



School plan 2018-2020

Newington Public School 4627



School background 2018–2020

School vision statement

Learning for life in a future focused environment.

We prepare our students to be lifelong learners who are engaged in their local and global communities through a rich, developmental pedagogy.

- *Student learning and success is achieved through quality teaching. A diverse range of experiences is embedded in all key learning areas.*
- *Our students engage with the school and wider community in a safe, positive and respectful manner.*
- *There is a mutual respect between the school and the community and we work in partnership for the benefit of students.*
- *Teachers and support staff are caring, professional and motivated. They work collaboratively to create and sustain a positive and supportive environment for all learners.*

Our school encourages active participation and cooperation in current curriculum practices. Students are respectful and demonstrate care for others and their environment. Staff, students and the community work in partnership to ensure student success and nurture our shared values.

A full version of the Newington PS Vision statement is available on our website.

School context

Newington Public School, established in 2002 as a legacy of the Sydney 2000 Olympic and Paralympic Games, provides quality, inclusive K–6 public education for the suburb of Newington. The school is located adjacent to and has strong links with Sydney Olympic Park.

Following 14 years of continued growth in enrolments the school saw a small decline in numbers in 2018 due to a new public school opening in the area. In Term 1 2018 enrolment numbers were 907 students, with 77% of students identified from a language background other than English. There are over 50 different languages or cultural groups identified. Korean and Chinese are the two largest cultural groups.

The NSW School Family Occupation and Employment Index (FOEI) for 2017 was a value of 14, compared with the NSW average of 100. Our schools FOEI value is among the lowest 20% of FOEI values across NSW government schools. This means parental education levels, occupation and income levels are quite high by comparison. As a result the school receives minimal additional equity funding.

Our parents have high expectations and aspirations for their children. Community and parental support for the school is strong. The Parent and Citizens Association (P&C) lead support for the school's learning and extra-curricula programs through fundraising, volunteering and community events.

Our teaching staff are committed to continuous improvement, professional reflection and learning, facilitated through a negotiated and resourced professional learning plan. Classroom programs are planned and evaluated to reflect future focused learning skills, school priorities and differentiated learning for students.

School planning process

Evaluation of current processes

To reflect on the quality of learning experiences and key aspects of the school's operations the 2015–2017 School Plan was evaluated through an External Validation (EV) process in Term 4 2017 by school staff and an external panel. The validated self-assessment determined that against the domains and elements of the School Excellence Framework the school rated at excellence in 9 elements and sustaining and growing in 5 elements.

Endorsement of the school vision and development of future directions and priorities

School staff, students and community worked collaboratively to establish a shared vision.

Phase 1– School vision was endorsed through consultation with the P&C and staff. Through the school newsletter the community was provided with background information on future focused learning and skills. Tell Them From Me survey data, NAPLAN and other school data was analysed.

Phase 2– P&C meeting parent input was received for future directions and programs. Staff were consulted to determine priorities and future programs and directions. Staff engaged in determining aspects of the 5Ps by considering current and relevant practices in learning, teaching and leading.

Phase 3– The leadership team identified three key strategic directions and determined priority projects, which reflected the input of the school community and these were endorsed by staff and parents (P&C).

Identification of key strategic directions

Student learning, wellbeing and engagement are the key responsibility of schools. To achieve this staff learning and wellbeing must also be prioritised. The school community looks to promote innovation and connections beyond the school.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 FOUNDATIONS FOR LITERACY AND NUMERACY

Purpose:

To ensure quality student learning and achievement occurs in an environment where literacy and numeracy skills are the foundation for success in all other learning.

To explicitly teach syllabus outcomes along a progression of learning informed by data and evidence based practice.

To ensure high expectations, differentiation, formative assessment and effective feedback are evident in all classrooms.



STRATEGIC DIRECTION 2 WELLBEING FOR LEARNING AND TEACHING

Purpose:

To promote a culture where student and staff learning and wellbeing is prioritised, targeted, differentiated and celebrated.

To ensure student wellbeing encompasses support which allows all students to connect, succeed, thrive and learn; and that students are nurtured to become tolerant, empathic and resilient life-long learners.

To build capacity of staff to effectively meet the needs of all students, develop their professional standards and to lead others.



STRATEGIC DIRECTION 3 INNOVATIONS FOR ENGAGEMENT AND CONNECTIONS

Purpose:

To ensure the school's innovative and differentiated curriculum supports high expectations and a growth mindset for all student learning progress and achievement.

To ensure all students are challenged and all adjustments lead to improved learning.

To create a stimulating and engaging teaching and learning environment underpinned by dynamic, evidence based teaching practices.

Strategic Direction 1: FOUNDATIONS FOR LITERACY AND NUMERACY

Purpose

To ensure quality student learning and achievement occurs in an environment where literacy and numeracy skills are the foundation for success in all other learning.

To explicitly teach syllabus outcomes along a progression of learning informed by data and evidence based practice.

To ensure high expectations, differentiation, formative assessment and effective feedback are evident in all classrooms.

