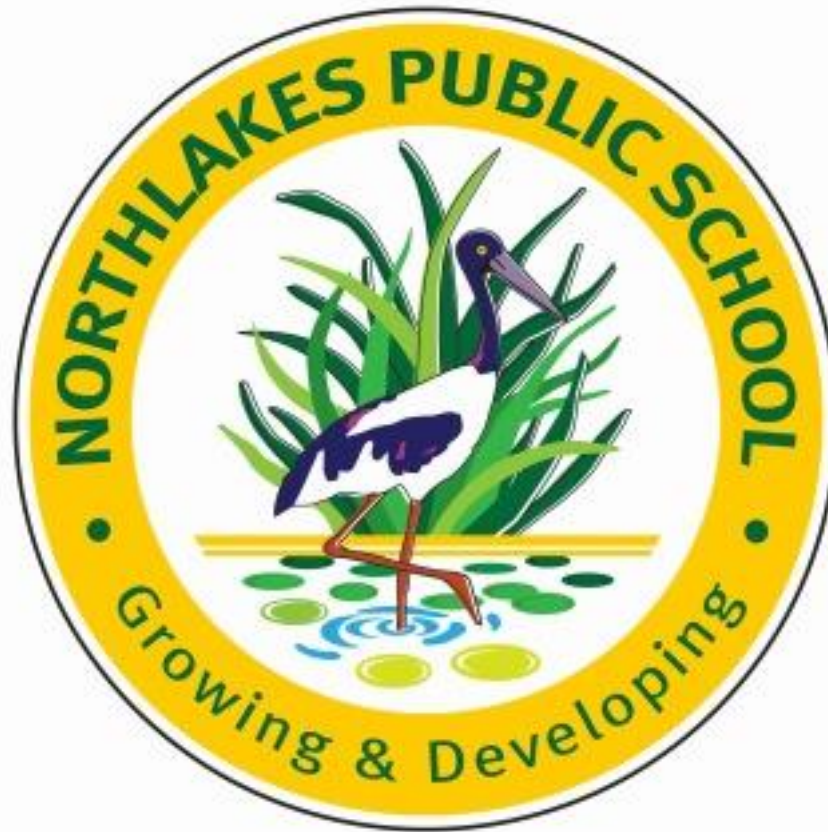# School plan 2018-2020

Northlakes Public School 4588

School background 2018–2020

School vision statement

Northlakes Public School is committed to the provision of a quality education in a nurturing, supportive and innovative learning environment so that all students can become successful learners and develop into confident, creative and informed citizens who will be prepared
to become active, engaged citizens of their community.

School context

Northlakes Public School is located on the NSW Central Coast serving the township of San Remo. The school pays respect and acknowledges the traditional custodians, the Darkinjung people, of the land on which it is situated.

The current enrolment is 388 students, with 14% acknowledging Aboriginality and 5% English as an Additional Language (EAL/D). 30% of students have a diagnosed or undiagnosed disability and need some level of adjustment to support their learning according to the Nationally Consistent Collection of Data(NCCD).

There are 33 teaching staff, spanning the broad spectrum of experience from early to later career, and 15 ancillary and support staff working as a team to provide educational excellence and support for every student in every classroom at their point of need throughout the school day.

Northlakes Public School houses Jabiru Cottage, a Schools as Community Centre on site. The school receives School Based Allocation Resource (SBAR) funds for low level adjustment for disability, Aboriginal and socio–economic backgrounds, quality teaching successful students(QTSS), teacher mentoring and support for beginning teachers. Utilising the additional funding Northlakes Public School implements a number of research–based Literacy and Numeracy programs and student well–being initiatives, ensuring the school is well equipped for future–focused learning opportunities.

Northlakes Public School offers a variety of quality extra curricular experiences to its students.

Northlakes Public School enjoys strong alliances with the Wallarah Learning Community Of Schools, University of Newcastle (UoN), AVID Australia, a range of various non Government agencies and local support services, including long standing partnerships with the Epicentre (San Remo Neighbourhood Centre) and the Local Aboriginal Education Consultative Group – Muru Bilbi. The Northlakes P&C are a very supportive community group who strive to ensure timely resourcing and support is provided to enhance the learning opportunities for all.

School planning process

The school reviews the school plan annually. All stakeholders, parents/care providers, students and staff are asked for feedback on the progress of the school. They were provided with opportunities in a number of forums; formal surveys, parent / teacher information mornings/evenings, parent forum, morning tea with a teacher and P&C meetings. From this information three strategic directions were formulated.

