

School plan 2018-2020

Northmead Public School 2763



School background 2018–2020

School vision statement

Few, if any forces in human affairs are as powerful as shared vision.

Peter Senge, The Fifth Discipline

We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.

School context

Northmead Public School opened in 1923 and has a current K–6 enrolment of approximately 730 + students. Northmead is located in the Sydney metropolitan area, approximately 6 kilometres north of Parramatta. Northmead Public School serves a diverse community with regular, strong support from an active parent body.

The Index of Community Socio-Educational Advantage (ICSEA) rating is 1066 and the school Family Occupation and Education Index (FOEI) is 55. The school is culturally diverse with over 37% of its students coming from a language background other than English which includes 46 language speaking backgrounds – the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu.

There are nine Aboriginal or Torres Strait Islander students.

Projected school growth of school-age children is expected to continue in Northmead in the next few years. While this is a positive trend, it brings challenges. Currently there is an increasing mobility rate with the construction of large numbers of medium density housing. The annual enrolment growth from 2010 was 2.0%

Northmead Public School has a highly dedicated staff that consistently focuses on providing quality educational programs.

Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals.

Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. The school provides a wide range of sporting, social and cultural opportunities for its students.

The school also has an extensive Band program. There are also strong literacy and numeracy support programs. These programs are supported by a strong wellbeing tradition and a highly competent and effective administration team.

School planning process

We all have an important role to play in the Northmead Public School Strategic Plan. Together, we have developed an ambitious long-term vision that deserves commitment.

It requires key actions and pooled resources by all of us across the school community to meet our three strategic directions. Students, staff and parents will work within this plan and take responsibility for key areas. The Northmead Public School Strategic Plan identifies the goals, strategies and key partnerships necessary to fulfil our vision.

Planning for 2018–2020 Strategic Plan commenced in response to the desire to build a true '21st Century School' with a distinct and leading position, and in recognition of the educational imperatives to change. During a nine month community consultation, review and planning process, we invited you, everyone in our school community, to tell us what teaching and learning should look like at Northmead Public School in 2020.

Extensive interviews, surveys and workshops with key stakeholder groups captured your 2020 thinking. In depth analysis of the key functions of the school, including academic performance, highlighted significant progress guided by our Strategic Plan 2015 – 2017 and areas for development.

Melinda Zanetich, Director and Master Trainer, assisted in detailed analysis, planning and consultation conducted on the three strategic priorities. Senior Management Team led the identification and development of specific initiatives and activities under each priority.

A P&C member worked in an enthusiastic and energetic Blue Sky team that absorbed the feedback and shaped our three focus areas that will take us to the next level in the coming three years.

Reporting to the school community will be by way of the School Annual Report. We look confidently to the future as a quality school and present our Strategic Plan 2018–2020 for the education of tomorrow's thought leaders, creators and community achievers.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Innovative and creative teaching transforms learning

Purpose:

This means that at Northmead Public School we have teachers who:

- Are professional, collaborative, dedicated, supportive of one another and celebrate success
- Act as facilitators of learning
- Collaborate with students to guide their learning
- Provide stimulating and authentic learning experiences
- Make strategic choices about the use of technology to transform learning
- Focus on developing skills of creativity, inquiry, critical thinking and problem solving
- Are accountable for student learning
- Actively engage in professional learning that is embedded in classroom practice.

STRATEGIC DIRECTION 2

Collaborative and engaged students actively contribute to their learning.

Purpose:

This means that at Northmead Public School we have students who:

- Collaborate, support one another and celebrate success
- Know why they are learning, what they are learning and when they are successful
- Take responsibility for their learning
- Have access to a range of specialist teachers and other professionals with specific expertise to support their needs
- Use technology to enhance, engage and support their learning
- Apply the skills of creativity, critical thinking and problem solving to their learning.

