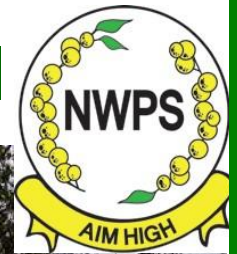


Normanhurst West Public School



SCHOOL PLAN 2018-2020



Quality Learning Environment

To develop and provide an engaging and differentiated curriculum enabling students to become active and future focused learners.



Innovative Teachers as Educational Leaders

To maximise student outcomes through a culture of innovation and evidence based pedagogy by developing leadership capacity, collaboration and providing quality professional learning.



Whole School Wellbeing for Student Growth

In partnership with the community, provide experiences that build character by promoting mindfulness, resilience and leadership that allow students to contribute positively as they grow and develop.

STRATEGIC DIRECTION 1: Quality Learning Environment.

PURPOSE

To develop and provide an engaging and differentiated curriculum enabling students to become active and future focused learners.

PEOPLE

Students	Staff
Engage in activities that promote collaboration, communication, creativity and critical problem solving.	Engage in professional learning in all curriculum areas, including Quality Teaching, technology, data capabilities, gifted and talented students and student wellbeing.
Work collaboratively or individually in creative and innovative ways.	Clearly understand and use assessment for learning, as learning and of learning in determining teaching directions and levels of effectiveness.
Use digital technologies to represent their thinking, clarify thoughts, identify patterns, and form relationships between new and existing knowledge.	Collaboratively plan teaching/learning programs that focus on individual student needs, high student expectations and promote student engagement.
Utilise a variety of literacy and numeracy skills to strengthen existing knowledge and to actively engage in curriculum content.	
Leaders	Parents/Carers
Current and aspiring school leaders will be provided with opportunities to manage and lead targeted school programs	Have an understanding of constructive feedback and working collaboratively and how they can support their own child's learning.

PROCESSES

- Staff collaboratively develop and implement engaging and innovative learning experiences that provide purposeful learning for all students.
- Provide a wider range of opportunities and experiences for students to learn and develop their leadership skills and capabilities.
- Through collaboration, mentoring and professional learning, strengthen the implementation of differentiation in teaching and learning programs in order to meet the needs of all students including learning and support and gifted and talented students.
- Implement assessment and tracking strategies by using data and common assessment tasks, to inform teaching and learning programs K-6.
- Evaluation Plan: Review, analyse and monitor every student's level of achievement through NAPLaN data.

- Learning and Support team will monitor attendance, wellbeing, learning adjustments and support teachers in developing and implementing individual learning plans.
- Review and monitor teaching/learning programs and practices and the effectiveness of common assessment tasks.
- Review and track student engagement and satisfaction levels through the use of student survey tools.



PRODUCTS

- Aspire for the majority of students to demonstrate ongoing growth and improvement using the Literacy and Numeracy Progressions.
- Growth for students in all aspects of literacy and numeracy, using various assessments as well as above Department of Education average, in NAPLAN assessments.
- Evidence of increased student engagement and satisfaction.
- Differentiated teaching / learning programs that challenge, inspire and meet the learning needs of all students including learning support and gifted and talented students.
- Pedagogy and assessment reflects future focused learning.



PRACTICES

- Students set goals, assess and reflect on their achievement and make choices about their learning.
- Teachers understand and use student assessment data to differentiate teaching/learning programs and make the necessary adjustments to meet the learning needs of students.
- Teachers guide learning intentions, collaboratively develop success criteria with students and provide dialogue for effective feedback.
- Utilisation of Planning Literacy and Numeracy 2 software across K-6.

Improvement Measures:

- ✧ *Analysis of NAPLAN data shows improved growth 6% from Year 3 to Year 5 in all aspects and shows increased percentage 8% of students achieving in the top 2 bands.*
- ✧ *All teaching and learning programs and assessment tasks reflect future focused learning.*
- ✧ *Evidence that 100% of staff are providing a differentiated teaching and learning program, that uses a variety of technology as indicated through review of teaching programs, Performance Development Plan reflections and supported by staff surveys.*
- ✧ *The majority of students to achieve cluster level benchmarks in literacy and numeracy using the new Learning Progressions / Planning Literacy and Numeracy 2*
- ✧ *Evidence of increased student engagement and satisfaction as indicated by Tell Them From Me and student voice initiatives.*

STRATEGIC DIRECTION 2: Creating Innovative Teachers as Educational Leaders.

PURPOSE

To maximise student outcomes through a culture of innovation and evidence based pedagogy by developing leadership capacity, collaboration and providing quality professional learning.

PEOPLE

Staff	Parents/Carers
Staff have a deep understanding of the syllabus and implement quality learning experiences that support and encourage students as future focused learners.	Provide parents with a clearer understanding of the curriculum taught in school to help them to better support their child.
Community Partners	Leaders
Partnerships with educational facilities further enhanced through linkages and joint projects to support understanding of pedagogy and student wellbeing.	Executive and aspiring leaders enhance leadership capacity through a consistent approach to effective and innovative pedagogical practice.

