School plan 2018-2020

Newport Public School 2740

School background 2018–2020

School vision statement

Newport Public School is a place where every student has the opportunity to achieve their personal best through engaged and active learning, supported by high expectations. Working together with our community, our students will develop as lifelong learners and be confident, creative, resilient and responsible global citizens.

School context

Newport Public School is situated on the Northern Beaches of Sydney and has a current enrolment of 839 students. The school has a proud heritage and is looking to the future, celebrating learning and learners. The skilled and dedicated staff provides a balanced and diverse curriculum developing future focused learning in a safe and nurturing environment. The school runs a variety of programs including dance, drama, music, debating, public speaking, visual arts and an extensive summer and winter sporting program including sailing and snowsports. Our school is well supported by an active and committed Parents and Citizens Association with a key feature of the school being the high level of community support for academic, sporting and cultural pursuits. Newport Public School is a member of the Peninsula Community of Schools (PCS) and we continue to work extensively with partner schools in the PCS, to foster collegiality through the sharing of skills and knowledge among our staff and communities.

School planning process

The consultation process to develop the school vision, strategic directions and improvement measures included, analysis of NAPLAN/PLAN/School based data, 'Tell them from Me' Staff/Student/Parent surveys, review of existing programs and initiatives; playground project, reporting to parents and student and staff wellbeing initiatives, through P & C meetings and survey monkey, consultation and collaborative planning across the PCS. The 5P plan (purpose, people, processes, practices and products) was developed in consultation with the Executive and presented to key stakeholders (staff, parents and community) for review. Feedback was discussed and the plan refined to be finalised for implementation.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Engaged, responsible, successful learners

Purpose:

- All students become literate, numerate, skilful technology users and embrace learning for their future.

- As confident creative individuals with personal resources for future success and wellbeing, students will have the capabilities to be active, informed citizens.

STRATEGIC DIRECTION 2
An Expert Teaching Team

Purpose:

- To build the capacity of each staff member to meet the diverse needs of our school community.

- Teachers work as an expert teaching team.

- Ensuring high performing teachers are working collaboratively, evaluating the impact of programs and approaches.

STRATEGIC DIRECTION 3
Building Community Connections

Purpose:

- To increase local and wider community participation in order to promote school/community collaboration, improve student learning outcomes and enhance the school physical environment.

Strategic Direction 1: Engaged, responsible, successful learners

Purpose

- All students become literate, numerate, skilful technology users and embrace learning for their future.
- As confident creative individuals with personal resources for future success and wellbeing, students will have the capabilities to be active, informed citizens.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Increase whole school community wellbeing and engagement as measured through the Got It! Program data, Tell Them from Me and People Matters Surveys.

Staff teaching/learning programs include evidence of visible learning practices (student learning intentions, success criteria, goal setting, effective feedback).

Increase the use of technology to support Project based learning and other teaching/learning experiences

People

Students

Students demonstrate improved emotional intelligence

Students at risk develop improved self management skills.

Students are safe, ethical, competent and capable users of technology

Staff

Staff successfully implement/demonstrate a knowledge of and commitment to visible learning practices.

Community Partners

Students, staff and community have a shared understanding of behaviour expectations.

Processes

Student Wellbeing & 'Got It' Program

- Develop a whole school, wellbeing plan including explicit K–6 wellbeing teaching/learning experiences.
- Implement the GOT It program (Health/DoE)

Visible Learning & Assessment for Learning

Explicit lessons including learning intentions, goals, feedback, student self monitoring and explicit pathways to improvement

Technology

Technology that supports learning is available and expertly integrated into lessons by teachers by implementing the ICT teaching/learning guide.

Evaluation Plan

Progress towards measures will be evaluated through parent and community surveys, student behaviour and achievement data analysis, evaluation of consistent use of school processes and procedures, classroom environments, evaluation of community participation in school events data and the GOT IT program and learning support team data.

Practices and Products

Practices

Whole school integrated wellbeing program implemented.

All students participate in targeted wellbeing programs.

All teachers will include visible learning practices in their programs and communicate them to students.

