

School plan 2018-2020

Newtown North Public School 2744



School background 2018–2020

School vision statement

Our School holds high expectations for all students and continuously strives to support the learning needs of all students.

Staff, students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto, 'to grow to help,' encapsulates the school's ethos of valuing and promoting

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun.

School context

Newtown North Public School is an innovative inner city school, attracting students from the local community. The school has local historic significance for its ongoing association with public education since 1883. The school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. The site has been used as an infants, primary and secondary college.

Newtown North Public School has social significance for past and current students, staff and other community members associated with the school.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a commitment to working together toward common goals. The school has a very experienced staff committed to quality educational outcomes. The school offers an engaging curriculum, enriched by a wide range of co-curricular and after school activities.

School planning process

In 2017 and first term 2018 the school consulted key stakeholders to identify our three strategic directions. This was further informed by the Department of Education Strategic Plan 2018–2022.. The school undertook a detailed analysis of current student achievement that considered both school based and external data of student and school academic performance. Consultation and surveys enabled parents, teachers and students to ensure new directions are supported and meaningful.

Executive and teachers engaged in a thorough review of practices and processes undertaken at the school that underpin teaching and learning and developed a plan that is evidence based and supports improvement. We engaged in a review and evaluation of school processes and student outcomes to identify areas of strength and need.

We worked collaboratively with local schools to share skills and develop plans to maximise school and network capacity.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Wellbeing and Learning

Purpose:

At NNPS student learning and wellbeing is at the centre of everything we do. Every student is known, valued and cared for, with equal access to quality learning. We support student at every stage of development and position them to connect, succeed and thrive.

STRATEGIC DIRECTION 2 Teaching and Learning

Purpose:

At NNPS all teachers are dedicated to implementing effective teaching methods to enhance student learning outcomes in literacy and numeracy. Our teachers employ research-based and data-informed practices that promote quality learning for all students. Teachers engage in collaborative planning with a collective focus. At NNPS teachers personalise instruction, integrate technology and set high expectations to instill a culture of student excellence.

STRATEGIC DIRECTION 3 Leadership, community engagement and learning

Purpose:

At NNPS the school leadership team creates a culture of learning that fosters continued growth for students, teachers and the school community. Leadership practices focus on developing the capabilities of every teacher to find the best ways to facilitate quality teaching and learning for all students.

School leaders help to build stronger positive relationships within our community in order to foster a culture of belonging and mutual understanding.

Strategic Direction 1: Wellbeing and Learning

Purpose

At NNPS student learning and wellbeing is at the centre of everything we do. Every student is known, valued and cared for, with equal access to quality learning. We support student at every stage of development and position them to connect, succeed and thrive.

Improvement Measures

school wellbeing data shows a reduction in negative incidences and an increase in positive incidences

Tell Them From Me data shows increase in student engagement and positive advocacy for school

School-devised student survey shows increasing growth mindset, resilience, confidence, reduced anxiety

School wellbeing tool shows increasing whole school strategic and planned wellbeing processes that support student so they can connect, succeed, thrive and learn

People

Students

Students will develop the skills of a growth mindset, engage with the skills that promote a calm school. They need to recognise and self regulate their behaviour and learning outcomes.

Staff

Staff will value the consistency of the delivery of wellbeing programs and strategies and engage with the wellbeing framework.

Leaders

Leaders will lead and engage with wellbeing practices and coaching across students and staff, supporting complex circumstances with a positive mindset and considerations of time.

Parents/Carers

Parents will support school-wide collective responsibility for student learning and success and work with the school to improve learning and wellbeing outcomes for their children.

Community Partners

External providers will work collaboratively with the school through sharing of expertise to build learning engagement and wellbeing.

Processes

Growth Mindset Project

Growth mindset philosophy used in every classroom to foster positive attitudes to learning, facing challenges and developing strategies for successful learning through teacher professional learning and program implementation

PBL Project

Consolidation of Teir One PBL implementation.

Implementation of Teir Two and Teir Three.

Improving wellbeing, happiness and engagement for all students through professional learning, specific instruction and intervention and a consistent approach to support and recognition.

Calm School Project

Developing whole school, small group and individual strategies for teachers and students to manage behaviours resulting from anxiety, mental health needs, challenging behaviours and trauma.

Whole school, small group and individual interventions, learning programs and wellbeing practices in all settings.

Evaluation Plan

School wellbeing data, Class Dojo, Tell Them From Me survey, student wellbeing survey/focus groups

Practices and Products

Practices

Classroom practice will demonstrate positive focus, language of growth mindset and students will give and receive timely, consistent, specific, accurate feedback that feeds forward. Feedback is focused on improvement.

Collegial staff conversations emphasise the language of growth mindset, supportive feedback and the expectations of PBL.

Anxiety management and relaxation techniques are consistently used across all classes and students engage strategies to support self regulation and emotional self awareness. Individual student need in wellbeing is prioritised.

Products

Student voice and work samples show resilience, persistence, confidence and improvement in their learning.

Positive behaviour change is visible and demonstrated through consistent use of language and effective strategies.

