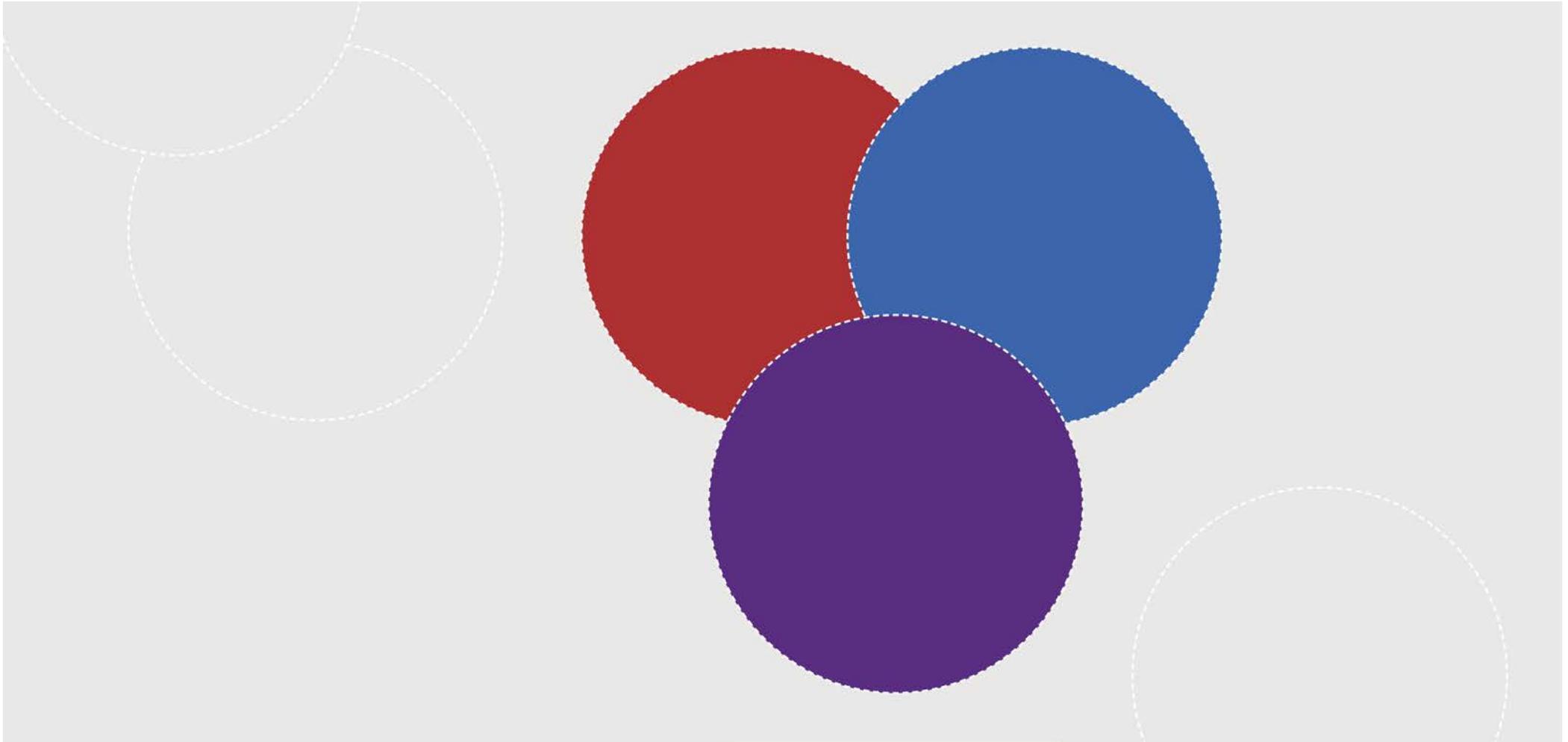


# School plan 2015 – 2017



Planning template

North Ryde Public School

# School background 2015 - 2017

## SCHOOL VISION STATEMENT

North Ryde Public School is a place where the education and care of each child is paramount. Our goal is to develop students who are successful learners, confident and creative individuals, and active and informed citizens.