STRATEGIC DIRECTION 3

Authentic community partnerships support future focused learning

Purpose:

This means that at Northmead Public School we work with a community that:

- Supports learning within and beyond the classroom by providing opportunities for students to be immersed in authentic learning experiences
- Embraces the concept of a learning community which includes pre-schools, other primary schools, secondary schools, higher education institutions and industry
- Recognises the importance of being global citizens and engaging with cultures other than our own
- Welcomes an increasingly diverse and inclusive community
- Values education, the learning of students, the dedication of teachers and the safety of all
- Values the wellbeing of the whole child
- Build positive relationships, resolve conflict and display respect and self-discipline.

Strategic Direction 1: Innovative and creative teaching transforms learning

Purpose	People	Processes	Practices and Products
<p>This means that at Northmead Public School we have teachers who:</p> <ul style="list-style-type: none"> • Are professional, collaborative, dedicated, supportive of one another and celebrate success • Act as facilitators of learning • Collaborate with students to guide their learning • Provide stimulating and authentic learning experiences • Make strategic choices about the use of technology to transform learning • Focus on developing skills of creativity, inquiry, critical thinking and problem solving • Are accountable for student learning • Actively engage in professional learning that is embedded in classroom practice. 	<p>Students</p> <p>Students build skills to make good learning choices, take risks, use ICT responsibly, collaborate, maintain self-direction and engage with changing teacher practice.</p> <p>Staff</p> <p>Teachers collaborate through the Growth Coaching platform to improve professional and student learning outcomes.</p> <p>Develop a culture that encourages risk taking, trialling new ideas, including the innovative use of technology, collaboration and celebrating success.</p> <p>Parents/Carers</p> <p>Develop an understanding of, and value the theories and models of, learning that underpins the school's changing approach to teaching and learning.</p> <p>Community Partners</p> <p>Key community agencies are committed to supporting strategic partnerships with the school.</p> <p>Leaders</p> <p>Provide support and professional learning opportunities as staff continue to develop their skills. Embody the commitment to technology, future focused learning and professional growth.</p>	<p>Teacher Development</p> <p>Implement a whole school teacher development system that promotes, supports and showcases the most effective and innovative teaching strategies.</p> <p>Technology</p> <p>Revolutionise technology infrastructure and embed innovative pedagogy to achieve enriched learning outcomes to optimise learning.</p> <p>Transformative Teaching and Learning</p> <p>Implement transformative teaching and learning programs that address individual student needs, ensuring all students are challenged and future focused, with teachers as facilitators of 21st Century learning.</p> <p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through: achievement of students/teachers towards their educational/professional goals; student work samples; stage moderation of assessment data; evaluation of Peer Coaching, Feedback and Observation strategies across all learning areas and grade levels; student tracking across Learning Progressions in literacy and numeracy and staff feedback surveys.</p>	<p>Practices</p> <ul style="list-style-type: none"> • Every teacher demonstrates dynamic performance and innovative best practice through quality professional learning and collegiality. • Innovative practices are showcased by staff to colleagues. • Every teacher utilises opportunities for professional training and interaction with others both within and beyond the school. • Leaders and teachers have high expectations of themselves and their students in order to foster sustained improvement in future focused learning. • Teachers and support staff are responsive to students' needs and act as facilitators of learning in an inclusive setting. • Teaching programs reflect current and emergent technological practice and optimise learning through collaboration and digital technologies. <p>Products</p> <ul style="list-style-type: none"> • Formal mentoring or coaching is in place to ensure the ongoing development and improvement of all teachers. • 100% of teachers, through access to future focused technology infrastructure, effectively achieve enriched learning outcomes. • Evidence of transformative pedagogy in teaching and learning programs and classroom practice to achieve syllabus outcomes within flexible learning
Improvement Measures			
By the end of the school planning cycle:			
<ul style="list-style-type: none"> • Work samples demonstrate evidence of personalised learning for students. 			
All class programs and classrooms demonstrate evidence of the use of visible learning strategies.			
Creativity and critical thinking is explicitly documented in all teaching programs.			
Inquiry based learning across the school is evident in student work samples and teaching and learning programs.			
Increase in professional conversations			

Strategic Direction 1: Innovative and creative teaching transforms learning

Improvement Measures

based on innovation and research and its effect on student engagement will be evaluated through focused interviews and staff self- assessment survey.

