<table>
<thead>
<tr>
<th>School banner statement:</th>
<th>Community ● Opportunity ● Excellence</th>
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<tbody>
<tr>
<td><strong>School vision statement</strong></td>
<td>Nemingha Public School staff, students, parents and carers are partners who share the collective responsibility for student achievement in an exemplary learning environment. Our students are empowered in their journey to be successful, respectful, resilient, confident and creative individuals; and involved, informed citizens.</td>
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<tr>
<td><strong>School context</strong></td>
<td>Nemingha Public School’s beautiful rural setting on the outskirts of Tamworth allows our students to grow and thrive in a safe and caring environment. We support approximately 190 students with a comprehensive education through our academic, sporting, performing arts and technology programs. Our highly qualified and dedicated teachers have a strong focus on their own professional learning, ensuring that their teaching standards remain second to none. This exceptional teaching is combined with a commitment to the continuous improvement of learning outcomes, particularly in the core areas of literacy and numeracy. We welcome the involvement of parents and our community in the school, and we are very fortunate to have outstanding support from our community, often long after their own children have moved on to high school and successful futures. The School Council and P&amp;C Association are actively involved in school life. Our community has high expectations of Nemingha Public School and our commitment is to meet and exceed those expectations with continued academic excellence.</td>
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<tr>
<td><strong>School planning process</strong></td>
<td>Our banner statement was reviewed in 2012 and remains Community, Excellence, Opportunity. The original vision statement was devised some years ago and will be reviewed by staff, students and parents throughout Term 1, 2015 as part of the consultation process. Through the consultation process the new vision statement was devised. Planning workshops with all principals and executive were led by Principals, School Leadership in Term 4, 2014. Consultation with staff and the School Council regarding the features of the new school plan and the process for consultation took place during Term 4 2014. Staff workshops to develop strategic directions and improvement measures took place in Term 4, 2014. Executing planning sessions included the Principal, School Leadership, Week 2, 2015 at NPS Workshops held in Term One 2015 during and after school hours were held to finalise the strategic directions, improvement measures and revisit the school vision.</td>
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Purpose: Nemingha Public School students will adopt a growth mindset and embrace a culture of high academic achievement. They will become independent, self-directed learners who apply critical thinking and problem solving strategies.

Purpose: The Nemingha Public School leadership team will provide instructional leadership, promoting and modelling effective, evidence-based practice. Explicit systems for classroom observation, the modelling of effective practice and feedback will drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

All teaching practices will effectively develop the knowledge, understanding and skills of all students, using evidence based and data driven teaching practices and innovative delivery mechanisms.

Purpose: The Nemingha Public School community is committed to the school’s strategic directions and practices to achieve educational priorities.

Nemingha Public School makes strategic use of its partnerships and relationships to access resources for the purpose of enriching the learning opportunities for students and the school’s standing within the local community.

The school is recognised as excellent and responsive by its community.
Strategic Direction 1: Inspired Learning

**Purpose**
Nemingha Public School students will adopt a growth mindset and embrace a culture of high academic achievement. They will become independent, self-directed learners who apply critical thinking and problem solving strategies.

**Improvement Measures**

All students not identified with a specific learning disability will achieve above state growth in NAPLAN literacy and numeracy between Year 3 2015 to Year 5 2017.

School based assessments show above average effect size of 0.4 for each strand.

**People**

**Students:**
Students will learn to be independent learners who can articulate their learning goals and strive to achieve them.

**Staff:**
Staff will further develop their knowledge and practice using the Visible Learning framework in English.

Staff will have a deep understanding and knowledge of the English Syllabus and embrace a range of evidence based strategies and practices in their classrooms.

**Parents/Carers:**
Parents will be informed about their child’s learning.

**Community Partners:**
Nemingha Public School staff will work with the New England Plus Alliance, Principal, School Leadership and Directors, Public Schools to develop their collective capacity in Visible Learning.

**Leaders:**
Executive and classroom teachers will take shared responsibility for the professional learning in English and Visible Learning.

**Processes**

Internal review of the teaching of English K-6

An objective perspective on current practices in the teaching of English. School audit of current practices in the teaching of English in line with implementation of the new English syllabus.

A range of assessment tasks that cover the strands of English and Mathematics K-6 are developed and aligned to the literacy and numeracy continuum. (Assessment for learning).

Executive and classroom teachers will work collaboratively in whole school workshops and stage teams to develop explicit and achievable learning goals in teaching and learning programs for the new English, Science and Technology and History syllabuses.

