School plan 2018-2020

Niagara Park Public School 4427

School background 2018–2020

School vision statement

Niagara Park Public School is a dynamic, innovative, engaging learning community committed to providing quality learning experiences and supporting students in their educational journey of 'Learning for Life'.

School context

Niagara Park Public School is located on the Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. The school has a highly supportive community and P&C, with a current enrolment of 576 students. Student enrolment includes 4.6% Aboriginal & Torres Strait Islander and 6.1% EALD.

Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes, including a Stage 3 enrichment class and three multicategorical classes. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support to Aboriginal students. L3, Focus On Reading, Big Write, Focused Phonics and Spelling Mastery are priority programs.

The dedicated staff consists of a mixture of early career and experienced teachers who provide students with a variety of innovative programs to enhance student learning and engagement.

Niagara Park Public School is well resourced in the area of technology, and features a dual–operating platform and wireless capabilities throughout. There are currently 90 iPods, 260 iPads and 90 laptops within the school, providing students with ample opportunity to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra–curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance, are offered. Environmental Education and sporting opportunities are encouraged.

School planning process

The planning process included all members of the Niagara Park Public School's learning community.

Opportunities to participate in the planning process were available to all groups in 2017 and included:

- Critical evaluation of the 2015–2017 School Plan
- Schools Excellence Framework evaluation
- Tell Them From Me surveys (staff, students and parents)
- What Works Best
- KidsMatter Survey (students, staff, parents/carers)
- Focus groups (parent/community) identifying priority areas for the school plan
- Data collected through the Performance & Development process where staff identified needs, teacher professional learning priorities, areas for development and strengths
- Executive planning days
- Consultation with the Cooinda local AECG
- Feedback to the community

The executive team, staff and community worked together to identify strategic directions, underpinned by the Melbourne Declaration on Educational Goals for Young Australians and Great Teaching, Inspired Learning, a Blueprint for Action and based on the information collected and the priorities identified throughout the process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Reflective, critical thinkers and lifelong learners.

STRATEGIC DIRECTION 2
Informed, committed and purposeful leadership.

STRATEGIC DIRECTION 3
Dynamic, innovative and reflective quality teachers.

Purpose:

To engage students in rich, evidence based learning experiences and to work in partnership with parents and the wider community to support the learning and well–being of all students and to develop their capacity as life long learners and informed citizens.

School Excellence Framework Links–Learning Domain: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Purpose:

To build strong, strategic and effective leadership practices fostering a school wide commitment to improving student outcomes, establishing a culture of high expectations for student success and forging genuine relationships with the wider school and learning communities, leading to increased opportunities for student participation in school, community and local industry related initiatives.

School Excellence Framework Links–Learning Domain: Learning Culture, Wellbeing, Curriculum. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Purpose:

To build staff capacity to plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning strategies and to evaluate the effectiveness of teaching practices using evidence based criteria and feedback to improve student learning outcomes.

School Excellence Framework Links–Learning Domain: Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Resources

Strategic Direction 1: Reflective, critical thinkers and lifelong learners.

Purpose

To engage students in rich, evidence based learning experiences and to work in partnership with parents and the wider community to support the learning and well–being of all students and to develop their capacity as life long learners and informed citizens.

School Excellence Framework Links–Learning Domain: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Improvement Measures

By 2020 the % of all students in top 2 bands in NAPLAN will increase by 9% (based 2015, 2016 & 2017 data): Yr 3 Reading – 43% to 52%, Yr 5 Reading – 32% to 41%, Yr 3 Writing – 42% to 51%, Yr 5 Writing – 12% to 21%, Yr 3 Numeracy – 33% to 42% , Yr 5 Numeracy – 19% to 28%

Student TTFM survey indicate satisfaction levels equal to or greater than the state norm, 2017 – Valuing School 96% – 96%, Positive Behaviour 91% – 83%, Effort 84% – 88%. Parent responses on the parent TTFM Partners indicate satisfaction levels greater than the NSW School Norm 2017 in aspects of Parents are Informed 6.7 – 6.6, School Supports Positive Behaviour 8.8 – 7.2, Parents Support Learning at Home 7.2 – 6.3 and school Supports Learning 7.4 – 7.3

People

Students

Understand the need to build skills to become active, self–directed learners, to think critically and creatively, reflect on feedback and to demonstrate their learning using a range of skills and resources, including technology.

Staff

Understand that high quality teaching practices meet the diverse learning needs of every student, they have the greatest impact on student learning at all levels and that responsive approaches to new directions and technologies maximises student learning and well–being.

