

School plan 2015-2017

Newbridge Heights Public School 4499



School background 2015–2017

School vision statement

At NHPS we facilitate a learning community which enables students to be articulate, self motivated life long learners who can successfully use and evaluate information in a future focused environment.

School context

Newbridge Heights Public School plays a vital role in shaping the lives and learning of our students. Our school shares this responsibility with supportive parents, carers and the wider community. Together we nurture the development of the whole child.

The school enjoys a remarkable culture of achievement and this is reflected in its well–deserved pre–eminent status as an excellent educational institution in South West Sydney. Our school provides the best in public education and is committed to the core values of excellence, equity, integrity and respect for all.

While the teaching of literacy and numeracy is the cornerstone of learning for our students, the school provides a broad comprehensive education. Through its diverse curriculum, Newbridge Heights PS contributes significantly to the development of skills in areas such as sport, performing arts, student leadership, personal resilience, social interaction and the use of digital technology.

Our students showcase their talents through the school dance troupe, Hip Hop group, Jump Rope for Heart skipping squad, choirs, music enrichment groups, Footsteps Dance and community of schools concerts. Our sporting program includes interschool sports competition, swimming, athletics, cross country and the development of fundamental movement skills. We actively celebrate student participation and achievement.

The Moorebank Community of Schools (Newbridge Heights Primary School, Chipping Norton Primary School, Nuwarra Primary School and Moorebank High School) work together to provide quality professional learning activities for staff, student interaction, and opportunities, such as the combined schools concert, to showcase student achievements.

School planning process

Staff engage with an evaluation, planning and review process annually. Normal practice is to evaluate needs prior to implementing any new or changed program, both in student learning and staff knowledge, skills and understanding. Activities and professional learning are evaluated for effectiveness and emerging future directions as they occur. Data is collected through surveys that are regularly conducted and analysed by staff. Student performance on national and norm referenced assessments is used diagnostically to establish future professional learning needs.

Against this backdrop, the staff work as members of teams to evaluate need, develop the school plan and monitor progress in implementing their plan on a regular basis. Teams are led by an executive, aspiring executive or interested staff member. The school plan is developed in term 4 for implementation in the following year.

The strategic plan has been developed following consultation meetings and focus group discussions across the school community. Staff have used the *National School Improvement Tool* (Australian Government) to guide their evaluation of the schools' current position and directions for improvement. Led by the principal, staff, students and community have developed the school vision statement and revised strategic directions in line with an analysis of the school position related to Goal 2 of the Melbourne Declaration, and the capabilities we want our students to demonstrate when they complete their education with us. This has allowed the development of a clearer sense of direction. The strategic plan has been revised annually in line with the commitment of the school community to this direction.

Executive work to develop appropriate timelines to implement the strategic plan and monitor the process, evaluating the need for changes and communicating effectively with staff and the community.

School strategic directions 2015–2017

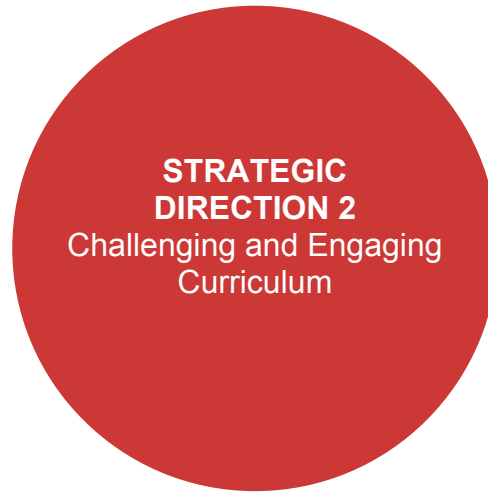


STRATEGIC DIRECTION 1

Developing Future – Focused Citizens

Purpose:

To build student capacity, within an interactive, global environment, to be creative and to think deeply and logically. Future successful citizens will be collaborative, self – evaluative, innovative and resourceful with strong social connections.