Improvement Measures

By the end of the school planning cycle:

Progress in EALD School Evaluation Framework levels from 2017 baseline.

Improvement in school writing assessment data from 7 Steps to Writing assessment tools.

Improvement in student reading engagement and comprehension as measured by:

- borrowing/reading within their zone of proximal development (ZPD)
- comprehension results (Renaissance STAR and AR Data, PAT comprehension data, school assessment, PLAN and NAPLAN data)

NAPLAN data to reflect a 20% Literacy and 10% Numeracy increase in the percentage of students meeting or exceeding expected growth.

People

Students

Develop and use literacy and numeracy skills to engage and challenge themselves in all areas of learning. Students understand and actively reflect on their learning and set goals for improvement.

Staff

Develop the capacity to implement and effectively use the literacy and numeracy learning progressions across all areas of learning.

They collaboratively and individually plan, teach and evaluate effectiveness of teaching practices using a consistent approach to contemporary pedagogy, databased decision-making and formative assessment strategies.

Parents/Carers

Establish a shared understanding of the literacy and numeracy progressions, how they are implemented in classrooms and how teachers use the data as a foundation to inform future learning in all areas.

Leaders

Develop the capacity to monitor and evaluate school programs and practices and analyse data for purposeful change and improvement. Leaders develop effective use of a range of approaches to professional learning to build the capacity of teachers to implement literacy and numeracy priorities.

Processes

How do we do it and how will we know?

TELL (K–6) Action learning program to assist teachers to identify and address English learning needs of students across all KLAs.

7 STEPS TO WRITING FOR SUCCESS (2–6) Full implementation of 7 Steps to Writing for Success Years 2–6.

READING RENAISSANCE (3–6) Trial implementation of Renaissance: Accelerated Reader and STAR across Stage 2 and 3 classroom and Library programs.

READING SUPPORT (K–4) Early literacy support is targeted through L3, L3+1, Reading Support (formerly RR) and Reading Tutor using Multi-Lit.

LEARNING PROGRESSIONS (K–6)

Literacy and Numeracy learning progressions are introduced and implemented across all classrooms to monitor, track and effectively plan for all students.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Best Start: L3; PLAN; PAT; NAPLAN; Reading tutor
- PLASP data & profiles
- *Tell Them From Me* surveys
- 7 Steps to Writing Assessment data
- Renaissance STAR & AR data
- TELL module completion

Practices and Products

Practices

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

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All teachers who utilise Renaissance STAR & AR data to provide individualised monitoring and support for students' independent reading and comprehension.

Every teacher is using the EALD Learning Progressions, ESL Scales and Literacy & Numeracy Learning Progressions for all students to achieve English language proficiency.

Products

What is achieved and how do we measure?

100% trained teachers Years 2–6 in 7 Steps to Writing for Success with the program effectively embedded in quality teaching and learning programs.

Year 3–6 students engaged in purposeful independent reading using Renaissance reading lists and associated online assessment.

100% of teachers engaged in sustained changes to practice leading to student English language development.

Increase in comprehension and language skills reflected in improved numeracy results.

Strategic Direction 2: WELLBEING FOR LEARNING AND TEACHING

Purpose

To promote a culture where student and staff learning and wellbeing is prioritised, targeted, differentiated and celebrated.

To ensure student wellbeing encompasses support which allows all students to connect, succeed, thrive and learn; and that students are nurtured to become tolerant, empathic and resilient life-long learners.

To build capacity of staff to effectively meet the needs of all students, develop their professional standards and to lead others.

Improvement Measures

By the end of the school planning cycle:

To consistently score at least 90% as measured in BOQ scoring guide, the SET and the TFI.

100% of teachers engaged with the speech pathologist will embed the explicit teaching of receptive and expressive language skills in their teaching. Pre and post data from screenings, in-class therapy models and programs eg. *Kinder Kapers* to reflect an improvement in student language skills.

100% of teachers and leaders will engage with and provide evidence of the Australian Professional Standards for Teachers at a range of levels through their teaching and engagement across the school.

100% of identified students are supported through effective transition programs P–7.

People

Students

Build skills of all students to monitor and self-manage behaviour, wellbeing and learning by engaging with the PBL Framework for success in all school settings. Identified students engage with targeted support programs such as a Wellbeing Support Officer and Speech Pathologist.

Staff

Engage with relevant professional learning, performance development framework, the professional standards for teachers and Quality Teaching Framework to plan, implement, monitor and reflect on their practice.

Leaders

Develop a management framework to facilitate instructional leadership practices across the school, supported by the Performance and Development Framework and accreditation processes.

Parents/Carers

Engage with the school in collectively determining wellbeing and learning needs, reviewing progress and ensuring optimum conditions for student learning across the school.

Community Partners

Promote the use of a range of networking strategies to facilitate collegial and collaborative learning through the engagement of external providers.

Processes

How do we do it and how will we know?

POSITIVE BEHAVIOUR for LEARNING

Maintaining Tier 1 universal intervention based on data-driven decisions. Establishing classroom systems of support and Tier 2 targeted interventions.