PROCESSES

- Collaboration to create Performance and Development Plans that reflect individual and grade based growth and development.
- Engagement in collaborative planning, lesson studies, learning hubs, whole school professional development, workshops, courses, online modules and in-services to enhance teaching practices, evaluated through reflective discussion and regular collegial dialogue.
- Enhancing a supportive and collegial culture amongst staff and with peer mentoring, as well as increased opportunity for leadership roles.
- Implementing professional learning plans, Performance and Development Framework checks with regular reflection to further enhance teaching practice.
- Evaluation Plan: Monitor and review professional learning and performance plans to ensure targeted staff development is measured against the Australian Professional Standards for Teachers and enhances leadership capacity.
- Surveys are conducted by the school executive to assess effectiveness of professional learning programs and their alignment with the school's strategic directions and Department of Education expectations.



PRODUCTS

- All teachers meet the Australian Professional Standards for Teachers.
- Staff encouraged to work towards Highly Accomplished Teacher level of Australian Professional Standards for Teachers.
- Members of staff aspire to become school executive leaders.
- All Performance and Development Plans reflect a range of appropriate goals and professional learning options, strongly linked to the School Plan.
- All Performance and Development Plans demonstrate teacher reflection of own practice against Australian Professional Standards for Teachers.
- A cross section of staff lead in-school professional learning as well as parent information sessions.



PRACTICES

- Staff undertake school-wide roles and projects to strengthen leadership density.
- Reflective teacher practice using Australian Professional Standards for Teachers and Quality Teaching Framework to improve teaching and learning in classrooms.
- 100% of staff actively engage in in-school professional learning such as the new Key Learning Area Working Parties, Targeted Professional Learning and Stage Meetings and Information Technology Teacher Professional Learning to enhance teaching practice.
- Staff engage in collaborative planning and reflection using digital tools.

Improvement Measures:

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- ✧ *All Performance and Development Plans reflect a range of goals and professional learning options, strongly linked to the School Plan.*
- ✧ *All teachers' Performance and Development Plans demonstrate teacher reflection of our own practice against Australian Professional Standards for Teachers.*
- ✧ *A cross section of staff lead in-school professional learning as well as parent information sessions, directly linked to the School Plan 2018-2020.*
- ✧ *15% of staff aspire to become school executive leaders through school and Department of Education leadership pathways.*
- ✧ *10% of staff working displaying commitment towards Highly Accomplished level of Australian Professional Standards for Teachers.*
- ✧ *Increased roll over of various technology devices to enable innovative teaching and learning.*

STRATEGIC DIRECTION 3: Whole School Wellbeing for Student Growth.

PURPOSE

In partnership with the community, provide experiences that build character by promoting mindfulness, resilience and leadership that allow students to contribute positively as they grow and develop.

PEOPLE

Students	Staff
<p>Build capacity in students to adopt a positive mindset emphasising honest, self- evaluations throughout the learning process.</p> <p>Students gain an understanding of how to demonstrate respect, promotion of resilience and how to be safe and responsible.</p>	<p>Develop skills in modelling respectful relationships and making connections with students and parents.</p> <p>Staff to develop knowledge and understanding of school's behaviour management guidelines.</p>
Parents/Carers	Leaders
<p>Develop skills in modelling respectful relationships, valuing the contributions of others and acting responsibly and safely.</p> <p>Develop an understanding of school behaviour management framework.</p>	<p>Ability to drive change and lead by example and develop the capabilities of staff in making positive, respectful connections.</p>

PROCESSES

- Student Voice: Increased student leadership which will lead to increased voice and purpose. There will be an emphasis on building whole school practices to increase student leadership, participation and voice.
- Community Engagement: Improve communication structures between home and school through improved practices in areas such as P&C, Learning and Support team and community consultation.
- Evaluation Plan: Milestones are monitored by teams formed to lead and evaluate the strategic direction. These teams will report back to the Principal each 5-week block about progress. At the end of semester, each team to prepare a report about progress and report at whole school staff meetings. Progress is to be reported to P&C at end of each semester and updates to parents in newsletters.



PRODUCTS

- Increase in student wellbeing, reflected in survey results, eg Tell Them From Me student, staff and parent surveys as well as, classroom and school practices from, staff, students and parents.
- Increase in student leadership roles and opportunities for meaningful consultation across all K-6. Improved communication procedures with whole school community.



PRACTICES

- The Student Representative Council is active as a voice for students.
- The school community is committed to school's agreed behaviour management framework as a consistent approach.
- P&C has a strong profile in the school and is the mechanism for discussion of school operations. Forums are conducted to unpack topics related to curriculum areas and student wellbeing.
- Improved Learning and Support Team practices that drive the provision of services to students.
- A range of communication procedures that effectively inform all stakeholders.

Improvement Measures:

- ✧ *Surveys to students, staff and parents (Tell Them From Me, Wellbeing Framework and school based) indicate continued growth in social/emotional outcomes.*
- ✧ *Written student self evaluations demonstrate a growth mindset and honest reflection upon the learning process.*
- ✧ *Increased community participation at school forums such as P&C, meetings, wellbeing workshops and curriculum related information sessions.*
- ✧ *The positive behaviour policy is reviewed and a new wellbeing policy is developed.*
- ✧ *Data indicating greater community utilisation of the school App and website.*