School plan 2018-2020
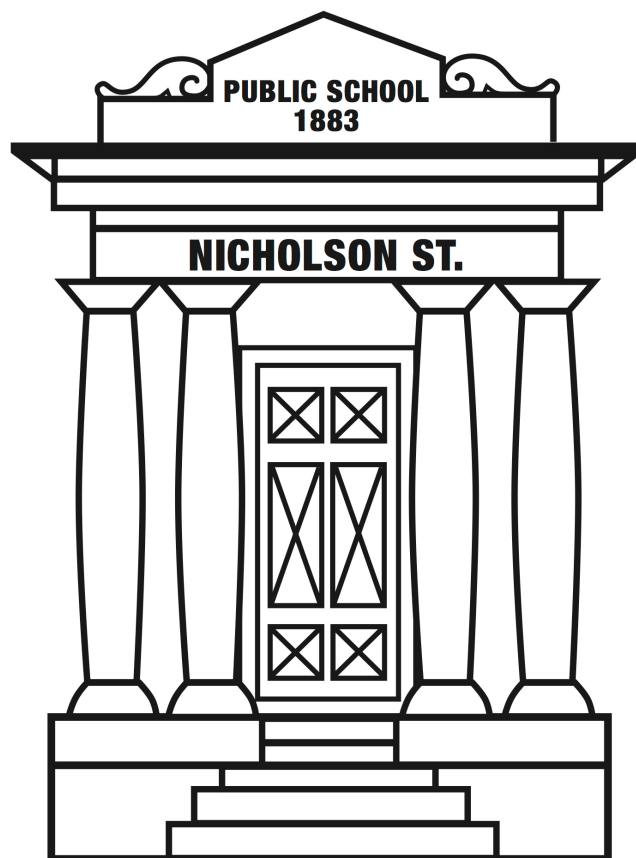
Nicholson Street Public School 2749

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 innovative, equitable and foster high expectations and intrinsic motivation.

As a community of learners we strive to work collaboratively with the wider school and educational communities 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, established in 1883, is located on attractive grounds at the tip of the Balmain peninsula with views to Sydney Harbour. Informed parents with high expectations work with dedicated, enthusiastic staff committed to delivering quality teaching and learning programs to maximise student outcomes. The current student population of 175 with 17% of students from non–English speaking backgrounds is drawn from the local area and reflects the diversity of the Balmain Peninsula. A skilled and motivated workforce provides a stimulating and safe learning environment for all students.

The school's motto: Learning, Laughter, Life underpins a focus on providing an excellent holistic education for every student. Quality teaching of literacy and numeracy and an innovative approach to integrating 21st century learning skills into the curriculum ensures students are provided with every chance to succeed across all learning areas. High student, staff and community expectations for student success drive improvements in student outcomes across all learning areas. Key programs and initiatives in the school support student engagement, foster welfare and wellbeing and promote opportunities for leadership amongst student, staff and the community.

Every student at Nicholson Street Public School is provided with opportunities to develop skills and confidence in the academic, artistic, cultural and sporting domains.

The school is well resourced with current technologies and is supported by an active and committed Parents and Citizens' Association that prides itself on the strong and supportive educational partnership that exists across all levels of the school community. The school promotes, fosters and encourages participation in all aspects of school life and enjoys excellent partnerships in the wider educational community.

School planning process

The development of this three year school plan commenced in mid–2017 via student, staff and community consultation and evaluation sessions. Staff and parents were asked to review the existing school vision and purpose statements and reflect and evaluate the progress made in meeting our 2015–2017 goals and objectives. Students, staff and parents unable to attend meetings were given the opportunity to provide input via online survey. Throughout this process teachers and students were also consulted regarding school future directions.

The school executive, in consultation with the P&C executive finalised the strategic directions based on the information gained during the consultation process ensuring the strategic directions were strongly aligned to the school vision and built on the progress made during the previous school planning cycle. Finally, the school plan was drafted by the school executive for presentation to the parent community and staff for further comment after which necessary amendments were made prior to publishing of the final draft.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
High Quality Teaching and Learning

STRATEGIC DIRECTION 2
Learning Labs: Future Focused Classrooms

STRATEGIC DIRECTION 3
Innovative & Empowered Learners

Purpose:

To foster a learning culture underpinned by high expectations and quality teaching where high impact assessment strategies and explicit feedback practices drive student growth in literacy and numeracy across the school.

Purpose:

Develop, design and deliver innovative classroom spaces that promote school wellbeing (connectedness, pride and engagement) by fostering future focused learning experiences and facilitating opportunities for collaboration, creativity and critical thinking.

Purpose:

To embed a high quality and rigorous STEM pedagogy and curriculum across Kindergarten to Year 6 to develop students' problem solving and computational thinking skills, promoting active, life–long learning and ensuring students are ready for the future.

Strategic Direction 1: High Quality Teaching and Learning

Purpose

To foster a learning culture underpinned by high expectations and quality teaching where high impact assessment strategies and explicit feedback practices drive student growth in literacy and numeracy across the school.

Improvement Measures

Increase the percentage of students demonstrating and exceeding expected growth in literacy.

Increase the percentage of students demonstrating and exceeding expected growth in numeracy.

Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.

Teachers utilising high impact, high quality formative assessment strategies in literacy and numeracy sessions.