**Evaluation Plan**

Various evaluative processes will be completed throughout each year including:

- Parent surveys
- Parent focus groups
- Teacher focus groups
- Student focus groups/Tell Them from Me
- Video diaries
- Evidence collected during walkthroughs
- NAPLAN and school based assessments
- Teacher impact – effect sizes
- Parent/teacher meetings and interviews

**Products and Practices**

**Product:**
Scope and sequence of grammar, punctuation and spelling K-6 embedded in teaching and learning programs K-6 will ensure explicit and systematic teaching across K-6 and a smooth progression of all students along the literacy continuum.

Authentic and evidence based assessment tasks which inform students and teachers of student progress against the outcomes and learning goals across the curriculum.

Students will know exactly what they are learning, what they are expected to know, where they are in their learning and what they need to do to move forward along the learning continuums. This will be achieved through an explicit and systematic process known as Visible Learning (VL). All teachers will be trained and competent in the VL framework which is underpinned by learning goals success criteria and effective feedback. As a result students will demonstrate increasing levels of self-directed learning, high levels of engagement and high levels of achievement in literacy and numeracy as plotted on the literacy and numeracy continuums.

**Practice:**
Learning goals, success criteria and effective feedback will be visible in classrooms, daybooks and teaching and learning programs K-6.

Regular walkthroughs with staff and executive to gather statistical evidence that VL is being successfully implemented K-6.
## Strategic Direction 1: Inspired Learning

### Purpose

Nemingha Public School students will adopt a growth mindset and embrace a culture of high academic achievement. They will become independent, self-directed learners who apply critical thinking and problem solving strategies.

### Improvement Measures

All students not identified with a specific learning disability will achieve above state growth in NAPLAN literacy and numeracy between Year 3 2015 to Year 5 2017.

School based assessments show above average effect size of 0.4 for each strand.

### People

#### Students:

Students will be creative thinkers and successful problems solvers. They will work collaboratively in teams and help others.

Students will demonstrate the five characteristics of a Nemingha Learner every day in the classroom and in the playground. They will have a growth mindset towards their ability to learn and excel.

#### Staff:

Staff will participate in professional learning via video conference with an expert in Tournament of the Minds and implement the program 3-6.

Staff capacity to provide learners with creative thinking and problem solving skills embedded in teaching and learning programs will increase.

Executive and classroom teachers will ensure opportunities for students to develop the TOM skills are provided as per the school plan.

#### Parents/Carers:

Parents will participate in the transport and supervision of TOM entrants at local, regional, state and national level where required. Parents will learn about growth mindsets and understand how important the five characteristics of a Nemingha Learner are to their child’s future.

#### Community Partners:

Nemingha Public School staff will work with local TOM organisers to ensure teams are nominated and procedures are followed.

### Processes

#### Tournament of the Minds 3—6

Commencing with one day of TOM activities each term. Impromptu, long term and three hour challenges in Maths Engineering, Language and Literature and Social Sciences are completed 3-6 four times in 2015.

Science and Engineering Challenge

Teachers will combine the features of the You Can Do It program and the five characteristics of the Nemingha Learner and develop a scope and sequence K-6. A rubric for each characteristic will be developed to plot and measure progress.

Explicit and systematic teaching K-6 of the five characteristics of a Nemingha Learner will lead to students displaying a growth mindset in their learning.

#### Evaluation Plan

Various evaluative processes will be completed throughout the year including:

- Tell them From Me student survey
- Parent surveys
- Parent focus groups
- Teacher focus groups
- Student focus groups
- Video diaries
- Evidence collected during walkthroughs
- NAPLAN and school based assessments
- Teacher impact – effect sizes
- Parent/teacher meetings and interviews.

### Products and Practices

Through consistent delivery of TOM enquiry based learning processes 3-6, teachers will develop the capacity to embed enquiry based learning across the curriculum. As a result, students will demonstrate a more frequent, independent use of creative and problem solving fluencies in their day to day school lives. Strategies will be evident in teaching and learning programs and in the increased complexity of problems solved and creativity of student work.

The systematic and explicit implementation of the five characteristics of a Nemingha Learner K-6 will result in students demonstrating high levels of resilience, responsibility, reasoning, reflection and resourcefulness as measured against the Nemingha Learner rubric. Features of a growth mindset will be embedded in the rubrics.

As a result of Visible Learning practices, (John Hattie) students within the alliance schools will:

- Be self-directed learners
- Know what they know and understand
- Be able to plot themselves against the learning continuums
- Know what they need to learn to move forward along those continuums
- Be able to describe their learning.

As a result students will develop self-worth, self-awareness and personal identity. Students will be deeply engaged in their learning. Students will have a growth mindset about their ability to learn and achieve (Carol Dweck and Melbourne Declaration).
Strategic Direction 2: Innovative classroom practice and leadership

**Purpose**
The Nemingha Public School leadership team will provide instructional leadership, promoting and modelling effective, evidence-based practice. Explicit systems for classroom observation, the modelling of effective practice and feedback will drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

All teaching practices will effectively develop the knowledge, understanding and skills of all students, using evidence based and data driven teaching practices and innovative delivery mechanisms.