All teachers and students use technology safely, ethically and effectively as a tool to investigate, crate and communicate across the curriculum.

100% of students have daily access to 1:2 technologies to support their learning.

Products

Students demonstrate increased resilience, self–regulation, relational skills and problem solving.

Students will be active and self–reflective learners

Technology is a tool for teachers to use to collaborate, program, teach, assess, report and communicate within the school community.

ICT teaching/learning guide

Strategic Direction 2: An Expert Teaching Team

Purpose

- To build the capacity of each staff member to meet the diverse needs of our school community.
- Teachers work as an expert teaching team.
- Ensuring high performing teachers are working collaboratively, evaluating the impact of programs and approaches.

Improvement Measures

Increase staff knowledge and confidence in the use of data to inform teaching and learning programs/cycles.

Increase teacher collaboration to demonstrate and share expertise through lesson observation and team teaching (school–based and wider community).

Increase teachers' skills and confidence in implementing PBL.

People

Students

- Increased levels of student engagement in PBL and increased levels of student confidence in working through PBL protocols.

Staff

- Staff develop their skills in planning and implementing PBL.
- Staff increased skills in using data and reflecting on classroom practice to inform future teaching/learning.

Processes

QTSS & Instructional Leaders

- PL for Executive Team on instructional leader practices.

Using data to inform teaching and learning

- Supported by grade leaders, staff track student progress and data is used to identify and address gaps in literacy and numeracy skills and knowledge.
- Support and PL through the PCS on the new progressions.

PBL Units and Exhibitions

- K–6 grades engage in 2 PBL units and exhibit their PBL projects with the community.

Evaluation Plan

- TTFM Survey & People Matter surveys
- Student behaviour and achievement data analysis
- Evidence of student performance data in programs and consistent use of student progress data for planning
- Evaluation of community participation in PBL Exhibitions.

Practices and Products

Practices

Every teacher uses data from internal and external assessments to inform and differentiate their teaching and learning program by tracking student progress.

All grades implementing PBL in their programs and classrooms.

Continued PD in PBL by PBL experts, responsive to staff feedback on PBL.

Lesson observations including collaborative planning, structured feedback and reflecting on practice, implemented each semester and linked to PDPs and the School Plan.

Products

Improved teacher practices based on reflection of lesson observations and team teaching opportunities.

100% of Teaching and Learning programs are data–based and differentiated for individual student learning needs.

By 2020, all grades teaching, evaluating and reviewing two PBL units per year.

Strategic Direction 3: Building Community Connections

Purpose

- To increase local and wider community participation in order to promote school/community collaboration, improve student learning outcomes and enhance the school physical environment.

Improvement Measures

- Enhance the school physical environment.
- Increase school/community collaboration with class–based projects and school–wide projects.
- Improve student skill set, knowledge and engagement through collaboration with community experts in real world problem solving.

People

Students

Students value leaning through collaborative community partnerships

Staff

Staff recognise, value and foster collaborative community partnerships

Parents/Carers

Parents/carers value collaborative school vision and actively contribute to shared responsibility for student learning.

Processes

Playground

- Develop a playground Master Plan
- Finalise the Garden Plan with reference to the playground Master Plan
- Roll out of facilities and equipment
- Establishment of procedures for "loose parts play"
- Teach students rules for the new playground environment

130 Year Celebrations

- Establish committee that equally represents all key stakeholders in community
- 2018 Grade PBL project relates to 130 years celebration

Evaluation Plan

- Survey the number of community members involved in 130 years celebration planning and project based learning experiences.
- Assessment of students' deep understanding of school and local history.
- Loose parts play and playground improvements – are they being used creatively, constructively and safely?

Practices and Products

Practices

- Increased parent contribution to school improvements.
- Improved and varied communication channels to increase community involvement in teaching/learning through Project Based Learning (PBL)
- Team and project plan established for the playground improvements

Products

- Increased constructive student engagement in all play spaces.
- Broad community/school involvement in the 130 year celebrations.
- All student products meet the success criteria of PBL.