LEARNING SUPPORT *Speech Pathologist*

– Customised speech pathology program, building capacity of teachers to address identified students' needs. **Transitions** – Establishing processes to cater for key transitions P–7. **Student Wellbeing Support Program** – Engaging a Wellbeing Support Officer and implementing a 'Kids Club' to nurture wellbeing.

PROFESSIONAL SUPPORT Accreditation for professional standards for all teachers. Promotion and support of accreditation at higher levels and leadership capacity development. Innovative and differentiated professional learning for all staff.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- PBL – BOQ; SET & TFI
- PLASP data & profiles
- Speech Pathology pre & post data
- Evidence and feedback collected and evaluated using: Performance & Development Framework & Standards for Teachers (NESA Accreditation)

Practices and Products

Practices

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

Teachers and leaders will strategically review their annual performance and development process based on evidence, observation, self-reflection and feedback.

All positive wellbeing interventions and teaching strategies are reflected in class programs and playground procedures.

Products

What is achieved and how do we measure?

Positive, respectful relationships are evident and widespread among students and staff.

Speech pathologist is engaged with students, teachers, parents and Learning and Support Team in planning for and addressing areas of identified need.

A sustainable and effective student wellbeing program K–6.

100% of teachers and leaders will engage with and provide evidence of the Australian Professional Standards for Teachers.

Professional learning schedule reflects innovative and differentiated learning for all staff across the 4 career stages.

Strategic Direction 3: INNOVATIONS FOR ENGAGEMENT AND CONNECTIONS

Purpose

To ensure the school's innovative and differentiated curriculum supports high expectations and a growth mindset for all student learning progress and achievement.

To ensure all students are challenged and all adjustments lead to improved learning.

To create a stimulating and engaging teaching and learning environment underpinned by dynamic, evidence based teaching practices.

Improvement Measures

By the end of the school planning cycle:

Identification strategies implemented to identify gifted and talented students and highly abled students K–6.

Embedded policy and programs catering for gifted and talented and highly abled students across all Key Learning Areas.

25% increase in Selective High School and Opportunity Class offers from those who apply.

An increase, to State norms or higher, in the percentage of students who indicate a high level of confidence in their skills combined with a high level of challenge in the TTFM survey.

100% of class learning programs clearly address learning across the curriculum content, including cross-curriculum priorities and general capabilities.

People

Students

Confidently contribute to the learning process through engagement with formative and self-assessment strategies. Classroom and extra-curricula identification processes enable gifted and talented and highly able students to be challenged and engaged productively in achieving appropriate syllabus outcomes.

Staff

Develop and confidently use skills in assessing student learning and progress to identify those you require adjustments to their learning. Opportunities to engage with new curriculum, innovative and future focused practices are encouraged and resourced.

Leaders

Facilitate a coordinated approach where instructional leadership practices support teachers to engage with curriculum innovation, the full range of assessment practices and GATE policy.

Parents/Carers

Promote strong partnerships and communication between the school and home. Provide learning opportunities for parents/carers to better understand syllabus outcomes, assessment practices and innovative teaching strategies.

Community Partners

Develop professional relationships across school communities to ensure effective use of available skills and resources.

Processes

GIFTED AND TALENTED EDUCATION

Formation and operation of an active GATE Team to promote and embed gifted and talented pedagogy through quality professional learning and school programs K–6 to cater for gifted and talented and highly abled students.

Establishment and operation of Majors Bay Community of Schools Gifted and Talented Network, utilising DoE curriculum advisors and enlisting experienced and knowledgeable staff from other schools to enhance NPS programs and identification systems.

ASSESSMENT Implement a K–6 integrated and monitored approach to collecting, analysing and using formative and summative data to respond to trends in student achievement at individual, group and whole school levels for improvement.

CURRICULUM INNOVATIONS Project teams will lead school planning to introduce and deliver new or enhanced curriculum offerings including: Science; PDHPE; Creative Arts; Language; and ICT.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- School Excellence Framework
- Tell Them From Me surveys
- GATE policy and programs
- MBCoS GATE Network initiatives
- Teaching and Learning programs
- Assessment data systems and plans

Practices and Products

Practices

High level of teacher engagement with, and application of, professional learning centred on evidence based, gifted and talented pedagogy to produce, plan, implement and assess quality and differentiated programs in and out of the classroom.

Refined and consistent formative and summative assessment practices K–6 to inform differentiated teaching and learning programs according to what students know, what they still need to know and which engage students with their own progress.

Teachers are supported and are confident to enhance their delivery of curriculum through innovative, future focused practices and use of resources.

Products

K–6 GATE policy, inclusive of the school's identification systems.

School wide Gifted and Talented programs, also utilising external services and products to cater for gifted and talented and highly abled students across all key learning areas.

Active MBCoS GATE Network that enhances the school's practices, levels of expertise and programs to benefit teachers and students.

Teaching and learning programs are innovative, dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.