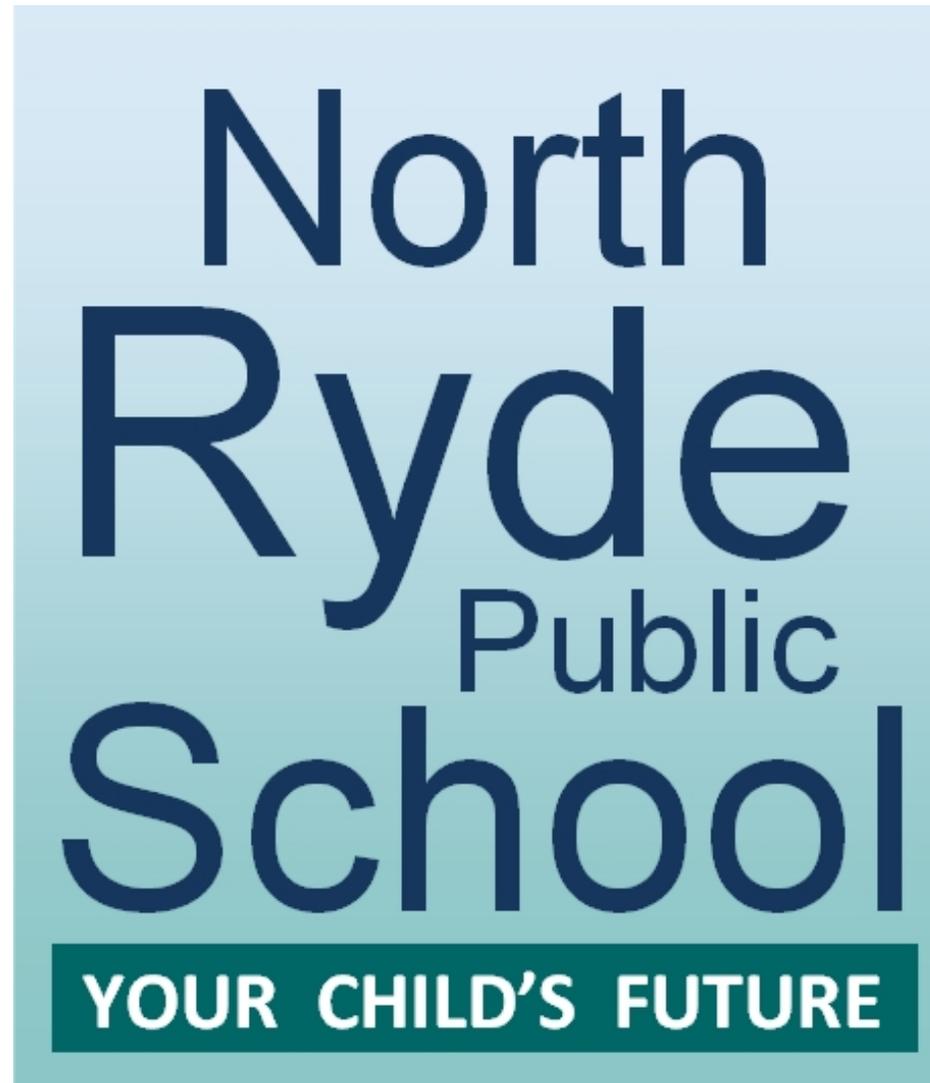


School plan 2018-2020

North Ryde Public School 3022



School background 2018–2020

School vision statement

North Ryde Public School is a place where the education and care of each child is paramount. Our goal is to develop students who are successful learners, confident and creative individuals, and active and informed citizens.

School context

North Ryde Public School has been an integral part of the local community for over 140 years and is proudly continuing its tradition of academic excellence.

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment, where the latest technology enhances student learning. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Our students benefit from the active participation of parents and community members in all aspects of school life.

The school has approximately 390 students with 65% NESB students, speaking over 30 different languages. A feature of the school is its excellent facilities, including: access to room-based and mobile computer technology; large school hall, canteen and COLA complex; before, after and vacation school care; on-site childcare centre; on-site school museum; beautiful, spacious grounds with inviting play spaces.

School planning process

The approach to school planning was explained to all school staff. Everyone was provided with a copy of the Melbourne declaration and asked, What will education at NRPS be like, look like, feel like in five or ten years, if we get it right? What are your BIG IDEAS?

The school community was informed, via the school newsletter and at P&C meetings, about the approach to school planning, with its focus on big ideas and long term strategic directions. All parents were invited to contribute their thoughts by completing an online survey. The survey asked parents to reflect on programs, practices and activities offered at NRPS. It also encouraged parents to consider what they saw as the role of education, eg What are the three most valuable things taught at primary school to assist in developing your child to be successful in their future endeavours? What do you think will be important for students to learn in the future?

Students from Year 4 to 6 were also asked for their thoughts. They completed an online survey that included questions like, What are 3 things you learnt in primary school that will help you be a successful person in the future? What do you think will be important for students to learn in the future?

The school executive team ran TPL sessions with staff to evaluate the progress of the previous plan. We went into a lot of depth creating the 2015 – 2017 plan and saw many of the strategic directions as long term goals, that would be evaluated and added on to in the 2018 – 2020 school plan. We also worked with the staff to get new ideas and insights for the future three years. From all the discussions, brainstorming and surveys three main themes were emerging. The teachers and a community P&C representative met together to sort all the data collected under these three ideas.