Leaders

Understand the impact of efficient and effective leadership on improving teacher capacity and therefore student outcomes in learning.

Parents/Carers

Understand their role is valued by the school as a means to build and support the learning capacities of their children.

Community Partners

Understand that by working in collaboration with schools they can provide targeted interventions and guidance to support both learning and well–being for students and their families.

Processes

Community

Refine communication processes to provide timely, accurate and ongoing information to the wider community and genuine opportunity for active participation in school activities.

Student Assessment

Formalise and document student assessment practices K–6 and develop key assessment tasks and marking rubrics in literacy and numeracy to ensure consistency in assessing student learning.

Learning Goals, Feedback to Students, Differentiation

Establish individual learning goals in well–being, literacy and numeracy, analyse data and provide effective written and verbal feedback to students and their parents/carers.

Evaluation Plan

Improvement measures evaluated through: analysis of school–based data, program supervision, classroom learning environments, lesson obs/feedback, What Works Best Reflection Guide, TPL schedules, PDs, SEF V2, TTFM Surveys, attendance & student well–being data.

Practices and Products

Practices

Students demonstrate confidence as self–directed learners and map their own progress against individual learning goals.

Teaching and learning across the school is driven by analysis of NAPLAN and school–based assessment data and differentiated to meet the needs of all

All students reflect on regular quality written and verbal teacher feedback on their learning progress and celebrate their successes.

All teachers develop challenging, collaborative learning spaces and experiences which involve students in problem solving, thinking deeply, creatively and critically; and choice in learning pathways.

Products

Students have a learning plan where their goals are collaboratively developed and monitored.

Student motivation, engagement and attendance rates are high, negative behaviour referrals are low and students indicate high levels of satisfaction in their learning and social emotional wellbeing.

Improved communication tools between school and community results in effective partnerships and high expectations for student learning.

Strategic Direction 2: Informed, committed and purposeful leadership.

Purpose

To build strong, strategic and effective leadership practices fostering a school wide commitment to improving student outcomes, establishing a culture of high expectations for student success and forging genuine relationships with the wider school and learning communities, leading to increased opportunities for student participation in school, community and local industry related initiatives.

School Excellence Framework Links–Learning Domain: Learning Culture, Wellbeing, Curriculum. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Improvement Measures

Percentage students achieving greater than or equal to expected growth in Yrs 5 & 7 NAPLAN Reading, Writing and Numeracy increased by 9% averaged over 2015, 2016 & 2017 – Yr 5 Reading 54.2%–63%, Yr 5 Writing 56.7%– 65%, Yr 5 Numeracy 42%– 51%, Yr 7 Reading 54.2%–63%, Yr 7 Writing 47.8%– 56%, Yr 7 Numeracy 67%–76%

Staff Feedback: TTFM teacher survey satisfaction levels greater than NSW School Norm on Leadership 7.8 School – 7.1 NSW Norm **Parent Feedback:** TTFM Partners in Learning Survey satisfaction levels greater than the NSW School Norm in aspects of Parents Feel Welcome 7.9–7.4, Safety at School 7.5 – 7.4, and Inclusive School 7.4 – 6.7

People

Students

Students understand the value of active participation and the benefit of developing leadership skills, peer partnerships and continuity of learning at key transition points in schooling.

Staff

Staff understand that distributive leadership provides opportunity for professional learning in priority areas. Expert teams understand that by leading and driving program implementation they are supporting staff in meeting targets for student improvement.

Leaders

School leaders understand that a collaborative approach to school planning and having the skills and capacity to improve and grow the school builds a culture of high expectations and success.

Parents/Carers

Parents understand the positive outcomes of collaborative partnerships, developing shared understandings and making valuable contributions to school planning.

Community Partners

The VSLC understands that learning alliances are strengthened by shared leadership initiatives, reciprocal teaching, mentoring, networking and transition programs. Industry partners understand their role in supporting schools through funded, joint initiatives.

Processes

School Practices and Processes

School leaders develop support materials/checklists on essential school practices. Management practices and processes are evaluated and refined on a regular basis to ensure implementation reflects all DoE and NESA requirements.

Instructional Leadership

Leaders provide training and support in program implementation and capacity building underpinned by the performance and development cycle and based on the teaching standards.

Valley Schools Learning Community

School leaders actively engage in VSLC joint initiatives to expand opportunities for students through productive alliances.

Process – Research–based Technology Programs

Create opportunities for increasing the use of technology in classrooms, provide PL in STEM/STEAM processes and expand student capabilities. Strengthen alliances with Dept of Industries and enhance the school technology program.

