

# School plan 2018-2020

## Neutral Bay Public School 2730



# School background 2018–2020

## School vision statement

To develop each child's academic, social, creative, physical, cultural and citizenship ability.

## School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curricula, as well as in technology, public speaking, creative arts, band, sport and student leadership. Opportunity classes for academically able students in Years 5 and 6 offer extension and enrichment programs. In a safe and caring environment, all students are encouraged to be active participants in their learning. The school values, develops and maintains strong partnerships with parents and the community. The school is well supported by an active P&C and a committed School Council.

## School planning process

The School Plan is the result of a rigorous process of whole school communication and collection of data.

During 2017–2018, a number of strategies were implemented with the purpose of gaining information from students, parents and staff in regards to our vision for Neutral Bay Public School. This included suggestions for areas of focus for the next five years in learning, teaching and leadership.

The strategies included:

- \*Analysis of School Excellence Framework v2;
- \*Staff professional learning of new school plan model;
- \*Surveying students (Years 1–6);
- \*Surveying parents and staff;
- \*Parent Focus Groups;
- \*Analysis of NAPLAN and school benchmarking data;
- \*Analysis of Visible Learning surveys and tools;
- \*Analysis of SCOUT; and
- \*Determining state areas of focus.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Drive our Educational Practice

### Purpose:

To expect all students at Neutral Bay Public School to be successful, confident and creative learners.

## STRATEGIC DIRECTION 2

Promote Wellbeing and  
Citizenship

### Purpose:

Students will connect and contribute to their school community through a quality learning environment that develops social and emotional wellbeing and responsible citizenship.

## STRATEGIC DIRECTION 3

Productive Partnerships

### Purpose:

To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.

# Strategic Direction 1: Drive our Educational Practice

Purpose	People	Processes	Practices and Products
<p>To expect all students at Neutral Bay Public School to be successful, confident and creative learners.</p>	<p><b>Students</b></p> <p>Students are equipped with the necessary academic skills to improve every year by having a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn.</p> <p>Academic development of all students through delivery of a differentiated and innovative curriculum which engages and challenges every student to continue to learn.</p>	<p>*Development of the teaching of reading, writing and spelling using collaborative projects, rubrics, continuums, learning progressions, scope and sequences and professional learning including instructional rounds.</p> <p>*Staff professional learning in the implementation of Focus on Reading and TEN (Teaching Early Numeracy) and online courses (e.g.autism).</p> <p>*Comprehensive teacher professional learning in Visible Learning (VL)and ICT to develop literacy, numeracy, enquiry and creative skills.</p> <p>*Strengthen and support teacher quality and high expectations by providing regular feedback and reflection opportunities for teachers using practices such as instructional rounds and instructional leaders.</p> <p>*Development and implementation of specific intervention programs including MathsLit and G&amp;T student identification.</p>	<p><b>Practices</b></p> <p>*Strengthened teacher capacity to improve writing and spelling outcomes for all students through professional learning.</p> <p>*Innovative teaching and learning across the school incorporating differentiation strategies in literacy and numeracy.</p> <p>*Through PLAN, teaching staff have access to a broad range of student achievement data and use it to ensure differentiated learning.</p> <p>*Ensure a whole school approach to the collection and analysis of data to inform learning and teaching programs.</p> <p>*Teachers implement VL and ICT.</p> <p>*Provide opportunities, such as collaborative planning days and instructional rounds, for teachers to design innovative programs.</p>
Improvement Measures	Staff	Evaluation Plan	Products
<p>Increase the percentage of students in the top two NAPLAN bands for reading and numeracy:</p> <p>–Year 3 from 77% to 90%</p> <p>–Year 5 from 70% to 80%</p> <p>Increase the percentage of students achieving greater than expected growth in NAPLAN/size effect:</p> <p>–Years 3–5 from 71% to 80%</p> <p>–Years 5–7 from 65% to 80%</p> <p>–Years 2–6 size effect in:</p> <p>* spelling from 54% to 70%</p> <p>* reading from 65% to 80%</p> <p>*mathematics from 76% to 85%</p>	<p><b>Staff</b></p> <p>Staff knowledge, teaching skills and commitment (AITSL standards) are enhanced through relevant professional learning designed to support the delivery of a differentiated and innovative curriculum using collaborative practices.</p> <p>Staff engage consistently in self-reflection on the effectiveness of their teaching and use of evidence-based data to plan future learning to improve every year.</p> <p>Current and aspiring leaders are given opportunities to lead and manage key school programs/initiatives.</p>	<p><b>Evaluation Plan</b></p> <p>*Review and analysis of NAPLAN, SEF and school benchmarking</p> <p>*Monitor students' level of achievement through Learning Progressions/ Continuums/ PLAN</p> <p>*Curriculum evaluation–Mathematics</p> <p>*Visible Learning surveys and tools</p>	<p><b>Products</b></p> <p>*Increase the percentage of students achieving greater than expected growth in NAPLAN writing:Years 3–5 from 65%–70%, Years 5–7 from 65%–70%</p> <p>*To achieve a size effect in spelling of 0.5 for each student.</p> <p>*Improved teacher capacity in utilisation of PLAN data to develop and deliver quality differentiated learning and teaching programs.</p> <p>*Evidence of quality teaching using VL principles and ICT.</p>
	<p><b>Parents/Carers</b></p> <p>Parents demonstrate engagement in their child's learning through aspects such as assisting with homework, attending information nights and regular contact with teacher.</p> <p>Parents are welcomed as educational partners and gain a greater understanding of their child's learning.</p>		