People

Students

Students share a mindset of high expectation for their own learning and are able to articulate how they can improve.

Staff

Teachers better understand high impact assessment strategies and how the effective delivery of formative assessment builds a reflective learning culture.

Staff

Teachers increase their skills in the delivery of meaningful, timely and explicit feedback of student learning.

Leaders

School leaders promote a culture of high expectation at all levels of the school community.

Leaders

School leaders adopt a coordinated approach to providing teachers with sustained professional learning in data driven feedback practices.

Processes

Implement a whole school approach to support students to develop skills in literacy

Implement a whole school approach to support students to develop skills in numeracy

Implement a whole school approach to data collection and measurement

Implement a whole school approach to formative assessment and feedback to students

Evaluation Plan

- NAPLAN
- PLAN
- Tell them from me surveys
- Diagnostic and internal assessment
- Teacher observations
- Literacy and numeracy progressions charting

Practices and Products

Practices

Teacher capacity to deliver quality, explicit feedback on student learning increases encouraging greater reflection in teaching and learning by students and teachers.

Teachers embed high quality, high impact assessment strategies in day to day teaching and learning to drive student growth.

Data collection practices allow staff to accurately track student learning progress across and between each school year.

School leaders promote high expectations for student learning.

Products

Shared culture of high expectation for student achievement is evident at all levels of the school community.

Student learning reflects expected or better than expected growth across each year/semester.

Students are able to reflect on quality feedback and know and articulate what they need to do to improve.

Literacy and numeracy progression tracking displays evidence of student progress.

Strategic Direction 2: Learning Labs: Future Focused Classrooms

Purpose

Develop, design and deliver innovative classroom spaces that promote school wellbeing (connectedness, pride and engagement) by fostering future focused learning experiences and facilitating opportunities for collaboration, creativity and critical thinking.

Improvement Measures

Classroom spaces redesigned/reimagined to create learning labs that reflect a future focused learning environment.

Increase the proportion of students demonstrating active engagement in collaborative and creative learning.

Demonstrated increase in student sense of pride in and connectedness to their learning environments.

People

Students

Demonstrate pride in their learning environments and are able to articulate how these spaces help them learn.

Staff

Increase their skills in the development of teaching and learning experiences that support active, competency based student centred learning.

Community Partners

Work with the students, staff and school leaders to better share their expertise and knowledge of effective design principles that maximise student learning opportunity.

Leaders

Adopt a coordinated approach to providing teachers with sustained professional learning in active competency based learning strategies.

Processes

Engage the school and wider education community in the consultation, development and delivery of innovative learning spaces.

Implement a whole school approach to embedding active, competency based student centred ways of working.

Evaluation Plan

- Delivery of classroom spaces
- Student, staff and community surveys
- Teaching observations
- Teaching and learning program reviews
- Student work samples

Practices and Products

Practices

Teacher capacity to deliver active competency based student centred learning increases, fostering higher levels of student engagement.

School leaders promote community consultation and engagement in the planning, design and delivery of innovative classroom spaces.

Students demonstrate pride in their learning environment and are actively engaged in student centred learning experiences.

Products

Teaching and learning programs reflect increased skills in teacher planning and programming for student centred learning experiences.

Reported student, staff and community ownership of learning environments reflect their deep engagement in the planning, design and delivery of innovative classroom spaces.

Students are active particpants in learning experiences that facilitate opportunities for creative and collaborative learning.

Strategic Direction 3: Innovative & Empowered Learners

Purpose

To embed a high quality and rigorous STEM pedagogy and curriculum across Kindergarten to Year 6 to develop students' problem solving and computational thinking skills, promoting active, life–long learning and ensuring students are ready for the future.

Improvement Measures

School wide delivery of a K–6 STEM program centred on student participation in coding and robotics.

Increase in student problem solving and computational thinking skills across a range of key learning areas.

Improvement in teacher efficacy in developing and delivering a school wide STEM curriculum.

People

Students

Students develop problem solving and computational thinking skills and are able to apply these skills in authentic and challenging learning experiences.

Staff

Staff increase their skills in the design and delivery of quality STEM programming and learning experiences that promote active, life long learning that prepares students for the future.

Leaders

Leaders promote authentic engagement in STEM education programs that promote learning opportunities that engage students and teachers as co–creators of learning.

Parents/Carers

The school community values STEM learning as an essential aspect of preparing students for the future.

Processes

Implement a whole school approach to STEM education that supports students to develop computational thinking and problem solving skills.

Implement a school wide STEM curriculum that best caters for the needs of the students now and into the future.

Implement a coordinated approach to professional learning that develops teacher skills in STEM education.

Evaluation Plan

- Classroom observations
- Teaching and learning program reviews
- Internal assessment data
- Student and staff surveys

Practices and Products

Practices

Teachers use design thinking methods to develop learning opportunities that engage students as co–creators of learning.

School leaders promote the creation and delivery of a high quality STEM curriculum.

Teacher capacity to deliver authentic and challenging STEM learning experiences increases, encouraging greater levels of student engagement in STEM.

Products

Students are actively engaged in authentic and challenging STEM learning experiences that promote the development of real–world STEM skills and knowledge.

Students confidently apply computational thinking skills and problem solving to solve cross–curricular problems.

A high quality, school wide STEM curriculum allows for authentic STEM learning.