

# School plan 2018-2020

Newbridge Heights Public School 4499



# School background 2018–2020

## 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 enjoys high enrolment interest. Our school provides the best in public education and is committed to developing future focused learners utilising evidence based practices.

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, resilience, social interaction and the use of digital technology.

Our students showcase their talents through the school dance group, Hip Hop group, Jump Rope for Heart skipping squad, choirs, music enrichment groups, dance and community of schools concerts. Our sporting program includes PSSA 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 ongoing self– assessment against the School Excellence Framework. 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, work samples and evidence collection. Student performance is used 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. Ongoing self–assessment occurs throughout the year.

The 2018–2020 strategic plan has been developed following consultation meetings, across the school community. Led by the principal, staff, students and community have reviewed 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.

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

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Informed, creative and positive citizens

### Purpose:

To ensure optimum conditions that challenge students to become motivated, confident and creative individuals, thriving in a school culture that is strongly focused on future focused learning.

## STRATEGIC DIRECTION 2

Quality Teaching and Learning

### Purpose:

To build a teaching and learning community where teachers implement explicit teaching methods with a high priority given to evidence based practices.

## STRATEGIC DIRECTION 3

Effective leaders, communication and connection.

### Purpose:

To build a culture of high expectations, high community engagement , distributed leadership and continuous improvement.

# Strategic Direction 1: Informed, creative and positive citizens

## Purpose

To ensure optimum conditions that challenge students to become motivated, confident and creative individuals, thriving in a school culture that is strongly focused on future focused learning.

## Improvement Measures

There is an increase in the student's skills and abilities to be critical and creative thinkers.

There is increased student engagement and positive behaviour in universal and classroom settings.

## People

### Leaders

Leading the development and delivery of future focused pedagogy across a number of key learning areas in the classroom.

Leading the implementation of PBL in universal and classroom settings.

### Staff

A comprehensive knowledge of the digital literacy continuum and Future Focused Learning pedagogies is developed.

Consistent application of PBL in classroom and universal settings.

### Parents/Carers

Develop parent awareness of and support of Future Focused ethos.

Clearly articulate PBL rules

### Students

Students are engaged in meaningful relevant learning where they employ the skills and understandings of future focused learners.

## Processes

### Future Focused Learning

K-6 staff are supported in the implementation of a number of future focused pedagogies including Inquiry Based Learning, BYOD , STEM and SOLE.

### Positive Behaviour for Learning (PBL)

Universal settings and classroom matrix of expected behaviours established outlining Respectful, Safe Learners behaviour and explicitly taught in all classes and areas of the school.

## Evaluation Plan

Progress toward the student increased ability to be critical and creative thinkers improvement measure will be evaluated through a matrix and the achievement of milestones within the digital literacy continuum.

Progress toward the PBL improvement measures will be evaluated through collection of the following:

- Fidelity Data
- Tiered Fidelity Inventory (TFI)
- in school data collection via referral system

## Practices and Products

### Practices

Every teacher uses Inquiry Based Learning in the delivery of syllabus documents that include inquiry based questions.

Technology is incorporated into classroom teaching and learning to support future focused learning pedagogy.

Every teacher uses positive language to address behaviour in universal and classroom settings.

Every student can name the 3 expected behaviours and can demonstrate these in universal and classroom settings

### Products

PBL behaviour system in place

High quality teaching and learning programs that incorporate future focused learning pedagogy and demonstrate the explicit integration of ICT skills across the Geography, History and Science and Technology curriculums.

# Strategic Direction 2: Quality Teaching and Learning

## Purpose

To build a teaching and learning community where teachers implement explicit teaching methods with a high priority given to evidence based practices.

## Improvement Measures

Formative and summative assessment data will show that more than 85% of K06 students will reach expected or above expected growth levels in literacy..

An increased percentage of classrooms using a Assessment As, Of and For Learning with emphasis on Explicit teaching, Learning Intentions, Goal Setting and Success Criteria.

Formative and summative assessment data will show that more than 85% of K06 students will reach expected or above expected growth levels in numeracy.

