Nundle Public School is an innovative and caring school with deep links to the local community. Our vision is to provide high quality opportunities to all students. We aim to offer a wide choice in curriculum and experience within a safe, happy and engaging learning environment.

As a school community, we aim to focus on preparedness for the next step in education. We foster the idea of lifelong learners in a 21st Century environment.

At the end of their schooling career, students from Nundle Public School will have high expectations of themselves through the clear directions they have developed in relation to their life long goals.

Nundle Public School is a small rural school situated 60 minutes south east of Tamworth. The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions.

School enrolments have steadily increased over the past 6 years due to the high quality of opportunities provided to students at Nundle Public School. The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities in which students are involved.

As a school, we are focussed on providing a safe and happy environment for students that encourages learning and participation. With SLSOs working in 3 of the 4 classes, this provides students with additional support in their learning.

Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate and take part in all sporting events and cultural events.

Nundle Public School’s planning process started with staff finding a way in which we could get all information back from our school community. The use of paper surveys and meetings has previously only offered limited feedback to the school with poor attendance or limited returns. Nundle Public School took an innovative approach to gaining feedback by setting a compulsory homework task for all students. This task was to be completed in conjunction with family members. All students/families wrote a letter to the school informing the school of what they felt needed to be happening in the school to make it a better place and what they(students) wanted to be when they left primary school, that is, the skills they wanted to take with them to the next stage of their learning.

This was combined with our regular termly survey of parents which asks four standard questions:

- How do you feel your child is progressing at school at the moment?
- Are there areas you are concerned about in relation to your child’s learning?
- Is your child enjoying school? Why?
- Suggestions to help improve our school.

These particular surveys are always well responded to as students receive rewards for returned responses.

As the principal of the school is a member of the RSL sub branch, Common Trust, Memorial Hall Trust, P&C, Shearing committee and Tidy Towns Committee, he was able to verbally address these meetings to ask for feedback on what the community would like to see occurring within the school and why.

Through these particular means, the whole school and community has been a part of the planning process.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Student Preparedness

Student preparedness—High expectations, students are prepared for the next step in their schooling career. Students are motivated to be independent learners by knowing what is needed of them to achieve their future goals.

STRATEGIC DIRECTION 2
Staff Capacity

Staff capacity—Build staff capacity through continual quality professional learning experiences. Sharing these experiences through regular in-school professional learning sessions is key. Encouraging staff to continue and improve upon their qualifications translates to more quality learning experiences for students.

STRATEGIC DIRECTION 3
Enhancing already strong school to community relationships

Enhancing relationships—Continually building on community links and support for students through a school-wide focus on equity, well-being and learning. Establishing new links with community groups through student participation in events and community participation within the school.
Strategic direction 1: Student Preparedness

PURPOSE

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

Deliver a 21st Century learning environment by providing diverse opportunities that encourage students to be creative, self-motivated learners who are immersed in a dynamic learning environment.

Student learning is striving to achieve independence in all areas whilst at school and aim to become a valued contributing member of society.

PEOPLE

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

Quality teachers producing quality, engaging and individualised learning.

Students: All students will set goals through the use of PLPs. Students will work regularly with teachers to achieve goals and determine possible career paths by the end of year 6.

Staff: Participate in targeted professional learning. To evaluate current qualifications and investigate enrolment at university level to upgrade qualifications.

Parents: Involvement in student learning through evaluation of PLPs, combined homework tasks-assignments, providing regular feedback to the school in relation

Community partners: Improving collegiality and relationships with NGOs and universities. Working with more community groups-craft shop, knitting association, CWA.

Leaders: Identifying staff from local schools who have the knowledge and ability to provide targeted professional learning.

Sharing staff expertise among schools.

PROCESSES

How do we do it and how will we know?

Students:

Happy students who are engaged in their learning environment making the most of presented opportunities. Students will be participating in cultural and sporting opportunities along with being engaged in their classroom learning environment.

Staff:

Effective learning programs aligning to syllabus outcomes. Staff professional learning experiences being shared regularly at fortnightly professional development meetings. Staff enrolled in university level courses to improve qualifications.

Leaders:

Allow potential leaders to train and work with staff from other schools on developing their capacity. Giving staff the opportunity to complete professional learning that they can effectively share and lead others through.

Evaluation plan:

Regular meetings between students and class teachers to evaluate, negotiate and update PLPs. PLPs will be sent home on a regular basis.

Feedback from high schools is such that students are well settled and well prepared for the transition with a clear understanding of expectations and goals.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product:

All students will be working with PLPs on a regular basis. Students will all leave the school with career goals and strategic directions to attain these goals.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Staff meet twice a term with each student on an individual basis.

All students across the school have working PLPs and are achieving their realistic short term goals. Developing strategies for career paths.

Parents are made aware of their child’s aspirations and what it is they need to do to attain these goals.

Interventions such as TEN and L3 and tracking students using PLAN and the literacy and numeracy continuums.

IMPROVEMENT MEASURE/S

All students have developed strong and dynamic PLPs being used on a regular basis in consultation with class teachers.

