School vision statement
At Nyngan Public School we believe in assisting students in their search for knowledge within an environment that is safe, respectful, cooperative and rich with learning opportunities.

School context
Nyngan Public School, located in the Bogan Shire, provides individualised educational opportunities for the 155 students currently enrolled. Located 165 kilometres west of Dubbo with a strong history in farming and agriculture. Families rely on employment from local business, the mining industry and a more recently established Solar Plant. The school maintains a culture which is based upon continuous improvement and quality service.
Nyngan Public School is an Early Action for Success School with additional staff and resources being made available in order to support learning K-2.
Nyngan Public School has a partnership agreement with the AECG, supporting the 52% Aboriginal enrolment in delivery of accurate cultural experience and sharing such with students from other cultural backgrounds.
Nyngan Public School continues to implement Reading Recovery, Speech, Language and Hearing and L3.

School planning process
In Term 4 2014 a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour. This process included the review of strengths, opportunities and areas for development across the school.

Nyngan Public School sought the opinions of staff, students and parents through surveying, AECG Meetings, P&C Meetings and a community invitation to join in a staff meeting called for the purpose of consultation and planning.

Fact sheets were shared with the whole school community as was Resource Allocation Model reports for each loading.

This process has continued into 2015 with an additional planning consultation taking place. Staff and parents were surveyed as to where they believed the school provided for its students and ways in which we as a team could build to provide improved opportunities for all.

As a result of the school planning process, three key strategic directions were identified as a basis for a shared commitment to future development across the school.

The 2015-18 Strategic Plan was written as a result of consultation in many parents and community forums, it was shared at such forums as each stage was written and endorsed by all when the writing process was completed.

Sharing of the 2015-18 Strategic Plan will continue on a term basis with additional meetings called if the need arises. The whole school community will continue to be informed through our school website, newsletters, open days, parent workshops and meeting opportunities.
Consultation through evaluation processes such as surveying, observing, interviewing as well as formal and informal forums will lead future directional change.
NSW public schools are part of a strong and supportive public education system. All schools develop a comprehensive school plan in consultation with the school community, connected to a budget and student outcomes. The 2015-2017 school plan brings together a number of reforms to give NSW public schools greater authority to meet the needs of their communities, to improve the quality of teaching in schools and to improve outcomes for all students. It is highly strategic, focussing on 3 key areas for improvement determined by the school in consultation with its community, to ensure a profound difference to the ongoing growth and development of the school.

**Purpose:**

**STRATEGIC DIRECTION 1**

Develop a quality teaching and learning culture driven by assessment evidence in line with the Australian Curriculum.

**Purpose:**

To provide a high standard of education to support data driven strategies, improve teaching and learning programs and pedagogical practices inspiring every teacher and student to excel in Literacy and Numeracy.

To ensure that learning for students across our school is based on quality educational delivery and consistent, high standard and shared professional practices.

**STRATEGIC DIRECTION 2**

Promote positive culture and values

**Purpose:**

To work across the school community to embed a positive culture and set of values based on the three expectations of being safe, respectful and cooperative school community members. Using Positive Behaviour for Learning to achieve a culture where success is valued and a strong social conscience is developed.

**Purpose:**

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to encourage increased student learning outcomes.

**STRATEGIC DIRECTION 3**

Develop community partnerships to ensure all are consulted, informed and engaged in school process, programs and policy.

To ensure that learning for students across our school is based on quality educational delivery and consistent, high standard and shared professional practices.
**Strategic Direction 1:** Develop a quality teaching and learning culture driven by assessment evidence in line with the Australian Curriculum.

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<thead>
<tr>
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<th>Products and Practices</th>
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<td>To provide a high standard of education to support data driven strategies, improve teaching and learning programs and pedagogical practices inspiring every teacher and student to excel in Literacy and Numeracy. To ensure that learning for students across our school is based on quality educational delivery and consistent, high standard and shared professional practices.</td>
<td><strong>Students</strong> – levels of achievement in Literacy and Numeracy will be improved through the implementation of improved teaching practices resulting from analysis of assessment.</td>
<td>- Establish curriculum teams to develop K-6 Scope and sequence (Literacy and Numeracy) in order to establish frameworks for consistent, high standard practices in learning support, Literacy curriculum delivery, Numeracy curriculum delivery and professional learning – Literacy and Numeracy and the use of the continuums – Literacy and Numeracy.</td>
<td><strong>Product:</strong> Reduce the number of students not obtaining proficiency in the NAPLAN testing process.</td>
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<td><strong>Staff</strong> – Capabilities will be developed by designing and implementing differentiated individualised professional learning. School wide systems and structures will be developed to support staff in meeting the educational needs of all students.</td>
<td>- Develop a shared understanding of quality teaching, providing for teacher self-evaluation, collegiate observations and feedback.</td>
<td><strong>Product:</strong> Achievement in literacy and numeracy goals will be met and growth tracked using the continuum.</td>
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<td><strong>Staff</strong> – Develop leadership capabilities for staff participating in curriculum teams through professional learning support and appropriate structures to support delivery of collegiate workshops.</td>
<td>- Encourage staff mentoring and additional training opportunities with regard to the Literacy and Numeracy syllabi.</td>
<td><strong>Product:</strong> Common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.</td>
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<td><strong>Parents</strong> – to build the capability and capacity of a collaborative learning community by providing opportunities for parents and teachers to work together. This will include providing community learning sessions on Literacy and Numeracy and how parents / carers can help their child at home.</td>
<td>- Build capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching standards.</td>
<td><strong>Practice:</strong> Australian Curriculum implemented.</td>
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<td>- Develop parental understanding of the changed curricula through the provision of staged parent workshops.</td>
<td><strong>Practice:</strong> Quality teaching and learning practices K-6, demonstrated through collegiate mentoring, observation and support.</td>
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<td>- Implementation of Literacy, Language and Learning and K-2 mentoring through the Early Action for Success initiative.</td>
<td><strong>Practice:</strong> Teaching and Learning Across the school will be driven by assessment data and differentiated to meet the needs of all students.</td>
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<td>- Implementation of Numeracy ability based groups, Count Me in Too and Mentoring through Early Action for Success, Beginning Teacher and school based mentoring.</td>
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### Strategic Direction 2: Promote positive culture and values.