STRATEGIC DIRECTION 2

Challenging and Engaging Curriculum

Purpose:

To deliver explicit, high level educational practices where there is sustained improvement in all student learning through informed teaching practices and a deep understanding of curriculum.



STRATEGIC DIRECTION 3

Dynamic Learning Community

Purpose:

To build a learning community focused on professional learning to increase educator effectiveness, develop leadership capacity and the results for all students. Members of the learning community are committed to continuous improvement, collective responsibility, and goal alignment.

Strategic Direction 1: Developing Future – Focused Citizens

Purpose

To build student capacity, within an interactive, global environment, to be creative and to think deeply and logically. Future successful citizens will be collaborative, self – evaluative, innovative and resourceful with strong social connections.

Improvement Measures

Increased percentage of classrooms incorporating Inquiry Based Learning in their practice.

By the end of 2017 the BYOD policy will be trialled with at least 2 classes across 3–6, using technology in innovative ways to connect with and deliver content.

People

Staff

- Are able to self–assess, provide feedback, pose and answer sophisticated questions, undertake research, and innovate on ideas and applications.

Staff

- Staff will develop the capacity to successfully integrate inquiry based learning.

Staff

- Staff develop a mastery of digital communication and a change of pedagogy to the teaching process.

Parents/Carers

Parents and carers will develop an understanding of the instilling future focused capacities within our students.

Community Partners

Staff and students engage in learning groups and communities beyond the classroom and school environment.

Leaders

Our leaders (which will come from position as well as expertise) will have the responsibility to model a futures focused classroom with the attributes of a 21stcentury classroom.

Students

Students develop their ability to work collaboratively, problem solve and think

Processes

- Inquiry Based Learning. Supporting the development of problem–solving, critical and creative thinking skills
- BYOD. Using a range of resources including ICT to engage students in their learning

Evaluation Plan

- All professional learning programs are evaluated as they occur and for long term influence on teaching and learning programs
- School community surveyed to evaluate the effectiveness of BYOD practice.

Student assessment practices are monitored and developed to reflect the curriculum emphasis.

Practices and Products

Practices

- use standards to reflect on teaching and assessing process, skills and understandings.
- Students engaging in inquiry based learning take risks in order to be creative.

Teachers seek examples of best practice as models for their own professional development. Mentoring is embedded in practice.

Products

Increased percentage of classrooms incorporating Inquiry Based Learning in their practice.

By the end of 2017 the BYOD policy will be trialled with at least 2 classes across 3–6, using technology in innovative ways to connect with and deliver content.

Strategic Direction 1: Developing Future – Focused Citizens

Improvement Measures

People

creatively. This involves a mastery of digital communication and adoption of a future focused growth mindset.

Processes

Practices and Products

Strategic Direction 2: Challenging and Engaging Curriculum

<p>Purpose</p> <p>To deliver explicit, high level educational practices where there is sustained improvement in all student learning through informed teaching practices and a deep understanding of curriculum.</p>
<p>Improvement Measures</p> <p>Data from formative assessment shows increased effective application of teaching strategies supports improved student learning outcomes.</p> <p>School Excellence Framework data indicates an improvement in the delivery of curriculum in a well sequenced manner supporting improved student learning outcomes.</p> <p>School effect size indicates a year's improvement for 80% or more of our identified cohort.</p>

<p>People</p> <p>Students</p> <ul style="list-style-type: none"> • Students demonstrate greater responsibility for their learning. <p>Students</p> <ul style="list-style-type: none"> • Develop their skills in creative and critical thinking, ITC framework and inquiry based learning. <p>Staff</p> <ul style="list-style-type: none"> • Understand the value of formative assessment to inform their teaching practice. <p>Staff</p> <ul style="list-style-type: none"> • Differentiate learning appropriately for the developing skills of our students <p>Staff</p> <ul style="list-style-type: none"> • Understand and implement the new syllabuses. <p>Parents/Carers</p> <ul style="list-style-type: none"> • Develop an understanding of the importance of formative assessment in the teaching and learning cycle. <p>Parents/Carers</p> <ul style="list-style-type: none"> • Understand how teachers differentiate within their classrooms. <p>Community Partners</p> <ul style="list-style-type: none"> • Build a shared understanding of formative assessment and differentiation across the community of schools. <p>Leaders</p>

