics to meet the everyday demands of life.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Projects:</th>
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</thead>
<tbody>
<tr>
<td>-Students will be engaged with learning programs which are purposeful, meaningful allow them to write with greater skill and confidence. -Students will reflect on their own learning and set individual learning goals in mathematics.</td>
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<tr>
<td>-Teaching staff will work collaboratively across a community of schools implementing ‘Seven Steps to Writing Success’ to share resources develop teaching strategies and create assessments. -Students reflect on learning and set goals around areas of need in maths. Focus areas are to be addressed through individualised homework programs and teacher support time. -Infants teacher to participate in L3 training and program delivery to improve early literacy outcomes for students.</td>
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<thead>
<tr>
<th>Staff:</th>
<th>Evaluation plan:</th>
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<tbody>
<tr>
<td>-Staff will undertake professional learning which is aligned with school targets around literacy and numeracy. -Staff will implement differentiated literacy and numeracy programs to engage all students and improve student outcomes.</td>
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<tr>
<td>-Teachers will monitor and record student progress in writing through classroom assessment each term and move students along the literacy continuum as necessary.</td>
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### Improvement Measures
- All students will be achieving at or above the stage appropriate cluster in writing on the literacy continuum.
- All students will be achieving at or above the stage appropriate clusters on the numeracy continuum.
- Teaching staff exhibit quality teaching practices and deliver engaging, meaningful literacy programs.

### Products and Practices

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<tr>
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<tbody>
<tr>
<td>-Improved teacher capacity to teach writing and improved student writing performance evidenced by classroom data and tracking progress along the literacy continuum. -Demonstrated improvement in student numeracy performance evidenced by classroom data and tracking progress along the numeracy continuum. -Increased teacher confidence and capacity to assess student writing and accurately track student growth in writing across the literacy continuum.</td>
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<th>Practices:</th>
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<tr>
<td>-The school establishes active partnerships across the CVCoSS and works collaboratively to deliver a quality, engaging writing program. -Individual student learning goals in mathematics are created and monitored each term. Teachers regularly review learning progress with each student, ensuring all students have a clear understanding of how to improve their learning. -Teachers collaborate within and across communities of schools to participate in L3 training and classroom delivery, including strategies for differentiation and consistency of teacher judgment.</td>
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### Evaluation plan:
-Teachers will monitor and record student progress in writing through classroom assessment each term and move students along the literacy continuum as necessary. -Teachers and students will monitor and record student progress toward math goals, moving students along the literacy continuum as required. -Teachers will continually assess student reading and writing within the classroom throughout the L3 Program implementation.
## Strategic Direction 2: GLOBAL CITIZENSHIP

### Purpose
Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for their actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

### People

#### Students:
- Students will engage in programs designed to improve leadership skills and further develop interpersonal relationships.
- Students will learn, practice and appreciate the significance of a new language.

#### Staff:
- Provide opportunities for students to hold a variety of leadership roles within differing school contexts.
- Engage in, model and embrace Indonesian language and culture within the school.

#### Parents:
- Support and embrace student learning by participating in cultural events celebrated at the school.
- Invite parents to share skills and knowledge with students about their own cultural heritage.

#### Community partners:
- Work in partnership with the school to share knowledge, skills and resources which support program implementation.

### Projects
- Extension of language program focusing on Indonesian language, cultural traditions and beliefs.
- Implementation of the 'Leader in Me' student leadership program and establishment on new student leadership roles within the school.

### Products and Practices

#### Products:
- Students have greater knowledge and understanding, appreciation and acceptance of cultural diversity.
- Students will demonstrate resilience, respect and positive interpersonal skills both at school and home.
- Students will feel empowered to actively engage with society within a global context and be leaders of positive change.

#### Practices:
- Extra-curricular learning opportunities, in particular Indonesian language lessons, are significant, support student development and are strongly aligned with the schools vision, values and priorities.
- Students participate in leadership activities which teach 21st century leadership and life skills to students. Student leadership roles are created for all students within both the classroom and whole school context. Senior students attend Young Leaders conference.

### Evaluation plan:
- Inclusion of Indonesian language in Nymboida Public school literacy program and greetings at all school assemblies/functions.
- International relationship established with a school in Indonesia to allow meaningful communication between students and staff.
- Surveys distributed in Term 4 to assess level of change to student leadership skills, confidence and aspirations.

### Improvement Measures
- All students participate in Indonesian Language Program and associated cultural activities.
- Student leadership program (The Leader in Me) implemented for whole school K-6.

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## Strategic Direction 3: INNOVATION

### Purpose
By looking beyond what they currently do well, identifying the great ideas of tomorrow and putting them into practice, teachers will provide a highly engaging, inclusive and stimulating learning environment for all students. When educators try new ways of doing things in their learning environments, students have opportunities to learn and demonstrate their knowledge in new, creative and innovative ways which promote deep knowledge and understanding.

### Improvement Measures
- Students complete authentic assessment tasks using digital technologies to demonstrate their knowledge and skills through film making.
- Students utilise blogED as a learning tool, practising self-reflection on writing progress and offering constructive feedback to peers.

### People

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<th>Students:</th>
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<tbody>
<tr>
<td>- Students utilise digital technologies to engage in critical and creative thinking.</td>
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<td>- Students will document their learning journey through blogging and accept and provide authentic peer feedback.</td>
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<tr>
<th>Staff:</th>
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<tr>
<td>- Staff will undertake professional learning in film making technologies to enhance classroom practice.</td>
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<td>- Teachers create a positive learning environment which promotes student engagement and confidence.</td>
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<td>- Provide support and encouragement for students to develop confidence and high aspirations.</td>
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<td>- Maintain high expectations for student performance and behaviour.</td>
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<th>Community partners:</th>
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<td>- Work with CVCOSS to provide opportunities for students to interact and develop networks with peers from other schools.</td>
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<td>- Build a culture which enables students to engage in a wider learning community.</td>
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<td>- Support teacher professional learning to assist staff in delivering quality teaching practice aligned with the school plan.</td>
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### Projects
- All students K-6 will explore film making to design, create and edit short films demonstrating their knowledge and understanding of units of work.
- Teaching staff will set up a blogED class account for students to document and share their learning journeys with peers and teachers.

### Evaluation plan:
- Students use digital technologies successfully to complete assessment tasks demonstrating knowledge and understanding of curriculum in new and creative ways.
- Students will demonstration improved writing results in formal assessments ie ICAS and will progress across the writing cluster on the literacy continuum.

### Products and Practices

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<td>- Digital technologies increase student engagement, promote higher order thinking and allow students to demonstrate their skills and knowledge in new and innovative ways.</td>
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<tr>
<td>- Students demonstrate improved writing skills and have authentic opportunities to reflect on and evaluate their writing.</td>
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<table>
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<td>- Students engage in film making using digital technologies to demonstrate their knowledge and skills and express their learning in innovative and creative ways.</td>
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<tr>
<td>- Students document their learning journey through contributions to a classroom blog, improving their ability to write for a specific purpose and enabling authentic peer feedback on learning activities.</td>
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