School plan 2015 – 2017

Northmead Public School
School background 2015 - 2017

SCHOOL VISION STATEMENT

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 serves a diverse community with regular, strong support from an active parent body. There are over 670 students from a diverse population with 38.7% EAL from 46 language speaking backgrounds, the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu. Projected school growth of school-age children 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.

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 is committed to continuous improvement in teaching and learning and accordingly has identified several strategic priority areas for the basis of the 2015-17 school plan. School improvement goals are identified as a direct result of extensive evaluations. The school’s parent community is highly involved and there is an active P & C Association which meets on a regular basis.

SCHOOL PLANNING PROCESS

The Northmead Public School planning process has been authentic, collaborative and consultative. The school improvement team, comprised of school and parent representatives, worked collaboratively to establish Northmead Public School’s strategic directions and vision statements. The team examined student achievement data, demographic changes and targets for Northmead Public School. This information was used to summarize the beliefs and vision statements. These statements and information were presented to stakeholders at various meetings to obtain suggestions and feedback. The suggestions and feedback given were used to develop the plans and vision statements. The team utilized:

- analysis of student and school outcomes against performance measures and targets
- assessment of the achievements of the previous School Plans

The team re-examined the school context, curriculum, pedagogy, student diversity and resource management. Further the team considered all resources within the context of school planning.

The school held a series of evidence based training sessions with Mr. Barry Laing data consultant, exploring base line Best Start, PLAN and NAPLAN performances over three years.

Furthermore, the school employed Mr. Peter Roswell, a Change & Leadership consultant, to upskill executive staff and teachers on strategic thinking and planning.

The school Student Representative Council were actively involved in the decision making process through Quality of Life Surveys and focus groups workshops. Parents were regularly updated information through the school surveys and newsletter Mr Elliot, parent representative on strategic planning team and change management consultant was an active team member. The planning process was outlined in the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products.
Provide an educational experience that challenges students to achieve their fullest potential

At Northmead Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.

The basis for improving student learning outcomes is high quality teaching and leadership.

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize the potential through excellence in teaching and learning. Northmead has an expectation of achievement for all. We will build on our tradition of success by continually reviewing and strengthening the quality of teaching and learning. At Northmead we know that a quality education depends on great teaching and nurturing all staff. Building teacher leadership capacity is an essential component of sustaining successful school reform and the embedding of professionalization of teachers in order to maximize student learning.

Students, their achievements and their wellbeing drive all decisions and actions.

Student welfare is essential to learning. Central to our purpose is data driven change and decision making. We aim to reinforce our school and departmental values in developing confident, competent, compassionate and curious learners. In an increasingly globalized planet requiring students with the lifelong capacity to learn and adapt, every student must further develop their wellbeing, while strengthening their leadership capacity and be a responsible global citizen. Further we seek to build mutually respectful relationships through maintaining and strengthening a culture of tolerance, inclusion and understanding in a welcoming community.
Strategic direction 1: Provide an educational experience that challenges students to achieve their fullest potential.

PURPOSE
At Northmead Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.

PEOPLE
Students:
Students are provided a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking through problem based learning.

Staff:
Continue to build teacher capacity to consistently implement contemporary pedagogy and data based decision making.

APPLY explicit engagement and critical reflection when investigating, creating and communicating new syllabus content.

PARENTS:
Build staff and community support for curriculum change by utilising a range of strategies to provide information about the school’s approach to implementing the new NSW syllabuses to parent and community groups.

COMMUNITY PARTNERS:
Promote the use of a range of networking tools to enhance collegiality and collaboration within and between school communities.

LEADERS:
100% of school leaders guide a process of pedagogical reform in literacy & numeracy differentiation and technology.

PROCESSES
Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using 21st century pedagogy to create school-wide systems and structures which support differentiation.

Design and implement blended learning experiences for students that employ technology in innovative ways and thereby ensure that curriculum delivery at Northmead is adaptive and transformative.