Students in year 6 taking part in transition to high schools on a regular basis.

Students are working as 21st Century learners –they are independent, making use of technology in an effective manner, problem solving in creative and functional ways.
## Strategic direction 2: Staff Capacity

### PURPOSE

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

Our children deserve the best teachers so that they can be the best that they can be!

Our staff need to improve academic and wider achievement through sustained attention to 21st century learning skills, lesson design, development of whole school programs boosting staff capacity, assessment and tracking on the K-12 continuums to ensure students can meet their potential.

### PEOPLE

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

**Students**: Students will be:
- engaged with teaching and learning programs that are purposeful and engaging.
- assessed and track along the K-12 continuum.
- encourage to take an active role and responsibility in their learning.

**Staff**: access to high quality professional learning and improved qualifications.

**Parents**: Opportunities to inform and develop parent knowledge and understanding of school programs and new syllabus expectations will be made available.

**Leaders**: Develop staff workforce capabilities by implementing and sustaining school wide systems and organisational structures.

### PROCESSES

How do we do it and how will we know?

**Curriculum**
- Increased professional learning about Australian Curriculum, differentiated learning, quality learning improvement.
- Whole school focus on Personalised Learning Plans-including staff
- Provision of parent education workshops on new curriculum and targeted programs.
- All staff to enrol in professional learning that will enhance their current qualifications.

**Assessment**
- Increased professional learning about consistent teacher judgement, feedback, formative assessment and K-12 Continuums.
- School wide organisational structures put in place to collect, track and monitor student achievements.

**Pedagogy**
- Increased professional learning about student engagement, self-regulation and student direction.
- Provide structures for teachers to collaborate more, to observe professional practice and to align their professional learning planning.
- Technology and Brain Research training incorporated into professional learning.

**Evaluation**
- Examining the qualifications gained by staff. Looking at quantitative data in relation to student learning to find improvement. This data will relate to both internal and external assessment.

### PRODUCT AND PRACTICES

What is achieved and how do we know?

**Product**
- Increased percentage of teachers transferring knowledge from professional learning into practice.
- All staff enhancing and improving on their current qualifications.
- Early identification of students requiring learning support
- PLPs for ALL students and staff.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices**
- Parents and community members attend workshops relating to learning
- Classroom programs indicate attention developing individual strengths for students through the use of PLPs.
- Regular share professional learning through professional learning sessions. These will be held every fortnight and facilitated by different members of staff.
- A collegial approach toward professional learning and the sharing of resources. Encouraging colleagues to experiment with new approaches to teaching that will better cater to the needs of students.
### Strategic direction 3: Enhancing already strong school to community relationships

#### PURPOSE

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

To create and maintain effective partnerships with families and community organisations to support and improve students' achievement at school and beyond.

To enhance partnerships between our community groups and deepen our links with other organisations in the community to enhance student learning experiences.

#### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:** All students to be involved in activities involving members of the community-school/community garden project, environmental awareness programs, and specialised cooking programs.

**Staff:** Staff to be involved in explicit, relevant, and meaningful Professional Learning through enrolling in courses to further develop their current qualifications.

**Parents:** Parents to be informed and consulted in school initiatives, academic expectations, and positively promoting Nundle Public School.

**Community partners:** Community members to be informed and consulted in school initiatives, academic expectations, and positively promoting Nundle Public School.

**Leaders:** Engage external assistance to provide any professional development necessary and mandatory for all members of staff.

Leaders to increase the awareness of school procedures, initiatives and events through the use of social media.

#### PROCESSES

**How do we do it and how will we know?**

**Students:**

Peer leaders to seek information from younger students and each other on how to involve community in their school.

Student Representative Council to make time in meetings to discuss involvement of the community in their school.

Student Leaders to use ipads and interview parents about their aims and aspirations for the school, its involvement in the community and interactions between community groups.

**Staff:**

Staff involved in Teacher Professional Learning with other colleagues in communities of schools.

Staff involved in community events to positively promote the school such as school working bees, sporting events, and cultural events.

**Leaders:**

Principal consultation with P&C and liaise with other community groups about their ability to assist the students and enhance learning.

School Information disseminated to parents and community members through newsletters, social media, and email.

**Evaluation plan**

Surveys to parent/community bodies where appropriate. Discussion with community groups.

#### PRODUCT AND PRACTICES

**What is achieved and how do we know?**

**Product**

Students and staff working with a variety of community groups and organisations to enhance opportunities for all students.

Involvement of community groups and organisations within the day to day life of Nundle Public School.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**

Students participating in music and cultural programs involving organisations from outside of the school.

Principal being a part of a variety of community groups to promote the school within these groups.

Regular updates on the school and its community links via the website and social media pages.

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**IMPROVEMENT MEASURE/S**

Survey Parents

Increased parent participation in **Nundle Public School**.

To maintain and enhance community/school links through reciprocal arrangements.

Increase community of schools staff involvement in shared Teacher Professional Learning experiences.