Newtown North School Plan

2015 – 2017

Draft Plan Template

Newtown North Public School

V1.1 [26 August 2014]
## School background

### SCHOOL VISION STATEMENT

Staff, students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning with the courage to explore the world with integrity, compassion and respect.

The school’s motto, ‘to grow to help,’ encapsulates the school’s ethos of valuing and promoting …

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun.

We hold high expectations for all students and continuously strive to support the learning needs of all students at Newtown North Public School.

### SCHOOL CONTEXT

Newtown North Public School is an innovative inner city school, attracting students from the local community that includes the University of Sydney, Royal Prince Alfred Hospital, and Moore Theological College. The school has local historic significance for its ongoing association with public education since 1883, recently celebrating its 130th year. The school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher’s College for many years. The site has been used as an infants, primary and secondary college.

Newtown North Public School has social significance for past and current students, staff and other community members associated with the school. Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a commitment to working together toward common goals. The school has a very experienced staff committed to quality educational outcomes. The school offers a wide range of co-curricular and after school activities.

### SCHOOL PLANNING PROCESS

In 2014 and first term 2015 NNPS school consulted key stakeholders to identify our three strategic directions. This was further informed by current DEC policy. The school undertook a detailed analysis of current student achievement that considered both school based and external data of student and school academic performance. Consultation and surveys enabled parents, teachers and students to ensure new directions are supported and meaningful.

Executive and teachers also engaged in a thorough review of research and current DEC policy to identify practices and processes that are evidence based and support improvement. We engaged in a review and evaluation of school processes and student outcomes to identify areas of strength and need.

We worked collaboratively with local schools to share skills and develop plans to maximise school and network capacity.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework

Our school is committed to supporting students to become successful learners, confident and creative individuals, and active and informed citizens (MDEGA, 2008). The school is focused on students as its core business. Guided by The School Excellence Framework we seek to employ quality teaching and learning practices that develop abilities including gifted education. The school vision expresses a commitment to innovate and personalise instruction, integrate technology and improve instruction based around practices that are strongly supported by research based evidence (Hattie, 2011).

School leaders have a critical role mentoring and supporting teachers to find the best ways to facilitate quality teaching and learning and promoting a culture of high expectations (MDEGA, 2008).

Strong leadership is necessary to successfully implement change and see innovation and improvement to fruition (Great Teaching, Inspired Learning, 2014). Collaboration to ensure expertise, accountability and evidence based practice is consistently employed in teaching and learning are characteristics of successful schools (Elmore, 2010, 11:3).

Partnerships engender support for the development and wellbeing of young people and their families, and can provide opportunities for young Australians to connect with community, participate in civic life and develop a senses of responsible citizenship (MDEGA, p.10, 2008).

Effective schools are signified by high levels of collegiality and trust (The School Excellence Framework, 2014). Newtown North Public School is working with our wider network to support teachers, parents and students build connections within and beyond our community to include positive collaboration, problem solving and skill sharing.
## Strategic direction 1: Quality learning and teaching

### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

Highly effective, inclusive schools are focused on consistency of teacher judgement, quality professional development and practices that are evidence based. Teachers, who are focused on monitoring and feedback, have strong subject knowledge and explicit teaching techniques are able to support students to progress towards and achieve goals.

Successful schools value their students, have high expectations and actively work with students to support achievement and the development of talents for all.

### IMPROVEMENT MEASURE/S

Common assessment tasks and jointly constructed rubrics will be used to assess and evaluate student’s work, monitor student progress and plan for responsive teaching practices for key learning areas (KLAs).

School based data, external data including formative assessment is evaluated by the teachers and used to inform instructional decisions and provide timely feedback to all levels of school organisation.

Digital tools are accessed and used to facilitate data analysis and feedback. PLAN data is made visible and used to track and monitor students and used to inform student progress at least two times a year.

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:** Understand and apply the skills and attitudes needed to be successful learners. Students are actively engaged in developing their abilities and talents to exceed expectations.

**Staff:** engage in high quality professional development opportunities and work collaboratively towards student and school priorities.

**Parents:** support student learning including positive parent participation to enhance student engagement.

**Community partners:** are able to contribute resources, including expertise to support initiatives.

**Leaders:** have the skills and content knowledge to develop a culture of excellence in teaching through instructional leadership and mentoring.

### PROCESSES

**How do we do it and how will we know?**

Feedback is used to evaluate processes and practices and used to inform decisions at all levels within the school.

Teachers use common assessment tasks and jointly constructed rubrics to assess and evaluate students work.

All programs provide clear and explicit learning intentions for students.

Quality Teaching Framework is embedded to support high expectation including gifted and talented education.

Learning goals established in conjunction with students, teacher and parents through goal setting processes, e.g. PLPs, parent teacher interviews.

Students are explicitly taught the skills and attitudes for successful learning.

Student work sample portfolios are collected demonstrate proficiency for sound, high and outstanding against rubric criteria.

**Evaluation plan:**

School data and NAPLAN data reviewed by executive and teachers to measure school progress against measureable outcomes.

90% of teachers are using backwards mapping in their planning for new curriculums such as science.

Programs will show evidence of using the PLAN data to inform planning and programming.

### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:**

There will be a ±10% correlation between the percentage of students achieving proficiency in NAPLAN and the percentage of students achieving high or outstanding in English and maths.

100% of students will be updated every reporting period. 90% will achieve or exceed their expected continuum stage benchmarks using PLAN data.

95% of students who achieved at proficiency standard in year 3 in NAPLAN will demonstrate improvement through a growth score that is equivalent or greater than SSG.

‘Tell Them From Me’ survey data from parents, teachers and students is at least band 7.5 for engagement.