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<td>To work across the school community to embed a positive culture and set of values based on the three expectations of being safe, respectful and cooperative school community members. Using Positive Behaviour for Learning to achieve a culture where success is valued and a strong social conscience is developed.</td>
<td><strong>Staff, Parents and Students</strong> – aware of the Nyngan Public School Discipline Policy&lt;br&gt;<strong>Staff</strong> – build the capacity of staff to monitor and address student behaviour using non crisis intervention strategies.&lt;br&gt;<strong>Staff</strong> – develop whole school strategies and a common language for monitoring and addressing behaviours.&lt;br&gt;<strong>Parents</strong> – engage parents in the formation of school values, social consequence and school policy.&lt;br&gt;<strong>Students</strong> – students will be aware of behavioural expectations, positive rewards and social consequence for inappropriate behaviours.</td>
<td>- Formation of a 2015 Positive Behaviour for Learning committee, made up of staff, parents and community which meets fortnightly.&lt;br&gt;- Positive Behaviour for Learning Team to assess playground area of need.&lt;br&gt;- Establishment of Positive Behaviour for Learning lessons to be implemented K-6&lt;br&gt;- Staff and parents workshop in relation to Boys Ed. Presented by Greg Griffith.&lt;br&gt;- Review Nyngan Public School Discipline and Anti-Bullying policies.</td>
<td><strong>Product</strong>&lt;br&gt;- Students demonstrate improved cooperation on the playground resulting in a reduction in the number of students receiving negative playground entries on Millennium.&lt;br&gt;- Updated Discipline and Anti-Bullying policies.&lt;br&gt;<strong>Practice</strong>&lt;br&gt;- Staff actively observing student behaviour and supporting school policy with the use of non-crisis intervention training, Positive Behaviour for Learning and school policy documents.&lt;br&gt;- Students adhering to school values.&lt;br&gt;- Weekly draws celebrating safe, respectful and cooperative learners.&lt;br&gt;- Whole school rewards system for safe, respectful, cooperative learners.&lt;br&gt;- Positive Behaviour for Learning values displayed in the playground and around the school.</td>
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### Improvement Measures

*Students demonstrate improved cooperation on the playground resulting in a reduction in the number of students receiving negative playground entries on Millennium.*

*Updated Discipline and Anti-Bullying policies.*
**Strategic Direction 3:** Develop community partnerships to ensure all are consulted, informed and engaged in school process, programs and policy

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<td>To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to encourage increased student learning outcomes.</td>
<td>Parents – Develop parental confidence and willingness to attend school based meetings. Students – develop a student voice through the establishment of SRC involving Years 1 - 6. Staff – equipped with strategies to inform parents of process and programs used across the school. - aware of culturally accurate content to be shared with their class</td>
<td>Provide opportunity for parents to attend school based celebrations that encourage positive conversation with staff and genuine sharing and consultation opportunities. Encourage parent participation in Parents and Citizen, Aboriginal Education Consultative Group, Aboriginal Education Committee and Positive Behaviour for Learning Committee meetings. Provide opportunity for learning and sharing across cultures. Provide opportunity for parents, community and SRC to attend a staff meeting per term. Increase the number of parents engaging in workshops to help with their child’s learning. To create two way communication processes that support active, frequent and culturally sensitive collaboration between the school and community. Encourage parent volunteers into classrooms A class per week contributes towards the newsletter. Parent Yarning Circle twice a term with open classrooms.</td>
<td>Product Increased parent participation in assemblies, parent workshops and school forums. Homework centre coordinated by volunteer parents and supported by teaching staff. Practice SRC meet weekly to plan events and provide input to school process. Practice Induction workshop for volunteers volunteering to assist in classrooms. Practice Implementation of K-6 Language program. Practice Implementation of Cultural Immersion program twice a year.</td>
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**Improvement Measures**

*Increased parent participation in assemblies, parent workshops and school forums. *Homework centre coordinated by volunteer parents and supported by teaching staff.