Evaluation plan:
- Review and adjust academic programs to be delivered to the highest possible academic level, designing courses that are developmentally challenging contemporary in practice and responsive to our students’ needs.
- Qualitative and quantitative data inform the learning of students.
- Feedback to students is regular and informed verbal and written.
- Evidence from student work samples.

PRODUCTS AND PRACTICES
Products:
Maximised academic achievement is supported by quality teaching and quality school-wide systems for assessment, feedback and early intervention in learning.

The average gain in NAPLAN numeracy scores from Grade 3 to 5 will be equivalent to the average gain made by all schools and will be better than the average gains made by similar schools.

Practices:
Design and implement blended learning experiences for students that employ technology in innovative ways and thereby ensure that curriculum delivery at Northmead is adaptive and transformative.

Provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs and improve Literacy outcomes for all students at all levels of ability, including EAL learners.

Design and implement literacy and numeracy experiences that encompasses deep thinking, innovation and creativity.

Extend the uptake of technology, embracing the use of iPads. Explore opportunities for our students to access global programs and develop confident, creative and productive skills in the use of a variety of technologies.
Strategic direction 2: The basis for improving student learning outcomes is high quality teaching and leadership.

PURPOSE

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize the potential through excellence in teaching and learning. Northmead has an expectation of achievement for all. We will build on our tradition of success by continually reviewing and strengthening the quality of teaching and learning. In doing so each student can improve their performance and further develop their abilities and strengths. At Northmead we know that a quality education depends on great teaching and nurturing.

IMPROVEMENT MEASURES

Evidence from student feedback and student work samples will indicate that each student consistently experiences an engaging, relevant curriculum and quality teaching.

All teachers will have engaged in lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan. A staff development plan with clear aims has been formulated. Feedback from team leaders of Australian Curriculum subjects will report teachers have embedded a contemporary pedagogical platform which builds teacher capacity to improve student learning and are confident in using the Australian Curriculum and are able to make moderated judgements of student achievement in a fair and valid manner.

PEOPLE

Students:
Shared student leadership is valued and implemented at all levels in our school with opportunities for staff and students to take on and share a variety of roles. Training and mentoring is implicit and student development is nurtured and encouraged.

Staff:
Build staff capacity to demonstrate their professionalism and leadership by collaborating, sharing individual expertise and best practice initiatives in Australian Curriculum delivery. Staff will be encouraged to think originally and innovatively through appropriate targeted professional learning.

Parents:
Families will engage with their children's learning and new and innovative programs will continue to build the expectations of parents.

Community partners:
Work together to establish a continuum of learning, care and curriculum.

Leaders: 100% of school leaders guide a process of accreditation, performance review, goal setting and curriculum delivery.

PROCESSES

Effectively adapt the National Standards Accountability Framework to our context, and are provided with positive and empowering performance development opportunities. Enhance the performance appraisal process for all teaching staff and foster a culture of collaborative enquiry, planning and reflection and promotion of peer observations or quality feedback circles.

Engage in staff training for the new syllabus implementation and National Teaching Standards.

Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.

Implement improved performance management, planning and development processes for staff that align with professional standards and with the school plan.

Evaluation plan:
Feedback from team leaders of Australian Curriculum subjects will report teachers have embedded a contemporary pedagogical platform which builds teacher capacity to improve student learning and are confident in using the Australian Curriculum and are able to make moderated judgements of student achievement in a fair and valid manner.

PRODUCTS AND PRACTICES

Products:
Contemporary pedagogy teaching is evident all classrooms, where all students are not only on task but are actively involved and engaged in learning that is relevant and challenging.

All teachers are competent and confident in the innovative integration of technology to enhance learning which enables students to demonstrate higher levels of thinking.

All teachers are committed to continuous improvement through ongoing feedback, appraisal and systematic professional learning towards our strategic directions and school vision based on new DEC policies.

Practices: Implement Great Teaching, Inspired Learning initiatives by reviewing leadership framework to ensure alignment with system priorities and AITSL requirements.