Evaluation Plan

Improvement measures evaluated through: analysis of school–based data, program supervision, classroom learning environments, lesson obs/feedback, What Works Best Reflection Guide, PL schedules, PDs, SEF V2, TTFM Surveys, attendance & student well–being data.

Practices and Products

Practices

Program implementation K–6 is driven and monitored by curriculum leaders to ensure consistent teacher judgement and fluid, dynamic, effective programming and teaching.

All staff are supported at all levels of their career through a structured cycle of performance and development, including opportunities for leadership, and are kept up–dated on essential school practices, processes and policies.

Teachers confidently utilise technology capabilities to enhance student learning experiences and their own practice.

Students demonstrate age appropriate capabilities in the use of technology to support their learning.

Products

Students and staff benefit from joint initiatives and networks across the VSLC, sharing skills and expertise.

The school utilises technology effectively and is a source of technological expertise and experience within the VSLC.

School transition processes are seamless through collaborative consultation processes.

Essential school practices and processes are documented, communicated and understood by all staff.

Strategic Direction 3: Dynamic, innovative and reflective quality teachers.

Purpose

To build staff capacity to plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning strategies and to evaluate the effectiveness of teaching practices using evidence based criteria and feedback to improve student learning outcomes.

School Excellence Framework Links–Learning Domain: Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership,

Improvement Measures

Overall student growth Big Write data K–6 increase: 2018–19% to 24%, 2019–24% to 31%, 2020– 31% to 41%. Percentage students achieving grade level in Focused Phonics by 2020: K – 76% to 87%, Yr 1 – 51% to 87%, Yr 2 – 85% to 87%

TTFM teacher satisfaction levels greater than the NSW in 2017 – Effective Learning Time 7.9 School – 8.2 NSW Norm, Relevance 7.8 – 7.9, Rigour 8.9 – 8.2, Victims of Bullying 31% – 36%, Advocacy at School 7.2 – 7.7, Positive Teacher Relationships 7.9 – 8.4, Positive Learning Climate 7.0 – 7.2, Expectations for Success 8.2 – 8.7

People

Students

Students understand that teachers are invested in their learning when they value and encourage, provide high quality, challenging, innovative and engaging learning opportunities and deliver individualised curriculum content to support them in meeting their learning goals.

Leaders

Leaders understand that systematic supervision of teaching and learning programs and program implementation supports and promotes quality teaching practices. Leaders understand the importance of allocating time, mentoring partnerships, resources and professional learning to support high quality curriculum delivery.

Parents/Carers

Parents understand that they are valued and respected as partners with teachers in planning for learning and provide valuable information to inform planning for individualised teaching and learning to improve school outcomes for their child.

Staff

Staff understand that through explicit teaching practices and by developing open–ended, innovative, challenging, higher order and differentiated teaching strategies, they have the capacity to engage and stimulate students and maximise their potential.

Processes

Program Implementation

All staff implement best practice in literacy and numeracy to improve student achievement.

Data Analysis

Staff utilise Learning Progressions and consistent teacher judgement to analyse data, accurately track student progress and inform planning for teaching.

Teacher Reflection

All staff K–6 reflect on the impact of their practice, develop their capacity and engage with the Performance and Development Framework to cater for diverse learning needs.

Evaluation Plan

Progress toward improvement measures will be evaluated through: analysis of school–based data, teaching and learning, program supervision, evaluation of classroom learning environments, lesson observation feedback, What Works Best Reflection Guide, Teacher Professional Learning schedules, Performance and Development Plans, Schools Excellence Framework V2 and TTFM Surveys.

Practices and Products

Practices

Improvement in teacher capacity to deliver curriculum content is demonstrated through observable, consistent, explicit, high quality, engaging and differentiated teaching and learning strategies in literacy and numeracy.

Consistent teacher judgement practices are embedded across the school and demonstrated through consistent assessment and data collection and collaborative data analysis to inform planning.

Shared school–wide reflection on teaching practices are evident through planned evaluations of targeted program implementation, collegial dialogue, feedback and targeted PL identified through the Performance and Development Framework.

Products

Teaching programs are data–based and demonstrate a thorough understanding of syllabus and curriculum content with explicit differentiated teaching strategies and reflection on practice.

Assessment folders contain tracked data on individual student progress and school–based marking rubrics, along with evidence of fluid and flexible student groupings, to cater for individual student

Performance and Development Plans identify professional learning goals linked to the school plan and are based on teacher identified focus for improvement in targeted practices.