## SCHOOL CONTEXT

North Ryde Public School has been an integral part of the local community for over 130 years and is proudly continuing its tradition of academic excellence.

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment, where the latest technology enhances student learning. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Our students benefit from the active participation of parents and community members in all aspects of school life.

The school has approximately 310 students with 65% NESB students, speaking over 30 different languages. A feature of the school is its excellent facilities, including: access to room-based and mobile computer technology; large school hall, canteen and COLA complex; before and after school care; on-site childcare centre; on-site school museum; beautiful, spacious grounds with inviting play spaces.

## SCHOOL PLANNING PROCESS

The new approach to school planning was explained to all school staff. Everyone was provided with a copy of the Melbourne declaration and asked, *What will education at NRPS be like, look like, feel like in five or ten years, if we get it right? What are your BIG IDEAS?*

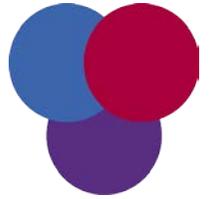
The school community was informed, via the school newsletter and at P&C meetings, about the new approach to school planning, with its focus on big ideas and long term strategic directions. All parents were invited to contribute their thoughts by completing an online survey. The survey asked parents to reflect on programs, practices and activities offered at NRPS. It also encouraged parents to consider what they saw as the role of education, eg *What are the three most valuable things taught at primary school to assist in developing your child to be successful in their future endeavours? What do you think will be important for students to learn in the future?*

Stage 3 students were also asked for their thoughts. They completed an online survey that included questions like, *What are 3 things you learnt in primary school that will help you be a successful person in the future? What do you think will be important for students to learn in the future?*

The school executive team met with the executive teams of four other local schools to draft possible common strategic directions and projects.

From all the discussions, brainstorming and surveys three main themes were emerging. The teachers and a community P&C representative met together to sort all the data collected under these three ideas.

Teachers were also asked to consider a range of discussion points within these strategic directions. The projects and products highlighted by teachers became the basis of details of the plan - the 5Ps. At executive and planning meetings these continued to be reflected upon and refined.



## STRATEGIC DIRECTION 1

**Informed,  
visionary  
community  
culture**

***Purpose** - to increase the capacity of all stakeholders across the community to lead, manage, plan and develop effective programs that enhance student learning and well-being, and to develop greater leadership capacity for guiding and managing whole school improvement.*

## STRATEGIC DIRECTION 2

**Successful,  
lifelong  
learners**

***Purpose** - to ensure all students are appropriately engaged and challenged through quality teaching designed to meet student learning needs.*

## STRATEGIC DIRECTION 3

**Resilient,  
responsible  
citizens**

***Purpose** - to ensure the wellbeing of all students by creating an environment that values tolerance, collaboration, initiative, risk-taking and exploration*

# Strategic direction 1: Informed, visionary community culture

## PURPOSE

*To increase the capacity of all stakeholders across the community to lead, manage, plan and develop effective programs that enhance student learning and well-being, and to develop greater leadership capacity for guiding and managing whole school improvement.*

## IMPROVEMENT MEASURE/S

- Performance and development plans and other documents align with Australian Professional Standards (APS)
- 'Oliver' library system effectively manages the teaching and learning resources of the school
- The use of LMBR is integrated into school management and administration

## PEOPLE

**How do we develop the capabilities of our people to bring about transformation?**

**Staff/leaders:** Develop the capabilities of our teachers and leaders to understand the relevance of the standards and use the standards to inform their practice

**Staff/leaders:** Develop the capabilities of our staff and leaders to understand and implement new management systems of the school

**Parents/Carers:** develop parents' understanding of the changing school systems

## PROCESSES

- Using a variety of professional learning strategies, teachers work collaboratively to build knowledge and understanding of APS and how it is reflected in their teaching practice
- Opportunities are created for teachers and students to develop skills in the use of 'Oliver'
- Opportunities are created for all staff to develop skills in relevant aspects of the LMBR system