Students report their perceived levels of effort and achievement in ‘Tell Them From Me’ data are at least 7.5 in all grades from year 4-6.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

There is school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement.

The teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.
The NSW QT framework used to guide programming decisions. Gifted and talented education through instructional approaches that cater for their needs.

Digital tools are accessed and used to facilitate plan data. Plan data made visible and used to track student progress at least two times a year.

Assessment data to monitor achievements and gaps on student learning are used extensively to inform planning for particular student groups and individual students.

Co-curricular activities are supported and resourced to support student engagement and foster the development of skills and talents including gifted and talented education.
**Strategic direction 2: Quality Leadership and collaboration**

**PURPOSE**
Why do we need this particular strategic direction and why is it important?

Effective school leadership and collaboration are key factors in successful inclusive, high achieving schools.

The school seeks to expand concepts of leadership and collaboration related to school improvement. Including:
- ‘Distributive leadership’ to acknowledge and promote increased professional expertise for all staff.
- Increased collaboration to build shared consistency, maximise individual and group accountability.

A collective focus on seeking solutions and improvement consistent with providing students with a personalised instructional approach to best meet their needs.

**IMPROVEMENT MEASURE/S**

Collaborative problem solving, mentoring and instructional leadership goals for executive and staff will be used systematically throughout the school and a goal for the new teacher performance framework (TPF).

Executive, advanced career and early career teachers will receive quality professional development in working collaboratively, mentoring and instructional rounds to support teaching and learning.

Processes to support positive collaboration are used by students, teachers and parents including collaborative problem solving frameworks, restorative practices and You Can Do It goals.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

- **Students**: understand and use problem solving frameworks and take on leadership roles in order to design and evaluate solutions that have real world contexts.
- **Staff**: have access to professional development including instructional leadership and mentorship within the school and its network and opportunities to implement collaborative problem solving frameworks and apply mentoring and leadership skills.
- **Parents**: understand school plans and work collaboratively with teachers to facilitate student academic and You Can Do It goals.
- **Community partners**: The school will encourage positive associations with the local community with the goal of building mutually beneficial associations.
- **Leaders**: have highly developed skills and expertise to support staff and students to gain the skills and understandings necessary for instructional leadership and effectively employ collaborative frameworks.

**PROCESSES**

How do we do it and how will we know?

- Quality professional collaboration and learning is provided for a shared understanding of evidence based practices that are employed throughout the school.
- Teacher Performance and Development Framework (TPF) goals are supportive of school priorities for leadership and collaboration.
- Teachers and executive are supported to build skills and expertise including mentorship, collaborative frameworks and content knowledge.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products**:

- 90% of executive and teachers will achieve the goals identified in their performance review.
- In school report data at least 90% of students receive usually or always for “Getting along” in You Can Do It report data.
- Tell Them From Me survey data from students, teachers and parents is at least 7.5 for leadership and collaboration.
- Early career teachers will achieve accreditation within a two year timeframe.
- Teachers take a leadership role sharing expertise and supporting others to do likewise.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices**:

- The school leadership models instructional leadership, promoting and modelling effective, evidence-based practice.
- Shared school wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements.
- The school uses collaborative problem solving, feedback and reflection to promote and generate learning and innovation.
- Early career teachers will achieve accreditation within a two year timeframe.
Can Do It framework to develop goals and resolve conflict.
## Strategic direction 3: Quality collaboration and Networks

### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

To build stronger positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence.

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:** explicitly learn skills for collaboration including participation in project based learning.

**Staff:** develop skills in professional collaboration including the use of problem solving frameworks to work productively with students, other teachers and the wider community.

**Parents:** are supported through effective communication to be actively involved and engaged with both the school community and their child’s learning.

**Community partners:** the community is involved and supports the school through the fostering of connections that enhance student learning and engagement.

**Leaders:** engage in professional development to support high levels of mentorship and collaboration across a range of settings.

### PROCESSES

**How do we do it and how will we know?**

Collaborative professional learning communities focused on effective research based practices and student improvement.

A virtual staffroom where ideas and resources can be shared across schools to increase skills and expertise.

Parents involved across all school sites for information sessions such as new syllabuses, transition, parenting information. Consistency of information and language.

Students will opportunities to experience an enriched education through community sporting events, debating challenges, connected classrooms, Stage or Year based learning projects. Virtual clustering of gifted students.

**Evaluation plan:**

*Tell Them From Me* Survey tools for staff, students and teachers will be used annually to measure improvements in students and teacher understanding of what is quality teaching and learning.

Teacher and student pre and post surveys will be used to evaluate progress towards goals in the Network plan.

Evaluation data will be used to measure success of TPL sessions across the network.

### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:**

Innovative teacher programs and assessment tasks are shared across the network.

Professional development plans (PDPs) demonstrate evidence of across network TPL priorities.

Evidence for the evaluation of goals in PDPs demonstrate the success of mentoring.

Teacher evaluations reflect collaboration across schools.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

Early career and beginning teachers are receiving targeted support in areas of their own identified need.

Teachers are collaborating across the network, identifying, establishing and sharing best practice to improve student engagement and outcomes.

Leadership development for staff, students and community is central to Newtown Schools Network capacity building.

Parents across the schools are communicating with and supporting each other to improve the quality of the learning opportunities for all children.

---

**IMPROVEMENT MEASURE/S**

- TTFM Survey tool: Aggregated data across the 5 schools will be used as initial data and evaluative data from teachers, students and parents in 2015
- Pre and post survey data from teachers and students will be used to evaluate progress
- Principals, executive and teachers from local network meet regularly to plan together.
- ICT is used to support collaboration and communication within the school and providing links with the wider community and networks.