**People**
- As per attached RRPCLG outline

**Processes**
- **2015 Leadership Project Rural and Remote Primary Curriculum Leadership Grant (RRPCLG)** will be implemented across Nemingha, Gunnedah South, Bendemeer and Timbumburi Public Schools in partnership with Principal, School Leadership.

  Digital Pedagogies Grant

  Performance and development framework for principals, executives and teachers in NSW Public Schools will be implemented in conjunction with the Great Teachers Inspired Learning accreditation process for all teachers K-6.

  **Evaluation Plan**
  Various evaluative processes will be completed throughout each year including:
  - Teacher focus groups
  - Staff focus groups/Tell Them from Me Video diaries
  - Evidence collected during walkthroughs
  - NAPLAN and school based assessments
  - Teacher impact – effect sizes
  - 100% of all teachers at Proficient by 2017 with 50% working towards or achieving Highly Accomplished. 100% of Assistant Principals will be working towards or achieving Lead level aligned to The Australian Professional Standards for Teachers - 7.3.2, 6.3.4, 5.5.4, 5.2.4 and 2.3.4.

  - Know their impact on learning through the analysis of effect size data (evidence) in literacy and numeracy.
  - Move beyond Achievement level in leadership and be demonstrating Enabling levels of leadership.
  - A culture within and across schools that embeds lifelong learning and continual improvements of pedagogical practices.

**Products and Practices**
As a result of these learning alliances with schools and Macquarie university and the implementation of the performance and development framework, leaders and teachers will:
- Develop a deep understanding of evidence based pedagogies
- Develop protocols for effective support, walkthroughs and classroom observations will form to lead to 100% of all teachers at Proficient by 2017 with 50% working towards or achieving Highly Accomplished. 100% of Assistant Principals will be working towards or achieving Lead level aligned to The Australian Professional Standards for Teachers - 7.3.2, 6.3.4, 5.5.4, 5.2.4 and 2.3.4.
- Move beyond Achievement level in leadership and be demonstrating Enabling levels of leadership.
- A culture within and across schools that embeds lifelong learning and continual improvements of pedagogical practices.

As a result of being involved in this learning journey parents will:
- Have deeper knowledge and understanding of their child’s progress as described within continuums of learning.
- Be empowered to be active participants in their child’s learning and support his or her learning journey.

**Improvement Measures**
An effective professional learning community that engages in continuous research based improvement. This is evidenced by the validity of research, and evidenced by Performance and Development Framework processes being embedded in school planning.

Teachers will understand and implement The Australian Professional Standards for Teachers procedures and practices to adhere to accreditation and maintenance requirements.

Highly Accomplished Teacher accreditation will be sought by highly skilled staff.
# Strategic Direction 3: community@nps

## Purpose
The Nemingha Public School community is committed to the school’s strategic directions and practices to achieve educational priorities.

Nemingha Public School makes strategic use of its partnerships and relationships to access resources for the purpose of enriching the learning opportunities for students and the school’s standing within the local community.

The school is recognised as excellent and responsive by its community.

## People

**Students:** Students develop the skills and knowledge to enable them to be an effective link between home and school.

**Staff:** The staff makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

**Parents/Carers:** Parents have an understanding of John Hattie’s Visible Learning. They will be given the opportunities to engage in collaborative consultation about their child’s learning.

**Community Partners:** The relationships between the school and relevant community organisations will continue to be strengthened. Community members with leadership skills will be utilised to enhance student leading and learning within NPS.

**Leaders:** Leaders will ensure that teaching programs are socially responsive to the local Nemingha community. The continually building of trust with community will be the responsibility of NPS leaders.

## Processes

**Community Consultation Groups**
Partnerships with external agencies and community members are formed strategically and for specific purposes. For example: SAKG, sport, garden, LaST, Scripture, and Friends of the Library.

The school provides opportunities for parents to assume leadership roles within the school and work towards common goals.

The school extensively utilises community skills and expertise.

**Evaluation Plan**
Regular reporting against milestones by the school leadership team. The team will be responsible for gathering data from surveys, focus groups and walkthroughs. The school council and P&C will receive regular feedback and provide consultation on milestones.

## Products and Practices

**Product:** Community consultation showcases indicate that the school operates effectively and is using connections created between the school, parents and local community. The services the community provides are seen as valuable in student learning.

**Product:** Information gathered from parent surveys is used to strengthen school activities and allows the school to provide leadership opportunities for community members.

**Practice:** The school collects evidence to evaluate whether partnerships are having their intended impact in improving student achievement and increasing community involvement.

**Practice:** The school’s leadership team works collaboratively with the P&C and school council to build partnerships and common goals with parents, families and the community.

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<th>Improvement Measures</th>
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