Data and research which has informed the plan included:

- Best Start, NAPLAN and school based assessments,
- Tell Them From Me Surveys,
- Attendance Data,
- Behaviour data from PBL, Sentral and EBS4 Suspension data,
- Information from SCOUT.

As a result of community consultation the three strategic directions for 2018 – 2020 are:

- Quality Learning
- Quality Teaching and.
- Wellbeing

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Learning

STRATEGIC DIRECTION 2
Quality Teaching

STRATEGIC DIRECTION 3
School Community Wellbeing

Purpose:

To support and nurture all students to be confident, creative, successful life–long learners by developing skills in: reflection, goal setting, growth mindset, resilience and persistence..

Major SEFV2 links (not limited to this SD):

- Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Resources

Purpose:

Highly skilled, motivated staff who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students in a culture of continual improvement.

Major SEFV2 links (not limited to this SD):

- Learning – Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching – Effective Classroom Practice, Professional Standards, Data Skills and Use, Learning and Development
- Leading – Educational Leadership, School Resources, Management Practices and Processes

Purpose:

Promote and support academic, physical, emotional and spiritual wellbeing of all students through a strong wellbeing framework and quality community partnerships.

Major SEFV2 links (not limited to this SD) –

- Learning – Learning Culture, Wellbeing, Reporting
- Teaching – Data Skills and Use
- Leading – Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes

Strategic Direction 1: Quality Learning

Purpose

To support and nurture all students to be confident, creative, successful life–long learners by developing skills in: reflection, goal setting, growth mindset, resilience and persistence..

Major SEFV2 links (not limited to this SD):

- Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

- Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

- Leading – Educational Leadership, School Resources

Improvement Measures

85% of students K–2 will be reading at or above the following: Kindergarten level 9; Year 1 level 18 and Year 2 level 22 by the end of 2020 as per the EAfS data (2017 K 60%, Year 1 80% and Year 2 82%)..

85% of students K–1 and 90% students in Year 2 demonstrating Flexible strategies, as per EAfS data, by the end of 2020 (baseline data from 2018).

By the end of 2020 the percentage of Year 3, 5 and 7 students in the top two bands in NAPLAN:

- reading has increased by 10% to 39%, 25% and 10% respectively (baseline 2017 29%, 15% and 0%) and

- numeracy has increased by 15% to 26%, 28% and 17% respectively (baseline 11%, 13% and 2%).

People

Students

For students to have strong foundations in literacy and numeracy, they will need to build skills:

- to self–assess and set goals to improve their own learning,

- in confidence to provide feedback to teachers and drive future learning and

- to develop a growth mindset and recognise their role in achieving success as learners.

Staff

Understand best practice in the use of feedback and the analysis of literacy and numeracy assessment data to deliver needs–based differentiated teaching programs.

Value opportunities to build their skills and understanding of effective classroom practices and whole school operational systems.

Parents/Carers

Understand effective literacy and numeracy practices and have the knowledge and skills to assist their child in their learning.

Community Partners

Value the contribution they make to learning through the sharing of skills and expertise and feel valued and respected by the school community.

Processes

Implement high quality research based, future focused literacy teaching practices

Implement high quality research based, future focused numeracy teaching practices

Evaluation Plan

- Analysis of NAPLAN and school based assessment data

- Lesson plans, Teaching programs demonstrating teaching practices and differentiation

- Meeting minutes and Professional Learning records

- Surveys with students, parents/carers, staff and community at regular intervals

- PDPs

Practices and Products

Practices

- Every student articulates their learning needs, collaboratively sets clear goals and provides teachers with ongoing feedback on their progress

- Consistent data analysis and collaborative planning time is used to track student progress and develop differentiated teaching and learning programs

- Teachers use a flexible repertoire of evidence – based teaching practices to optimise learning progress for all students across a full range of abilities with a literacy and numeracy focus.

Products

- Assessment and feedback tools are used by students to develop learning goals and provide feedback to teachers

- K–6 Literacy and Numeracy programs and assessment tools are data based, cater for individual learning needs and are driven by program reviews, student feedback and work samples

- Teacher professional learning focuses on continual improvement in literacy and numeracy teaching practice

- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Northlakes Public School 4588 (2018-2020)

Strategic Direction 2: Quality Teaching

Purpose

Highly skilled, motivated staff who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students in a culture of continual improvement.

Major SEFV2 links (not limited to this SD):

- Learning – Curriculum, Assessment, Reporting, Student Performance Measures

- Teaching – Effective Classroom Practice, Professional Standards, Data Skills and Use, Learning and Development

- Leading – Educational Leadership, School Resources, Management Practices and Processes

Improvement Measures

By the end of 2020 increase the percentage of Year 5 and 7 students achieving expected growth in NAPLAN:

- reading to 69% and 55% respectively (baseline 55.2% and 45.7% in 2017)
- numeracy to 80% for both (baseline 76.6% and 75.6% in 2017)

By the end of 2020 maintain the Years 3–5 value added data at excelling and move the Years 5–7 value added data from sustaining and growing to excelling.

