School background 2015 - 2017

SCHOOL VISION STATEMENT
Northbridge Public School is committed to the provision of the highest quality education. Students will be future focused, collaborative and resilient global citizens, who take responsibility for their own learning.

SCHOOL CONTEXT
Northbridge Public School is a dynamic school that serves a community rich in diversity and character. Our school enjoys a long tradition of our students achieving academic, creative, performing and sporting excellence. We achieve this by offering a broad ranging curriculum delivered by a committed teaching staff within a school-wide culture of positive behaviour.

We pride ourselves on meeting the individual learning needs of every student providing for successful futures. Our extensive range of gifted and talented programs challenge and nurture individual student talent. Our stimulating and integrated student support programs are among the best practice for all schools.

The philosophy at Northbridge Public School is to provide the opportunities and experiences to allow our students to reach their goals and become productive and valued members of our community.

SCHOOL PLANNING PROCESS
Our consultation process involved the executive team working with our students, staff and parent body to identify our strategic directions and the vision for our school for the next 5-10 years.

Staff were involved in an extensive consultative process where opinions and feedback was sought on areas of future directions and vision for the school, curriculum, leadership and implementation of initiatives.

Students were consulted via a small group discussion to discuss how education at Northbridge Public School could be improved.

Parents were involved in discussions via the Parents and Citizen’s Association and School Council meetings in Term 4 2015. Dialogue included a vision for the future of Northbridge Public School.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Successful, engaged
Future Focused learners

To develop student capacity to be active learners who have deep understanding and lifelong skills through quality teaching and learning programs. Critical and creative thinking, collaboration and communication will be fostered to prepare students for the future.

STRATEGIC DIRECTION 2
Reflective, innovative,
collaborative teaching and leadership team.

To support and strengthen teacher and leadership quality to develop teaching and learning programs which are engaging, challenging and facilitate the skills necessary for Future Focused Learners. Teachers and Leaders understand and use current researched based pedagogy to enhance student learning and achievement.

STRATEGIC DIRECTION 3
Resilient and responsible global citizens.

To support students to build resilience, knowledge, skills and experiences to achieve their personal goals and lead successful lives as global citizens. Students will be successful learners, confident, creative individuals and future leaders.
Strategic direction 1: Successful, engaged Future Focused learners

PURPOSE
To develop student capacity to be active learners who have deep understanding and lifelong skills through quality teaching and learning programs. Critical and creative thinking, collaboration and communication will be fostered to prepare students for the future.

PEOPLE
Students develop skills to engage with explicitly taught Future Focused teaching and learning programs.

Staff
Build an understanding of teaching and learning programs that are engaging, challenging with Future Focused Fluencies.
Develop reflective practice by actively engaging with student assessment data to inform teaching practices.
Develop clear understandings on how to set learning intentions, success criteria and provide quality feedback to students.

Leaders will
Develop strategic directions through the analysis of data to guide decision making on school wide improvement.
Ensure progress is continual and implement changes to plans as required to improve student learning.
Build knowledge and understanding of leading Future-Focused Fluencies.

Parents will
Understand and support their children’s learning as Future Focused Learners by attending information sessions and forums.

PROCESSES
Creating Future-Focused Fluencies Project which is a 3-5 year project upskilling teachers and students in future focused strategies.
Teachers articulate the learning goal of each lesson/activity and why it is important to students.
Through the AfL professional learning, mentoring, peer assessment and descriptive feedback teachers will develop and implement evidence based teaching practices to support student learning.
Implement assessment and school tracking procedures for grade based assessments and PLAN data analysis.

Evaluation Plan
Review, monitor and analyse Naplan data, PLAN data, grade based assessments and standardised testing.
Regularly use consistent teacher judgement to inform evaluation of student achievement.
Review and monitor teaching and learning programs and practices.

PRODUCT AND PRACTICES
Product
Growth for students in all aspects of literacy and numeracy is above Northern Sydney DEC average.
95% of students achieving cluster level benchmarks in literacy and numeracy using PLAN and school-based continuum tracking documents.

Practices
Students regularly use critical and creative thinking, collaboration and communication skills in the classroom
Students take an active role in their learning. They understand where they are, where they need to go and what they need to do to get there
Teachers set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback. Teachers explicitly teach future focused skills to engage students in learning.
**Strategic direction 2: Reflective, innovative, collaborative teaching and leadership team.**

**PURPOSE**
To support and strengthen teacher and leadership quality to develop teaching and learning programs which are engaging, challenging and facilitate the skills necessary for Future Focused Learners. Teachers and Leaders understand and use current researched based pedagogy to enhance student learning and achievement.