- Apply and exceed National Standards for Teachers
- Enhance our performance review policy and procedures in order to comply with new DEC policy.
- Establish a professional learning and coaching program for teaching staff to build leadership capacity.
- Introduce a revised induction program for new staff founded upon the National Professional Standards for Teachers.
- Support teaching staff to undertake Highly Accomplished and Lead Teacher accreditation.
- Implement programs to develop high performing teams and build leadership capacity to empower and develop innovative and effective staff.
Strategic direction 3: Students, their achievements and their wellbeing drive all decisions and actions.

PURPOSE

Student welfare is essential to learning. Central to our purpose is data driven change and decision making. We aim to reinforce our school and departmental values in developing confident, competent, compassionate and curious learners. In an increasingly globalized planet requiring students with the lifelong capacity to learn and adapt, every student must further develop their wellbeing, while strengthening their leadership capacity and be a responsible global citizen. Further we seek to build mutually respectful relationships through maintaining and strengthening a culture of tolerance, inclusion and understanding in a welcoming community.

IMPROVEMENT MEASURES/S

100% of Administration, teachers and executive staff are transitioned to implement the next phase of LMBR.

Demonstrated consistency of teacher judgment of student performance in Key learning areas, stages and year levels

100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.

100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.

PEOPLE

Students will acquire the skills needed to participate in 21st Century life through the development of their emotional and social wellbeing by building student capacity to become more resilient, self-reflective learners and productive school citizens

Staff:

Improve the quality and effectiveness of our teaching through the continuous development of our capacity to identify analyse relevant data and then intervene positively in the learning process and.

Demonstrate a consistent approach to reinforcing DEC and school rules and values using a common language and expectations of PBL.

Parents

Establish PBL practices that are comprehensive, documented and clearly understood by the school community. PBL implemented with improved communication between parents regarding playground behaviour. All staff use a PBL strategies to support student behaviour in class with minimal disruption

Community partners

Continue to investigate school-community partnerships for mutual benefit

Leaders:

100% of leaders build their capacity to use multiple sources of data effectively:
- determining what students know and need to know;
- collecting or accessing data;
- analysing results (formulating questions, interpreting results) set priorities and goals

PROCESSSES

Develop with parents qualities that contribute to the growth of resilient students, staff and caregivers, who are encouraged to actively demonstrate good citizenship and responsibility in their daily lives. Explicit teaching of values – including respect, assertiveness, positivity, kindness, empathy and fairness are inherent in all learning.

Provide Quality professional learning for teachers and support staff for ensuring that teachers are able to meet the needs of their students with disability or learners with additional learning and support needs.

Continue sound financial management approaches to maintain optimum standards in staffing and student offerings, of facilities and resources based on LSD and RAM reforms.

Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels based on new DEC Assessment, Reporting and Programming policies.

Evaluation plan:

- Quality of Northmead learning environment as measured by student, staff and parent satisfaction as a safe and nurturing school.
- Identify and analyse school-based information such as attendance, suspension, behaviour referrals, surveys and welfare reports.

PRODUCTS AND PRACTICES

Products: Information technology through LMBR architecture, systems and services enhances student learning and school financial operational effectiveness.

Enhanced student engagement, and transitions by ensuring that all decisions are informed by comprehensive knowledge and supported by sound data and evidence.

All staff will use consistent processes for behaviour support, as evidenced by our effective behaviour support PBL data indicating that systems are in place or partially in place and trending upwards.

Practices:

School-based data, running records & benchmark kits, Best Start, PLAN & NAPLAN data used to monitor student performance. Grade assessment schedules created. Common assessment tasks written using rubrics containing explicit success criteria and descriptions are developed and evaluated. Students' will self-assess work samples against outlined criteria and/or rubrics. Commitment to ongoing growth is reflected in the manner in which timely, valid and empathetic assessment, reporting and feedback is given and received.

Introduce school-wide wellbeing PBL programs that have continuity, consistency and integrity whilst being tailored to the differing developmental needs of students.

Flexibility to respond to student wellbeing needs through SALM software, tracking data, allocation resources through a single budget funded directly through a new resource allocation model (RAM) using LMBR software.