School Plan 2015 – 2017

Newport Public School - 2740

STRATEGIC DIRECTION 1
Engaged, responsible, successful learners

STRATEGIC DIRECTION 2
An expert teaching team

STRATEGIC DIRECTION 3
Proactive Partnerships
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newport Public School is driven by a belief that every student is capable of successful learning based on high expectations and deep engagement. Students will be connected, critical thinkers who take responsibility for their own learning. Working collaboratively, our students will develop as resilient, responsible and respectful global citizens.</td>
<td>Newport Public School is situated on the Northern Beaches of Sydney. The school is experiencing significant growth with a current population of 860 students. Newport Public School is well supported by an active and committed Parents and Citizens Association. A key feature of the school is the high level of community support for academic, sporting and cultural pursuits. Newport Public School is a member of the Peninsula Community of Schools.</td>
<td>Staff, students and the school community were consulted extensively in the development of the school vision and the establishment of the strategic directions. Consultative strategies including community and staff forums and student and community online surveys were used to inform the planning process.</td>
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School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Engaged, responsible, successful learners

**Purpose:**
To develop critical and creative thinkers who are connected to and engaged in their learning, demonstrating independence and resilience as lifelong learners.

We strive for students at Newport, to be confident, engaged and self-regulated learners who are taking responsibility for their learning.

**STRATEGIC DIRECTION 2**
An expert teaching team

**Purpose:**
To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficacy in taking responsibility for student learning success and well-being.

Teachers understand and use evidence-based pedagogies to maximise student learning, ensuring all students experience success and achieve their potential.

We seek to ensure that student learning is underpinned by high quality teaching and leadership.

**STRATEGIC DIRECTION 3**
Proactive Partnerships

**Purpose:**
To enhance student partnerships to develop resilient, responsible, respectful learners.

To enhance local and wider community partnerships, to improve opportunities and outcomes for students.

Students at Newport will develop as informed and active global citizens as a result of strong proactive partnerships beyond the school.
# Strategic Direction 1: Engaged, responsible, successful learners

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop critical and creative thinkers who are connected to and engaged in their learning, demonstrating independence and resilience as lifelong learners.</td>
<td><strong>Students:</strong> Develop their ability to reflect on their learning, set goals and take steps towards addressing their own learning needs.</td>
<td>Implement assessment and tracking strategies using PLAN data and common assessment tasks, to inform teaching and learning programs K-6.</td>
<td><strong>Products</strong> Growth for all students in all aspects of literacy and numeracy as measured in NAPLAN assessments.</td>
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<td>Students at Newport will be confident, successful learners who are engaged and self-regulated taking responsibility for their learning.</td>
<td><strong>Staff:</strong> Building an understanding of what is effective differentiation.</td>
<td>Provision of an instructional leader to support staff in the effective use of assessment data to support the learning needs of students.</td>
<td>100% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN.</td>
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<td><strong>Improvement Measures</strong></td>
<td>Clearly understand and use assessment for learning, as learning and of learning in determining teaching directions and levels of effectiveness.</td>
<td>Through mentoring and professional learning, strengthening the implementation of differentiated programs to meet the needs of all students including learning and support and gifted and talented students.</td>
<td>Differentiated teaching/learning programs are in place that meet the learning needs of all students (L&amp;S, GATS).</td>
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<td>Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments.</td>
<td>Understanding and ability to set learning intentions, success criteria and providing descriptive feedback to students.</td>
<td>Through action learning, mentoring and professional learning, develop and implement evidence-based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning.</td>
<td><strong>Practices</strong> Teachers understand and use student assessment data to differentiate teaching/learning programs to meet the learning needs of students.</td>
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</table>
| 100% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN. | **Parents/Carers:** Have an understanding of the evidence based teaching practices and how they can support their own child’s learning. | **Evaluation Plan**  
- Review and analysis of NAPLAN data.  
- Regularly monitor students levels of achievement through PLAN data.  
- Review and monitor teaching programs and practices.  
- Monitoring and review of the effectiveness of our common assessment tasks. | Teachers set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback. |

Students setting goals, assessing and reflecting on their achievement and making choices about their learning.  

Teachers develop quality common assessment tasks and rubrics that enable students to demonstrate a range of abilities.
### Strategic Direction 2: An expert teaching team

#### Purpose

To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficacy and responsibility for student learning success and well-being.

Teachers understand and use evidence-based pedagogy to maximise student learning, ensuring all students experience success and achieve their potential.

We seek to ensure that student learning in every classroom is underpinned by high quality teaching and leadership.