## People

### Staff

All staff use formative assessment to drive explicit teaching and learning cycles.

Summative assessment is taken at the beginning and end of the year to support findings of formative assessments in literacy and numeracy

All staff use Learning Intentions in English and Maths each lesson

Staff provide explicit success criteria to students and give timely feedback to students and parents

English Textual Concepts are evident in K-6 class programs each term.

### Students

Set learning goals in English and Maths

Build skills to self- assess and provide feedback to other students about their learning

*Thinking creatively and critically expressing, interpreting and reflecting on their learning*

### Parents/Carers

*Be involved in the review of the Assessment and Reporting in line with the current DoE requirements*

## Processes

### English Textual Concepts

Staff professional development on the processes of textual concepts

Planning & programming using the textual concepts utilising external expertise.

### Explicit teaching SPRINTS K-6 (Literacy and Numeracy)

Sprints process focussing on targeted students led by team leaders and instructional Leader

The development of specific teaching practices based on specific student needs drawn from the analysis of data collection.

### Making Learning Visible

Professional learning in all areas of Assessment- As, Of and For learning including Formative and Summative assessment.

Explicit learning intentions and success criteria used in all classrooms

*Spiral of Inquiry model investigated to link with SPRINTS process*

### Early Intervention

## Evaluation Plan

Progress toward improvement measures relating to English and Maths will be evaluated through classroom walk throughs, reviewing class programs, Sprints reviews, work samples, achieving continuum/ progression standards, improvements in Waddington, PROBE and PAT Maths results and improved NAPLAN

## Practices and Products

### Practices

Every teacher uses formative assessment and summative assessment to feedback student achievement through learning intentions, success criteria, goal setting and tracking using the Learning Continuum/Progressions

Teachers are using Textual concepts to plan explicit English programs.

The Sprints process is embedded into everyday teaching practice.

Every teacher explicitly models Mathematics concepts and differentiates content to achieve maximum learning for all students. Teachers use both formative and summative assessment of student learning and track achievement on the Numeracy progressions.

### Products

Formative and summative assessment practices in all classrooms enable learning needs to be better met.

Systematic implementation of programs incorporating English Objectives A-E through the programming of textual concepts.

Collaborative planning cycles are established targeting the needs of students.

# Strategic Direction 2: Quality Teaching and Learning

## Processes

results.

Progress toward improvement measures relating to assessment will be measured through classroom walk throughs observing learning intention, success criteria and learning goals reviewing assessment schedules to ensure a variety of formative and summative measures are utilised.

# Strategic Direction 3: Effective leaders, communication and connection.

## Purpose

To build a culture of high expectations, high community engagement, distributed leadership and continuous improvement.

## Improvement Measures

Increased engagement and participation in school decision making by students, staff and community.

Increased distributed leadership opportunities and differentiated professional learning experiences builds leadership capacity.

## People

### Leaders

Leaders demonstrate high expectations, actively engaging community and support distributed leadership. Opportunities for staff to access leadership professional learning increased.

Consultation process for decision making incorporating the whole school community is improved.

### Parents/Carers

Parents are responsive to school engagement initiatives and participate, more regularly, in the consultative decision making process.

### Staff

Staff engage in distributed leadership opportunities, demonstrate ongoing professional learning and strengthen community engagement.

Staff actively engage and consult with the parent community.

## Processes

### Community Engagement

Community Engagement is enhanced through community projects aimed to increase parent participation.

### Teacher Capacity

Teaching staff will be supported to demonstrate and share their expertise within school professional training opportunities.

Executive will support staff with accreditation processes. Team leaders will manage the Beginning Teacher Network group and support interested staff with accreditation at higher levels across the Moorebank Community of Schools Network.

## Evaluation Plan

360 degree tool data analysis and parent focus group interviews.

Progress towards the distributed leadership improvement measure will be evaluated through the increased number of leadership opportunities undertaken and focus interviews.

## Practices and Products

### Practices

Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

### Products

High community satisfaction with the school and students achieving aspirational targets.

Enhanced teaching and leadership capacity, reflected in use of researched based practices, greater collaboration and cohesive school teams.