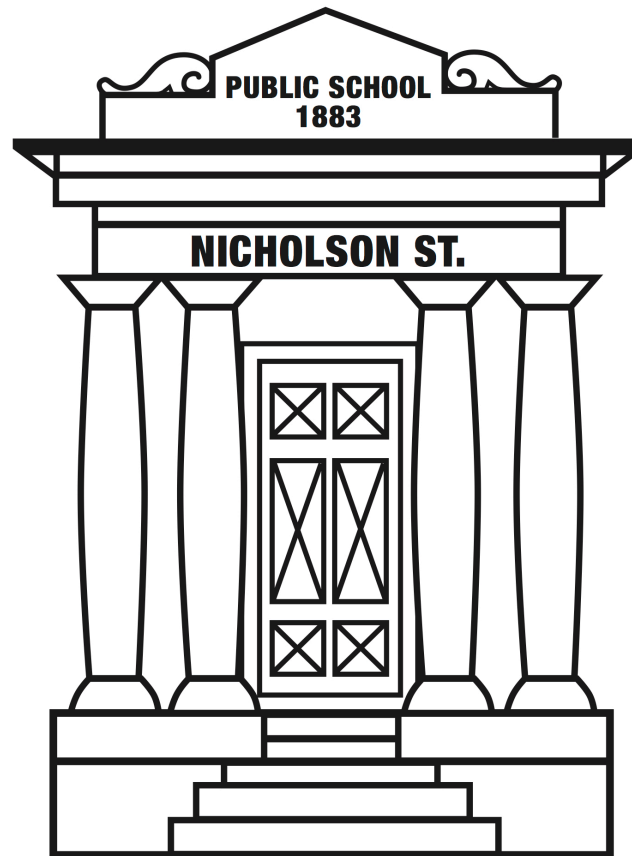


School plan 2015-2017

Nicholson Street Public School 2749



School background 2015–2017

School vision statement

At Nicholson Street Public School we support our students to be resilient, respectful, locally engaged, globally prepared, critical thinkers, who are curious and creative lifelong learners.

At Nicholson Street Public School all members of the school community are encouraged to reach their potential as lifelong learners. All members of staff demonstrate a strong commitment to their own ongoing learning by actively seeking opportunities to be involved in professional development opportunities and by regularly reflecting on their own learning as part of the performance and development and school excellence frameworks.

For our students this means involvement in innovative, engaging and constantly improving learning experiences that promote the values of critical thinking and creativity through teaching and learning programs that are equitable and foster high expectations and intrinsic motivation.

As a community of learners we strive to work collaboratively with our community to ensure that the students who attend Nicholson Street Public School progress through their own educational journey experiencing success built around the school motto of learning, laughter and life.

School context

Nicholson Street Public School is located in East Balmain and provides a welcoming and supportive learning environment for students, staff, parents and the community.

The current school population of 170 students is drawn from the local area and reflects the diversity of the Balmain Peninsula. Nicholson Street Public School has a highly engaged P&C Association and prides itself on strong and supportive community partnerships.

The school's motto of, Learning, Laughter, Life underpins a focus on providing an excellent education for the individual student, both as a learner and person. Explicit teaching of literacy and numeracy and an integrated curriculum underpinned by a strong teaching and learning cycle ensures students are provided with every chance to succeed across all learning areas.


Student learning and a culture of distributive leadership are enhanced by student and teacher involvement in extensive extracurricular programs including a music program boasting a variety of ensembles and performance groups. Students are also able to participate in debating, public speaking, drama, technology club, environment and garden club and sporting teams to foster learning and creativity beyond the classroom.

School planning process

The development of the current three year school plan commenced in 2014 via a period of community consultation. Parents were asked to reflect on education and its purpose in the current global climate and local context. Parents unable to attend meetings were given the opportunity to provide input electronically. At the same time teachers and students were also consulted regarding school future directions. A parent working party was then formed to collate and consolidate all the data received into a school vision. This vision was then published in draft for further consultation.

The school executive, in consultation with the P&C executive developed the strategic directions based on the information provided by the parent working party. After this, an evaluation of current practices and programs was undertaken with all staff. The strategic directions were then aligned to the developed vision and school motto. Finally, the school plan was then developed in draft form by the school executive for presentation to the parent working party and staff for further comment and where necessary changes were made.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

Student Learning and
Engagement

Purpose:

To ensure that learning for all students K–6 is based on quality educational pedagogy so that students develop the skills to be literate, numerate, creative and critical thinkers.