#### Improvement Measures

A clear, well sequenced whole school plan for curriculum delivery that incorporates the BOSTES syllabus documents, principles of conceptual planning and inquiry based learning and develop the capabilities for future success (collaboration, communication, critical and creative thinking and learning ability.

Performance and development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Teaching Standards.

#### People

| **Students:** | Develop abilities in inquiring, critical and creative thinking, problem solving and communicating.  
Develop their skills in using ICT to support inquiry based learning. |
|---------------|-------------------------------------------------------------------|
| **Staff:**    | Develop their skills in integrating ICT to support inquiry based learning.  
Teachers understand the syllabus requirements, conceptual programming, inquiry based learning and the skills needed to develop and implement units of work.  
Develop staff knowledge and understand of the Australian Teaching Standards to direct their reflective practice. |
| **Parents/Carers:** | Parents understand the principles of inquiry based learning, its links to conceptual planning and how to support their child’s learning.  
Parents understand the changing nature of the new curriculum. |

#### Processes

- Engage an expert coach to support an action learning trial to develop a coherent, sequenced curriculum which is underpinned by conceptual planning; enabling staff to deliver syllabus requirements and provide students with meaningful and engaging learning across disciplines.
- Through action learning and mentoring, build self-reflective teaching practice that provides quality professional learning to all staff with a focus on student learning.
- Opportunities are created for teachers to work together and to learn from each other’s practices.
- Throughout the course of the strategic plan, expand the trial to be inclusive of all students and staff.
- Provision of mentor/coach to develop teacher capacity of integrating ICT into teaching/learning programs.

#### Evaluation Plan:

- Review of performance and development plans.
- Student engagement surveys.
- Monitoring and review of student work samples.
- Qualitative feedback from staff on the effectiveness of the trial.

#### Products and Practices

| **Products** | A clear, well sequenced whole school plan for curriculum delivery that incorporates the BOSTES syllabus documents and principles of conceptual planning.  
Performance and development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Teaching Standards. |
|--------------|-------------------------------------------------------------------|
| **Practices** | All staff fully implement mandatory syllabus documents with student assessment, success criteria and explicit learning intentions aligned to improving student learning outcomes.  
All staff are engaged in regular reflection using formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.  
Students demonstrate skills in inquiry based learning (critical and creative thinking, ethical understanding, information and communication technology capability, intercultural understanding, literacy and numeracy, and personal and social development).  
Staff develop students deep understanding of concepts, principles and big ideas within learning areas. |
### Strategic Direction 3: Proactive partnerships

**Purpose**

- To enhance student partnerships to develop resilient, responsible, respectful learners.
- To enhance local and wider community partnerships, to improve opportunities and outcomes for students.
- Students at Newport will develop as informed and active global citizens.

**Improvement Measures**

- Teaching/learning units embed social/emotional learning intentions and success criteria.
- Partnerships are established at the local, national and international level that connect to student learning.

**People**

**Students:**
Develop skills in using a variety of digital tools to enhance and support wider community connections.

**Staff:**
Develop skills in using a variety of digital tools to enhance and support wider community connections.

**Parents/Carers:**
Have knowledge and understanding of how global connections contribute to their child’s learning.

Parents as active partners in supporting the social and emotional wellbeing of students.

**Processes**

- Refining and developing the Newport Quality Behaviour Program to enable its successful and authentic integration of social and emotional wellbeing into conceptually based teaching/learning programs.
- Enhance local community connections (parents, PCS and the local community) to enhance opportunities for student and staff learning.
- Develop communities of practice to support the implementation of conceptual planning and inquiry based learning and tablet technology.
- Develop and implement a global connections project that connects students in an authentic way, to wider communities and issues. Use of ICT to support connections. (E.g. Global read-around)

**Evaluation Plan:**
- Review of teaching/learning programs
- Evaluation of existing and newly established learning partnerships

**Products and Practices**

**Products**
Teaching/learning units embed social/emotional learning intentions and success criteria.

- Partnerships are established at the local, national and international level that connect to student learning.
- Decrease in behaviour incidents and referrals.

**Practices**
Students demonstrate increased levels of confidence, persistence, organisation and resilience in all areas of their school life and can self-regulate.

- Teachers integrate aspects of social and emotional well-being into teaching and learning programs.
- Students at Newport have global knowledge, sensitivity to and respect for other cultures and active involvement in their local and wider community.
- Staff actively engaging with the Peninsula Community of School (PCS) initiatives that support student, staff and community learning.
- Parents actively contributing to the development of meaningful connections.