Evidence in all teaching programs of the use of technology to transform learning and monitoring bandwidth increases from 2015–17 baseline usage.

Practices and Products

spaces.

Strategic Direction 2: Collaborative and engaged students actively contribute to their learning.

Purpose	People	Processes	Practices and Products
<p>This means that at Northmead Public School we have students who:</p> <ul style="list-style-type: none"> • Collaborate, support one another and celebrate success • Know why they are learning, what they are learning and when they are successful • Take responsibility for their learning • Have access to a range of specialist teachers and other professionals with specific expertise to support their needs • Use technology to enhance, engage and support their learning • Apply the skills of creativity, critical thinking and problem solving to their learning. 	<p>Students</p> <p>Build skills to self-assess and develop individualised learning goals to promote personalised learning, deep thinking, authentic tasks, self-reflection and self-assessment.</p> <p>Staff</p> <p>The staff adopt a co-ordinated strategy to promote independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning.</p> <p>Community Partners</p> <p>Parents will be able to monitor their child's performance in real time with appropriate technology (learning progressions portal).</p> <p>Leaders</p> <p>The school executive focus on developing expert 2020 teachers and the professional relationships between students, teachers and parents, which are fundamental to excellent practice and outstanding student outcomes.</p>	<p>Curriculum</p> <p>Engage in action research that develops deep knowledge and understanding of new curriculum, embeds a visible learning approach and innovative pedagogy to achieve enriched learning outcomes for all students.</p> <p>Data – Learning Goals</p> <ol style="list-style-type: none"> 1. Individualise the learning goals and provisions for students through analysis of internal and external progress and achievement data. 2. Adopt and apply evidence based strategies, including academic data and Learning Progressions to analyse past performance in determining teaching directions, monitoring and assessing student progress and achievement, and reflection on teaching effectiveness. <p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through: evidence of differentiated teaching from teacher appraisals, teaching programs and classroom practice; student work samples demonstrate personalised learning, deep thinking, authentic tasks, self-reflection and self-assessment; students are able to articulate the purpose of their learning by documenting learning goals and work sample annotations; students participate in peer assessment and provide written/video/oral feedback on their work; evidence of data and Learning Progressions informing teaching directions, monitoring and assessing student progress and achievement, and reflection on teaching effectiveness.</p>	<p>Practices</p> <ul style="list-style-type: none"> • Staff implement new curriculum and review Scope and Sequence documents to ensure that students are prepared for further education, life and careers in a rapidly changing world. • Staff introduce innovations in curriculum and learning technology that promotes the students' development of creativity, critical thinking and problem solving skills. • Staff implement innovative strategies to close the educational achievement gap between EAL/D and Aboriginal students and their non-Aboriginal peers. • Enhanced provision of enrichment and learning support to ensure that students are assisted and extended within and beyond the school. • Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. • All teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. <p>Products</p> <ul style="list-style-type: none"> • Learning is experiential, challenging, inspiring and relevant, with Northmead students consistently displaying creative and critical thinking using Project Based Learning strategies. • Each student increasingly takes responsibility for their academic learning, behaviour, relationships and
Improvement Measures			
<ul style="list-style-type: none"> • Increase in on-task behaviour from 2017 baseline checklist analysis by 15%, with a focus on: taking turns, listening to each other, decision making and sharing. . • Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EALD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2. <p>Raising the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019.</p>			

Strategic Direction 2: Collaborative and engaged students actively contribute to their learning.

Improvement Measures

Increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

Teachers' programs are collaboratively planned and adjusted, based on consistent understandings of literacy and numeracy progressions, syllabi outcomes and student assessment. Conceptual integrated programs developed, containing C21st skill development, effective use of digital technology (SAMR), personalised learning and clear learning intentions.

Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.

Practices and Products

the environment of the school.

- Students, their parents and teachers will be able to monitor individual student performance continuously in real time.
- All teaching and learning programs are dynamic, showing evidence of revisions, based on consistent and reliable student assessment and continuous data evaluation.
- Institute whole-school online approaches (Best Start, Learning Progressions and PLAN 2) to formative assessment, performance tracking and reporting to give students, parents and teachers regular feedback, and to inform individual targets, enrichment and improvement strategies using progressions.