STRATEGIC DIRECTION 2

School Welfare and Wellbeing

Purpose:

To establish and maintain a positive, nurturing and stimulating environment that prepares students for life, with efforts and achievements of all the community recognised and valued. Students are motivated and engaged in their learning and strive to be the best they can be which is modelled by the adults in the community. All students, through committed partnerships, positive programs, practices and school procedures develop the positive skills, values and attitudes necessary to become active participants of our global society.



STRATEGIC DIRECTION 3

School Wide Leadership
Capacity

Purpose:

To ensure that students, staff and families have opportunities to display authentic leadership in the school context. To engage all students, staff and families in the authentic decision making at the school. To promote and sustain a culture of sustainable leadership within the community ensuring long term programs and initiatives continue to be developed and run at all levels of the school community.

Strategic Direction 1: Student Learning and Engagement

Purpose

To ensure that learning for all students K–6 is based on quality educational pedagogy so that students develop the skills to be literate, numerate, creative and critical thinkers.

Improvement Measures

65% or more of students achieve proficiency standard in NAPLAN reading.

45% or more of students achieve proficiency standard in NAPLAN spelling.

35% or more of students achieve proficiency standard in NAPLAN writing.

50% or more of students achieve proficiency standard in NAPLAN grammar and punctuation.

45% or more of students achieve proficiency standard in NAPLAN numeracy.

People

Students

Students understand that all lessons across the learning areas have specific learning intentions (content) and success is measured against criteria (learning intentions and success criteria). Students understand that learning growth is achieved by working towards a goal.

Staff

Through school based professional learning, staff develop knowledge and skills to effectively assess, plan and teach reading, grammar and punctuation, spelling, mathematics, creative arts, history and geography using syllabus documents (New South Wales Syllabuses for the Australian curriculum).

Parents/Carers

Parents engage in learning workshops to develop an understanding of the NSW Syllabus for the Australian Curriculum and strategies to support student learning at home.

Community Partners

Through the establishment of stronger relationships within a community of schools group, all stakeholders work in partnership to evaluate learning needs and develop a learning journey for staff, students, parents and carers.

Leaders

Develop the mindset and capacity of all stakeholders to analyse student data and implement the school plan ensuring that

Processes

Gifted and talented education strategies are implemented across K–6 to support students achieve to their potential.

Quality teaching and reflective teaching and learning practices underpinned by a culture of mentoring and support drive pedagogical innovations across K–6.

21st century learning technologies embedded in classroom practices and underpinned by an evidence based, innovative pedagogical approach.

Evaluation Plan

Regular reporting and feedback against milestones by the leadership team, feedback and surveys from professional learning sessions.

Practices and Products

Practices

Staff utilise syllabus documents to design and deliver quality learning programs that embed innovative pedagogical practices to improve student learning outcomes in English and mathematics.

Students demonstrate their confidence in understanding what they are learning (learning intention), why they are learning it and are able to map their progress against agreed personal learning goals.

Products

75% documented increase of students pioneering 21st century learning technologies to engage in and attain expected educational learning outcomes K–6 particularly in English and maths.

50% documented increase of staff collaborating to plan and implement learning programs that improve student learning outcomes particularly in English and maths..

Strategic Direction 1: Student Learning and Engagement

Improvement Measures

People

the strategic direction is evident in its main activity.

Processes

Practices and Products

Strategic Direction 2: School Welfare and Wellbeing

Purpose

To establish and maintain a positive, nurturing and stimulating environment that prepares students for life, with efforts and achievements of all the community recognised and valued. Students are motivated and engaged in their learning and strive to be the best they can be which is modelled by the adults in the community. All students, through committed partnerships, positive programs, practices and school procedures develop the positive skills, values and attitudes necessary to become active participants of our global society.

Improvement Measures

100% of students engaged in a rigorous positive education program across the school.

100% of teachers delivering high quality positive education program across the school.

60% decrease in school suspensions.

60% decrease in school withdrawal.

80% decrease in documented in class behaviour incidents based on reported incident data.

People

Students

Through rigorous and inclusive individual learning students engage in learning focused on improving student wellbeing. Students will participate in critical thinking strategies to ensure relevant connections to the curriculum and their world are developed.

Staff

Engage in consultation and professional development to create a deep understanding of the importance of the whole child to enhance student achievement across the curriculum. Staff collaborate to build a positive school culture through motivating, challenging and supporting students.