People

Staff

Value opportunities to build their skills and understanding of effective classroom practices so that best practice becomes part of their daily repertoire as quality teachers and to know every student and their learning needs in their class

Understand best practice in the use of feedback, assessment data analysis and professional development plan to deliver needs–based, differentiated teaching programs.

Students

Understand the importance of engaging in their learning and providing feedback to teachers to drive their future learning.

Are active participants in the development, setting and evaluation of their goals.

Leaders

Capacity to create a coordinated approach to the delivery, assessment and monitoring of literacy and numeracy, to evaluate and respond to student learning over time.

Parents/Carers

Supported to develop their skills to understand current literacy and numeracy practices to assist their child in their learning.

Community Partners

Community members and organisations are invited in to share their skills and experiences to support student learning.

Processes

Implement a whole school approach to deliver needs –based, future focused teaching programs.

A whole school approach to capacity building within a culture of continual improvement.

Evaluation Plan

- Lesson, plans Teaching programs demonstrating teaching practices and differentiation

- Evidence of student learning, personal and cultural goals are regularly reviewed

- Surveys with students, parents/carers, staff and community at regular intervals

- PDPs

- Feedback to staff is timely and regular

Practices and Products

Practices

- Progress towards learning goals is monitored through the collection of quality, valid and reliable data.

- Teaching and learning environments are flexible and utilise future focused teaching tools.

- Planned PL is used to build capacity of every staff member to provide high quality educational opportunities for every student

Products

- Teachers model and share a repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

- Staff achieve their professional learning on their PDPs, aligned with the school plan and matched to the Australian Professional Teaching Standards as appropriate.

- All students making progress on their learning goals, including IEPs and/or PLPs and achieving their goals.

Strategic Direction 3: School Community Wellbeing

Purpose

Promote and support academic, physical, emotional and spiritual wellbeing of all students through a strong wellbeing framework and quality community partnerships.

Major SEFV2 links (not limited to this SD) –

- Learning – Learning Culture, Wellbeing, Reporting
- Teaching – Data Skills and Use
- Leading – Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes

Improvement Measures

Attendance improves to 91% or above by the end of 2020 (baseline 89.51% in 2017).

TTFM survey data indicates that students feel supported, respected and they belong in their school and will be at levels equal to or above state levels in these indicators(baseline data 2017 equal to in most indicators and 0.5% below state in in 3 aspects).

TTFM survey data of parents/carers indicates they feel welcome and are respected as key stakeholders in their school community and the parents/carers satisfaction levels will be equal to or better than state on similar indicators (baseline 2017 parent/carer satisfaction was at 80%).

People

Students

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Staff

Planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Leaders

Positive, respectful relationships are widespread among students and staff actively promote student wellbeing to ensure optimum conditions for student learning.

Parents/Carers

Actively engaged in ongoing communication with their child's teacher to ensure student wellbeing is supported for optimum student learning.

Community Partners

Foster partnerships with community organisations that enhance student wellbeing to enable optimum student learning.

Processes

Implement a whole school approach to wellbeing, so that the focus is on supporting students to succeed.

Develop partnerships to support a school wide approach to wellbeing for students, staff and families to ensure a strong focus on student success.

Evaluation Plan

- Surveys with students, staff and parents/carers and community at regular intervals
- Student attendance data
- Positive Behaviour for Learning (PBL) data incidents, detentions and suspensions/expulsions
- Analysis of school based wellbeing data.

Practices and Products

Practices

- Staff communication meetings include student profile on the agenda so that all student needs are communicated to staff if relevant.
- Teachers monitor their students for any changes and contact parents/carers as changes are observed.
- Student Wellbeing Teachers (SWT) balance incident contacts with good news calls to parents/carers improvement.
- Students are comfortable to seek assistance and advice from their teacher, SWT, School Chaplain.
- Variety of wellbeing programs (e.g. Seasons for Growth) and partnerships evident in school to support wellbeing for students, parents/carers and families.

Products

- PLPs for students which are regularly evaluated and include an identified staff member as support person.
- Student engagement is evident and this is supported by external and school based wellbeing data.
- 3 Way interviews valued by all stakeholders as evidenced by parents'/carers' levels of attendance.
- Learning focuses upon wellbeing, mental health and the impact of these on student engagement and success in their learning.

Northlakes Public School 4588 (2018-2020)