Teachers were also asked to consider a range of discussion points within these strategic directions. The projects and products highlighted by teachers became the basis of details of the plan – the 5Ps. At planning meetings these continued to be reflected upon and refined.

School strategic directions 2018–2020



Purpose:

To improve connections between all stakeholders by using future focused tools and providing quality learning spaces.

Purpose:

To ensure all students use critical, creative thinking and are engaged and challenged through quality teaching designed to meet learning needs.

Purpose:

To enhance the well-being of all students through participation in programs which encourage a healthy and well-balanced lifestyle, and to create an environment that values trust and consideration.

Strategic Direction 1: Informed, visionary community

Purpose

To improve connections between all stakeholders by using future focused tools and providing quality learning spaces.

Improvement Measures

1. All teachers are collaboratively programming online.
2. Students are collaborating online to share their learning with a wider audience.
3. Digital communication with the community has improved.
4. Enhanced spaces are being used to promote quality teaching, learning and communication.

People

Staff

1. Build skills in the use of online sharing platforms to collaborate with peers
2. Build teaching skills related to the authentic student use of online sharing platforms
3. Refine website skills for the development and ongoing maintenance of a new school website
4. Take time to enhance school spaces to improve student learning and engagement

Parents/Carers

3. Engage in the new school website and provide useful feedback

Students

2. Build the skills to use of online sharing platforms authentically and cooperatively

Processes

1. Facilitate sharing through the use of online platforms to enhance teacher collaboration in the development of teaching and learning programs
2. Facilitate sharing through the use of online platforms to strengthen student voice and teamwork skills
3. Upgrade digital communication with the school and wider community
4. Enhance spaces to promote quality teaching, learning and communication

Evaluation Plan

1. Analysis of individual teacher contributions to team teaching/learning programs; Teacher questionnaire
2. Student online participation analysis; Student survey
3. Data from school website; Parental survey
4. Observational rounds; Anecdotal feedback from staff and students

Practices and Products

Practices

1. Every teacher uses online sharing platforms to program collaboratively
2. Senior students are starting to use online platforms to share their views and to collaborate with others
3. The school community is referring to the school website for information
4. Students and teachers are using enhanced school spaces to engage effectively in learning

Products

1. All of the school's teaching and learning programs can be accessed online
2. Student voice is visible to the school community on shared online platforms
4. School spaces are inviting and promote good teaching and learning practices
3. The school website provides useful information and interactive communication

Strategic Direction 2: Successful, lifelong learners

Purpose

To ensure all students use critical, creative thinking and are engaged and challenged through quality teaching designed to meet learning needs.

Improvement Measures

1. Students demonstrate a higher quality writing through the use of creativity and language devices.
2. Students of all ability levels are able to make their thinking visible during learning activities.
3. Through engagement in project-based learning (PBL), students are able to demonstrate deep understanding of the topic/s.

People

Staff

1. Teach writing using high quality practices
2. Integrate visible thinking strategies to differentiate the curriculum
3. Understand how to use projects to provide authentic learning and develop deep thinking

Students

1. Adopt effective writing strategies to improve quality
2. Engage in visible thinking routines to articulate their learning
3. Demonstrate deep thinking through active participation in authentic projects

Leaders

1. Adopt a coordinated approach to literacy where the explicit teaching of writing is valued
2. Further develop CoT facilitator skills to enable effective professional learning with grade/stage teams
3. Support teams to understand how to plan for integrated PBL

Parents/Carers

Develop an understanding of the educational philosophy of the school

Processes

1. Draw upon expert knowledge to implement high quality teaching practices that improve student writing
2. Apply a range of visible thinking strategies to differentiate the curriculum
3. Involve students in authentic projects to ensure that they have the opportunity to share deep thinking

Evaluation Plan

1. Regular analysis of language devices used in school work samples; NAPLAN writing data
2. Observational rounds; Student work samples
3. Student work samples; School-based assessment

Practices and Products

Practices

1. Every teacher implements high quality practices to teach writing
2. Every teacher makes use of visible thinking strategies so that each student's thinking is valued
3. Teachers and students actively engage in authentic projects and share rich learning experiences

Products

1. Students produce quality writing for a purpose
2. Teacher programs are differentiated to cater to all students
3. While involved in PBL, students have produced a range of materials that demonstrate deep learning

Strategic Direction 3: Resilient, responsible citizens

Purpose

To enhance the well-being of all students through participation in programs which encourage a healthy and well-balanced lifestyle, and to create an environment that values trust and consideration.

Improvement Measures

1. Students use growth mindset (GM) principles to articulate their learning goals and practices.
2. Students practice mindfulness techniques to help their focus and reduce stress.

People

Leaders

1. The school executive team strategically plan the implementation of GM principles across the school

Staff

1. Develop a good understanding of GM principles and integrate them effectively into their teaching practice
2. Uses mindfulness techniques as a way of enhancing student well-being

Parents/Carers

1. Develop an understanding of GM principles and use GM language to support their children
2. Reinforce mindfulness practices at home

Processes

1. Support students to become more persistent and resilient in learning situations through the use of growth mindset (GM) principles
2. Implement a whole school approach to student well-being using mindfulness techniques

Evaluation Plan

1. Photos of 'name and notice' boards with student goals; Samples of student learning goals; Student interviews
2. Observational rounds; Anecdotal evidence from staff and students

Practices and Products

Practices

1. Every teacher integrates GM principles into their teaching practice
2. Teachers make use of daily mindfulness techniques to enhance student well-being

Products

1. Students express learning goals using GM language
2. Students adopt mindfulness techniques when they need to relax or calm down