# Strategic Direction 2: Promote Wellbeing and Citizenship

Purpose	People	Processes	Practices and Products
Students will connect and contribute to their school community through a quality learning environment that develops social and emotional wellbeing and responsible citizenship.	<p><b>Students</b></p> <p>Every student is known, valued and cared for in our school.</p> <p>Students are engaged through quality teaching programs that integrate social and emotional development.</p> <p>Students understand that their learning growth is achieved by working towards a goal.</p> <p>Students develop and strengthen their interpersonal skills through participation in wellbeing programs.</p> <p>Every student has confidence in their ability to be a responsible citizen.</p> <p><b>Staff</b></p> <p>Staff undertake professional learning of well-being programs/initiatives to develop their understanding to introduce these programs/initiatives into the classroom.</p> <p><b>Parents/Carers</b></p> <p>Parents are provided with information and involved in discussions in regards to the well-being programs/initiatives introduced, enhancing the school/home link.</p>	<p>*Implementation of a whole school student well-being system which is comprehensive and has an inclusive framework to support the emotional well-being of students including:</p> <ul style="list-style-type: none"> <li>–school expectations and implementation of PBL (Tier II)</li> <li>–learning and support team</li> <li>–implementation of Peer Support</li> <li>–Stage 3 leadership program</li> <li>–implementation of specific well-being programs e.g. Bounce Back</li> </ul> <p>*Strengthen and support student learning by professional learning and implementation of adjustments to student learning.</p> <p>*Implement expectations and protocols for identifying/defining and embedding active and responsible citizenship. (e.g. peer support, community service, SRC, school representation – sport, music etc.)</p>	<p><b>Practices</b></p> <p>*Review current well-being programs with students, staff and parents.</p> <p>*Staff engaged in regular self-reflection regarding the effectiveness of their teaching and understand its importance to ensuring improved student outcomes.</p> <p>*Our school consistently implements a whole school approach to well-being that has clearly defined behavioural expectations and creates a positive learning and teaching environment.</p> <p>*Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.</p> <p>*Strengthened teacher capacity to recognise when adjustments to student learning is required and to devise and implement appropriate adjustments.</p> <p><b>Products</b></p> <p>*80% of students, staff and parents meaningfully connecting with student well-being and citizenship programs in our school.</p> <p>*90% of students demonstrating positive behaviours for effective learning.</p> <p>*100% of students requiring adjustments to their learning are catered for appropriately.</p>
Improvement Measures		Evaluation Plan	
<p>Increase the percentage of students reporting:</p> <ul style="list-style-type: none"> <li>*a sense of belonging from 83% to 90%</li> <li>*expectations for success from 90% to 100%</li> <li>*advocacy from 80% to 90%</li> <li>*a positive learning climate from 76% to 90%</li> </ul> <p>Increase the percentage of Year 6 students undertaking citizenship programs to 80%.</p>		<p>*Analyse Tell Them from Me Surveys</p> <p>*Review and analysis of SEF</p> <p>*Monitoring and review of student learning programs</p> <p>*Analyse PBL Surveys</p> <p>*Monitoring Sentral data</p> <p>*Visible Learning surveys and tools</p>	

# Strategic Direction 3: Productive Partnerships

## Purpose

To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.

## Improvement Measures

Increase the parent satisfaction level with the school from 74% to 90%.

Increase the number of teachers accredited at the Highly Accomplished level to 5.

## People

### Students

Enhanced student understanding of the importance of strong school and home collaboration.

Student leadership skills and understanding are developed through facilitators leading the implementation of programs/initiatives.

### Staff

Staff and parents collaborate, forming respectful relationships focussed on student learning.

Teacher leadership skills and understanding are developed through facilitators leading the implementation of programs/initiatives.

Neutral Bay is a great place to work and our workforce is of the highest calibre.

### Parents/Carers

Parents and carers develop a deep sense of pride and ownership in the school and confidence in public education is high.

Parent leadership skills and understanding are developed through facilitators leading the implementation of programs/initiatives.

## Processes

\*Conduct parent sessions related to Visible Learning, learning support, PLAN, Learning Progressions and other identified topics (i.e. mathematics, NAPLAN, Selective High Schools, Opportunity Classes, cyber safety) to provide a deeper understanding of these programs and syllabuses.

\*Enhance the Harbourside Learning Community to develop networks such as:

–Transition

–Curriculum

–Coaching

–Leadership, e.g. DP, AP, aspiring leaders

–Visible Learning

–Accreditation e.g. Highly Accomplished

\*Review reporting to parents procedures including:

–communication strategies, e.g. school app

–social media

## Evaluation Plan

\*Evaluation of existing and newly established learning partnerships.

\*Review and analysis of SEF.

\*Analysis of parent surveys including Tell Them from Me.

\*Evaluation of P&C Meetings.

\*Teacher PDPs.

## Practices and Products

### Practices

\*Educational topics advertised and presented at P&C meetings.

\*Parents surveyed in regards to topics they would like discussed.

\*Parents surveyed using Tell Them from Me and appropriate action plans designed.

\*Regular parent participation in home learning partnerships to support student learning and well-being.

\*Parents have an enhanced understanding of what their child is learning and receive regular information regarding their child's progress.

\*Teachers, through the PDP procedures plan career development.

\*Teachers through the HLC and other professional forums develop leadership skills and knowledge.

### Products

\*Parent attendance at P&C meetings increase by 20%.

\*Participation in school surveys will be at or above a response rate of 30%.

\*Increased parent and community engagement in school programs/initiatives.

\*Increased teacher participation in working towards accreditation at the Highly Accomplished level.