**PEOPLE**

**Students:**
- Develop assessment and reporting processes to reflect on their learning.
- Build an understanding of the development and implementation of their own learning pathway.

**Staff:**
- Develop skills in reflection and identification of learning goals linked to the Australian Standards.
- Build knowledge of evidence based research to improve their own performance.

**Leaders:**
- Increase leadership capacity through instructional leadership opportunities by AFL leaders.
- Develop leadership of staff by identifying strengths and providing opportunities for mentoring.

**Parents:**
- Collaborate with teachers to become partners in their child’s learning through parent learning sessions.

**PROCESSSES**

Through AFL action learning and mentoring will build self-reflective teaching practice that provides targeted, quality professional learning to all staff.

Opportunities are created for teachers to work together and to learn from each other’s practice with a focus on quality pedagogy in reading, spelling, vocabulary, writing, grammar and mathematics.

Time allocated to collaboratively plan and improve differentiation strategies through stage based programming in literacy and numeracy using the Quality Teaching elements and Every Student, Every School policy strategies.

**EVALUATION PLAN:**
Review and analysis of individual professional learning plans.

Qualitative feedback from staff on the effectiveness of AFL.

**PRODUCT AND PRACTICES**

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

Performance and development plans reflect implementation of evidence based research in teaching and learning programs.

Effective differentiation embedded in teaching and learning programs.

**Practices**

The school leadership team demonstrate instructional leadership promoting and modelling effective evidence based practice.

School wide collective responsibility for student learning and success with high staff engagement.

Implementation of evidence-based research to improve teacher performance and development.

**IMPROVEMENT MEASURE/S**

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

Performance and development plans reflect implementation of evidence based research in teaching and learning programs.

Effective differentiation embedded in teaching and learning programs.
# Strategic direction 3: Resilient and responsible global citizens.

## PURPOSE

To support students to build resilience, knowledge, skills and experiences to achieve their personal goals and lead successful lives as global citizens. Students will be successful learners, confident, creative individuals and future leaders.

## PEOPLE

<table>
<thead>
<tr>
<th>Students:</th>
<th>Students develop skills to accept responsibility and self-regulate their behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td>Develop staff capacity to build positive relationships with students and parents. Build knowledge and understanding of how to integrate student wellbeing into teaching and learning programs.</td>
</tr>
<tr>
<td>Parents:</td>
<td>Parents engage as active partners by developing their understanding on how best to support the social and emotional wellbeing of students.</td>
</tr>
<tr>
<td>Leaders:</td>
<td>To develop strategies to support student wellbeing and learning by responding to evaluation and feedback.</td>
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</tbody>
</table>

## PROCESSES

- Refining and developing student wellbeing policies and practices to develop resilient, responsible and confident students.
- Staff actively engage with the community of schools (CoS) initiatives that support student, staff and community learning.
- Enhance parent engagement through learning sessions and online communication and increasing community attendance at school events.
- **Evaluation Plan:**
  - Closely monitor PBEL data, attendance data and qualitative data related to our student wellbeing program.
  - Collect data through student and parent surveys to evaluate the effectiveness of our student wellbeing program.

## PRODUCT AND PRACTICES

<table>
<thead>
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<tr>
<td>Qualitative data indicates improvement in student resilience.</td>
</tr>
<tr>
<td>10% decrease in behaviour incidents and yellow card referrals.</td>
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<tr>
<td>Students are self-aware, build positive relationships and actively contribute and lead the school community and the society in which they live.</td>
</tr>
<tr>
<td>Teaching and learning programs demonstrate embedding of Bounce Back and PBEL in an authentic way in units of work.</td>
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<tr>
<td>The school implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.</td>
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<table>
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<th>Practices</th>
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<tbody>
<tr>
<td>Students demonstrate increased leadership skills and partake in more whole school responsibilities.</td>
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<tr>
<td>Teachers work with the community of schools (CoS) to collaborate on enhancing the teaching and learning structures across local schools.</td>
</tr>
<tr>
<td>Teachers integrate aspects of social and emotional wellbeing into teaching and learning programs.</td>
</tr>
</tbody>
</table>

## IMPROVEMENT MEASURE/S

- Qualitative data indicates improvement in student resilience.
- 10% decrease in behaviour incidents and yellow card referrals.