Strategic Direction 2: Teaching and Learning

Purpose	People	Processes	Practices and Products
At NNPS all teachers are dedicated to implementing effective teaching methods to enhance student learning outcomes in literacy and numeracy. Our teachers employ research-based and data-informed practices that promote quality learning for all students. Teachers engage in collaborative planning with a collective focus. At NNPS teachers personalise instruction, integrate technology and set high expectations to instill a culture of student excellence.	Students Students will value individual learning goals and are motivated to collaborate with their teacher to improve. They will work cooperatively in flexible learning spaces and new teaching practices that support them with new ways of learning.	Newtown Network Mathematics Project Focusing on the teaching and learning of mathematics through the Newtown Professional learning Community through School Hubs and Staff development days.	Practices Teachers are collaborating across the network, identifying, establishing and sharing best practice to improve student outcomes in mathematics.
Improvement Measures Increased proportion of students in top 2 bands of literacy and numeracy in NAPLAN Internal and external data shows continual value added/growth in literacy and numeracy. Increasing evidence of change in teaching practices that include data analysis and individualisation of learning goals and monitoring of student progress. Collaboration – see Sue Smith Observations, teacher reflections and student work samples show increasing quality use of flexible learning spaces.	Staff Shared collaborative expertise. Staff will use a growth mindset to embrace contemporary learning in flexible learning spaces. They will engage with individualisation of instruction and consistent monitoring of student growth.	Teaching and Learning project. Developing teaching and learning practices to improve student engagement and outcomes in all learning areas. Enhancing teacher capability to effect continued improvement of literacy and numeracy for all students Teachers will employ evidence based practices to support student growth	Teachers and students use evidence-based practices that include the use of individual learning goals, learning intentions, success criteria and students who are able to articulate what they are doing and what they need to learn next.
	Leaders Provide professional learning and role model evidence-based practices, including contemporary learning in flexible learning spaces.	Quality Learning Spaces Developing and improving indoor and outdoor learning spaces to support teaching, learning and engagement. focusing on: Classroom spaces/Breakout spaces quiet spaces Flexible learning spaces / Library/playground	Students work collaboratively and creatively in a flexible learning environment where contemporary teaching practices are engaging and innovative.
	Parents/Carers Parents will engage with and understand new programs, and engage with increased opportunities to be more informed about school programs and practices.		Personalised instruction is enhanced by the integration of technology, instilling a culture of high expectations and student excellence.
	Community Partners Community of schools will collaborate to develop programs and plans that enhance staff and community shared opportunities.	Evaluation Plan NAPLAN, SCOUT, teacher observations, program evidence, individual learning goals, learning progressions, reflections, PDPs, collaborative data	Products Innovative teacher programs and practices are identified and collated for sharing across the school and network Student growth and student engagement are demonstrated through differentiated learning practices based on individual learning goals.
			Student work samples developed in a flexible learning environment demonstrate learning that is meaningful, differentiated and engaging.
			Technology is seamlessly embedded into quality teaching practice and evidenced in student work samples.

Strategic Direction 3: Leadership, community engagement and learning

Purpose

At NNPS the school leadership team creates a culture of learning that fosters continued growth for students, teachers and the school community. Leadership practices focus on developing the capabilities of every teacher to find the best ways to facilitate quality teaching and learning for all students.

School leaders help to build stronger positive relationships within our community in order to foster a culture of belonging and mutual understanding.

Improvement Measures

Surveys show that the leadership team increasingly establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Students voice: authentic project across all schools

Increased alignment and consistency of school administrative practices. The school is consistently delivering anticipated benefits to the staff, students and school community, ensuring effectiveness.

Increasing levels of community satisfaction and connection with the school as demonstrated in Tell Them From Me.

People

Students

Student leaders will engage in cross-network projects to affect change in all school environments.

Staff

Staff will engage in leadership opportunities to increase their participation in school decision-making and planning.

Leaders

Leaders will build capacity in staff and teams and mobilise leadership expertise at all levels within the school to generate more opportunities for change and build the capacity for improvement.

Community Partners

Engaging with community partners to improve educational resources and improve access for all students and teachers.

Parents/Carers

Parents are invited to share their time and expertise to support school programs and initiatives.

Processes

Newtown Network Student Leadership
project will engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

School Protocols Project

Whole school systems are effectively aligned and communicated to improve all staff access to resources, systems and practices.

Newtown North Leadership Project
School leadership practices are developed to include all staff in a process of distributive and instructional leadership. Staff teams lead projects to affect continued school improvement.

Evaluation Plan

Surveys, student voice, Tell Them From Me

Practices and Products

Practices

Students demonstrate leadership and recognise that they can make a positive difference in their own lives and the lives of others in their community.

Staff consistently use whole-school systems in the areas of program planning, record keeping, policy and procedures.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of evidence-based teaching through continuous improvement.

Products

Every student, every teacher, every leader and every school improves every year.

Student leadership authentic project is visible in each school.

Parents are consistently positive, engaged with the school and supportive of school programs.

Consistent alignment of policies and practices is evident.