### Evaluation Plan

- Review teacher performance and development plans
- Regular collection of anecdotal evidence relating to introduction of 'Oliver'
- Regular collection of anecdotal evidence relating to introduction of LMBR

## PRODUCT AND PRACTICES

### Product:

- Performance and development plans and other documents align with Australian Professional Standards (APS)
- 'Oliver' library system effectively manages the teaching and learning resources of the school
- The use of LMBR is integrated into school management and administration

### Practice:

- Teachers as leaders understand their roles as expressed in Australian Professional Standards
- Teachers monitor and communicate their professional learning needs
- The use of 'Oliver' is embedded into resource access by students and staff

# Strategic direction 2: Successful, lifelong learners

## PURPOSE

*To ensure all students are appropriately engaged and challenged through quality teaching designed to meet student learning needs.*

## PEOPLE

**Students:** Develop the capabilities of our students to understand all key learning areas, think deeply and critically and make relevant connections

**Staff:** Develop the capabilities of our staff to understand all key learning areas, think deeply and critically and make relevant connections

**Parents/Carers:** develop parents' understanding of the changes to the curriculum

**Leaders:** Develop leaders' understanding of the National Curriculum in order to facilitate implementation

## PROCESSES

- Through the thinking cultures project, create a culture of thinking with creative, authentic learning opportunities
- Engage a specialist to support and mentor the implementation of the thinking cultures project
- Using a variety of strategies, support students to reflect on their learning and progress

### Evaluation Plan

- Use the *Tell Them from Me* survey to evaluate results relating to learning

## PRODUCT AND PRACTICES

### Product:

- Student work samples demonstrate evidence of critical thinking
- Common assessment tasks and rubrics demonstrate key aspects of critical thinking
- National Curriculum is embedded in all learning programs, tasks and assessment practices across the school

### Practice:

- Students are able to articulate their thinking when undertaking an authentic learning opportunity
- Teachers embed critical thinking and creative strategies into all learning contexts
- National Curriculum is taught through quality teaching practice

## IMPROVEMENT MEASURE/S

- Student work samples demonstrate evidence of critical thinking
- Common assessment tasks and rubrics demonstrate key aspects of critical thinking
- National Curriculum is embedded in all learning programs, tasks and assessment practices across the school

# Strategic direction 3: Resilient, responsible citizens

## PURPOSE

*To ensure the well-being of all students by creating an environment that values tolerance, collaboration, initiative, risk-taking and exploration.*

## IMPROVEMENT MEASURE/S

- Increased number of students showing positive, resilient behaviours
- Decreased number of students demonstrating anxiety and lack of confidence

## PEOPLE

**Students:** Develop the capabilities of our students to implement strategies to enhance their personal well-being

**Staff:** Develop a shared understanding of the issues associated with anxiety and low resilience in students and work collaboratively to teach students how to be more resilient

**Parents/Carers:** develop parents' understanding of resilience and well-being and the impact it can have on student learning

Develop everyone's knowledge and skills so that resilience and well-being strategies are implemented consistently across the school community

**Community Partners:** Police? Carl Warren?

## PROCESSES

- Personal Development, focussing on student well-being and resilience, is explicitly taught to all students in class and during RFF
- Enhance teacher identification of anxiety and knowledge of how to improve student resilience
- Support parents' understanding of well-being and resilience

### Evaluation Plan

- Use the *Tell Them from Me* survey to evaluate results relating to well-being
- Monitoring and collection of data from playground experience (counters)
- Observe positive relationships between students
- Surveys and anecdotal evidence show an improvement in student well-being

## PRODUCT AND PRACTICES

### Product:

- Increased number of students showing positive, resilient behaviours
- Decreased number of students demonstrating anxiety and lack of confidence

### Practice:

- Teachers use well-being and resilience strategies consistently across all school settings
- Students use well-being and resilience practices across all school settings
- Teaching and learning programs embed personal development lessons focused on well-being and resilience