Strategic Direction 3: Authentic community partnerships support future focused learning

Purpose	People	Processes	Practices and Products
<p>This means that at Northmead Public School we work with a community that:</p> <ul style="list-style-type: none"> • Supports learning within and beyond the classroom by providing opportunities for students to be immersed in authentic learning experiences • Embraces the concept of a learning community which includes pre-schools, other primary schools, secondary schools, higher education institutions and industry • Recognises the importance of being global citizens and engaging with cultures other than our own • Welcomes an increasingly diverse and inclusive community • Values education, the learning of students, the dedication of teachers and the safety of all • Values the wellbeing of the whole child • Build positive relationships, resolve conflict and display respect and self-discipline. 	<p>Students</p> <p>Develop future focused skills and capacity to self-manage their behaviour; utilise resiliency strategies; demonstrate leadership; become tolerant, respectful and responsible citizens; create, critically think and problem solve across all syllabus areas.</p> <p>Staff</p> <p>A future-focused learning pedagogy is observable in all teachers' practice. Community partnerships and alliances are embraced by all staff to extend learning beyond the classroom. Embedding PBL matrix and wellbeing practices into classroom and school culture.</p> <p>Parents/Carers</p> <p>Work in genuine partnership with staff and students to support Wellbeing strategies and future focused learning practices.</p> <p>Community Partners</p> <p>Increased engagement between families and the school to foster greater collaboration and understanding of issues affecting the wellbeing of our students.</p> <p>Develop and maintain global education partnerships to produce global citizens.</p> <p>Leaders</p> <p>Lead staff and community alliances in promoting resilient and healthy young people whose experience of school is a positive one and where they develop a sense of belonging and affiliation with the</p>	<p>Community Partnerships:</p> <p>Establish community partnerships to ensure there is a school-wide collective responsibility for student learning and success. Planning for future-focused learning is informed by data-based research to ensure our spaces are used for creativity, collaboration and students have access to flexible learning opportunities that cater for different learning styles, abilities and aspirations.</p> <p>Wellbeing:</p> <p>Implement evidence-based changes across the school to improve student wellbeing, independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning.</p> <p>Strategic Alliances:</p> <p>Develop and implement innovative, strategic alliances with other schools or organisations to ensure the school's curriculum provision supports high expectations for student learning in a globalized world.</p> <p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through: regular feedback from the school's community to measure the school's performance and to inform continual adaptation to the needs and priorities of modern families; formal collaborative relationships with schools and communities – regionally, nationally and internationally where established.</p>	<p>Practices</p> <ul style="list-style-type: none"> • Every teacher is committed to the exploration and experimentation of future-focused learning pedagogy. • Shared whole school responsibility for ensuring community members have a greater understanding of learning around curriculum and innovative pedagogy through efficient home-school communication, workshops, P&C meetings, and overall increased school participation. • There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students, to promote student wellbeing across the school. • The school and community provides opportunities for students to develop confidence and skills through roles of responsibility, mentoring, community service projects, outdoor education and leadership training activities. • Staff and school leaders develop and contribute to learning alliances with other schools or organisations, where useful and practicable. <p>Products</p> <ul style="list-style-type: none"> • Upgraded classrooms, facilities and infrastructure support innovative, high impact, technology-based learning opportunities that are productive and sustainable. • The school provides a safe, healthy and supportive learning environment for each individual.
Improvement Measures			
<ul style="list-style-type: none"> • Increase in the number of flexible learning spaces at the school. 			
Increased number of external learning opportunities provided to students.			
Increase in the number of classes with links to a class in another learning setting.			
Increase in the number of community based agencies working with our school.			
Decrease of 5% from 2017 baseline data in			

Strategic Direction 3: Authentic community partnerships support future focused learning

Improvement Measures

the number of classroom behaviour issues as documented in Positive Behaviour for Learning referral sheets.

People

school community.

Practices and Products

- Wellbeing programs are enriched to increase student, staff and families resilience.
- The school's curriculum provision in supporting globalised learning is enhanced by learning alliances with other schools or organisations.