Parents/Carers

Participate in discussion forums and surveys to ensure families develop a clear understanding of the importance of developing the wellbeing of our students. Parents strengthen their understanding of the importance of rigorous whole school welfare practices and processes.

Community Partners

Networking and consultation in line with key projects to develop ensure community awareness of the value of welfare and wellbeing and it's positive effects on student's learning and wellbeing.

Leaders

Develop an understanding of the value of a positive mindset of all our community and

Processes

Learning and Support team undertakes a functional review of the systems and processes used to support student welfare and wellbeing including the referral process, team structure and roles and the data collection and reporting systems in place.

Positive Behaviour for Learning (PBL) implemented as the overarching school welfare and wellbeing program to support school wellbeing at all levels of the community.

Utilisation of the LMBR software package to support data driven intervention by the learning support team.

Evaluation Plan

Through school based surveys, evaluation and ongoing feedback school leaders promote and lead the assessment of student welfare and wellbeing programs and implement changes. School Leaders develop future directions for the maintenance of welfare and wellbeing programs based on evidence.

Practices and Products

Practices

There is a school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Positive and respectful relationships across the school community underpin a productive learning environment and support students and their development of strong identities as learners.

Products

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Individual learning is supported by effective use of school systems, community expertise and resources through contextual decision-making and planning

The school has in place a comprehensive, data informed and inclusive framework to support cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing

Strategic Direction 2: School Welfare and Wellbeing

Improvement Measures

People

the significance a healthy wellbeing has on learning outcomes.

Processes

Practices and Products

Strategic Direction 3: School Wide Leadership Capacity

Purpose	People	Processes	Practices and Products
<p>To ensure that students, staff and families have opportunities to display authentic leadership in the school context. To engage all students, staff and families in the authentic decision making at the school. To promote and sustain a culture of sustainable leadership within the community ensuring long term programs and initiatives continue to be developed and run at all levels of the school community.</p>	<p>Students</p> <p>Understand the role of leadership in relation to themselves and their roles and opportunities across the school..</p> <p>Staff</p> <p>Play a key role in distributive leadership in the school and display a mindset that recognises the importance of distributive leadership at the school in line with the school plan.</p> <p>Parents/Carers</p> <p>Understand the roles of leadership for all in our school community and how we as a school community collaborate to optimise all leading and learning experiences.</p> <p>Community Partners</p> <p>Networking and consultation with key stakeholder groups to develop positive programs and increase the value of productive relationships with external agencies</p> <p>Leaders</p> <p>Build a culture where sustainable leadership development is central to school capacity building. Aspiring school leaders and staff members will be given opportunities to share best practice through innovative and dynamic teaching and pedagogical practices and participation in leadership development opportunities</p>	<p>Student leadership teams across the school offer authentic leadership experiences for students in areas of interest and expertise.</p> <p>A distributive leadership model promotes authentic leadership opportunities for staff at all levels.</p> <p>Coaching and mentoring programs facilitate personal and professional growth for school staff and school leaders.</p> <p>Evaluation Plan</p> <p>Self-Assessment and annual reviews of performance and development plans are undertaken allowing individuals to respond to feedback and refine management and leadership plans and practices. School surveys of staff, families and students will evaluate the current practices of leadership across the school.</p>	<p>Practices</p> <p>Authentic election & expression of interest (EOI) processes are used to establish student leadership teams and teacher leaders.</p> <p>Community members work collaboratively to implement all aspects of the school's strategic vision and foster a culture of sustainable leadership.</p> <p>Regular established meeting times for all leadership teams along with regular and established meeting schedules for Principal to meet with leadership teams.</p> <p>Products</p> <p>Teachers are leading and managing areas of the school plan that are directly linked to the strategic directions and associated projects.</p> <p>The school community is committed to the school's strategic directions and collaboration is evident at all levels to ensure dynamic teaching and pedagogical practices are evident.</p> <p>Staff and Principal collaborative develop individual professional leadership plans and performance and development plans that promote professional growth and engagement.</p>
Improvement Measures			
<p>50% increase of students engaged in authentic leadership roles across the school.</p> <p>100% staff participation rates in Performance and Development Plans in line with the Professional Development Framework.</p> <p>60% increase in teachers engaging in the leadership development across the school.</p> <p>Notable increase in parent/school partnerships that promote student engagement in extracurricular and leadership activities.</p> <p>80% positive feedback from families on the leadership initiatives and practices in place at the school.</p>			