<p>Processes</p> <ul style="list-style-type: none"> • Teaching practices informed by formative assessment and student learning supported through differentiation. • Curriculum– Organise content into coherent, well-sequenced learning and teaching programs. • Effective teaching and learning programs meet the specific learning needs of all students supported by equity funding. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Data walls to monitor student learning progress. • PLAN continua are reviewed and used to plan teaching and learning goals • School data systems(attendance, NAPLAN, standardised assessments) are monitored for continuous improvement • Systems for evaluating formative assessment implementation are evaluated and implemented. <p>Measure the effective implementation of the syllabus through the use of the capabilities and inquiry learning strategy</p> <p>Newmans Prompts used by students to complete maths word problems</p>
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<p>Practices and Products</p> <p>Practices</p> <ul style="list-style-type: none"> • teaching and learning programs are adjusted to meet the differentiated needs of the student cohort. <p>All staff have a deep understanding of syllabus documents.</p> <p>Products</p> <p>Data from formative assessment shows increased effective application of teaching strategies supports improved student learning outcomes.</p> <p>School Excellence Framework data indicates an improvement in the delivery of curriculum in a well sequenced manner supporting improved student learning outcomes.</p> <p>School effect size data indicates a year's improvement for 80% or more of our identified cohort.</p>
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Strategic Direction 2: Challenging and Engaging Curriculum

Improvement Measures

People

- School leaders plan for and implement programs to enable teachers to develop a highstandard of pedagogy and practice.

Leaders

School leaders promote, develop, model and facilitate high level practices.

Processes

Practices and Products

Strategic Direction 3: Dynamic Learning Community

Purpose

To build a learning community focused on professional learning to increase educator effectiveness, develop leadership capacity and the results for all students. Members of the learning community are committed to continuous improvement, collective responsibility, and goal alignment.

Improvement Measures

Increased number of staff involved in working towards higher levels of accreditation and Principal Credentials. Increased number of staff leading school initiatives.

An increase in the number of school initiatives the whole school community consults in.

People

Students

Develop their understanding that their learning is enhanced by working with others and understand their roles and responsibilities as learners within a collaborative environment.

Staff

All staff understand and implement professional standards.

Staff

At all stages of their career staff develop leadership capabilities to support programs which will facilitate the achievement of school targets.

Staff

Aspiring staff aim towards leadership roles beyond this school.

Parents/Carers

Are aware of the improvement cycle, participate in meaningful evaluation strategies, and consult in the directions taken by the school.

Community Partners

MCOS will support the professional learning of all staff across all schools with continued joint programs; lesson observation, focus on formative assessment.

Leaders

Will foster a school-wide culture of high

Processes

- Building staff leadership capacity
- Engagement – Staff and Students
- Community involvement enhances school improvement.

Evaluation Plan

- Staff, students and parents complete the online Tell Them From Me Surveys anonymously annually. Reports are analysed, and areas addressed.
- Professional learning programs are reviewed and evaluated during, immediately after, and for sustained implementation.
- Goals and progress towards achievement identified and monitored using the *Performance and Development Framework*

The

School Excellence Framework

is used to evaluate school performance.

Practices and Products

Practices

- Schoolcommunity input will strengthen and support delivery of school learning programs
- Staff increasingly undertake leadership roles
- Teachers will work beyond their classrooms to contribute to broader school programs
- High quality teaching will incorporate evidenced based contemporary teaching strategies.

Products

- Professional learning programs that deliver school improvement and effective teaching / learning programs.

Quality leadership development programs that facilitates school improvement and promotion opportunities for aspirational staff.

- All staff lead areas to achieve school targets

Strategic Direction 3: Dynamic Learning Community

Improvement Measures

People

expectations and a shared responsibility for learning, development and success. Our school leaders will enable a self-sustaining and self-improving learning community

Processes

Practices and Products