BELMONT NORTH PUBLIC SCHOOL - 3927

Starting Big School
Belmont North Public School
www.belmontnthschools.nsw.edu.au
School vision statement

Belmont North Public School is an inclusive and dynamic educational environment that produces self-directed learners. We enable every student to achieve at their full potential by working in partnership with students, families and the wider community to ensure that each student acquires the knowledge, skills and core values necessary for success in a constantly changing world.

School context

Belmont North Public School is an active member of the Belmont Learning Community and is located on the south eastern suburbs of Newcastle. The school currently has a FEOI of 138 which indicates high levels of socio-economic disadvantage.

We currently have 161 students of whom 16% identify as being Aboriginal or Torres Strait Islander. There are an additional 12 students who identify as EAL/D. Our teaching staff is a mix of highly experienced teachers and recent graduates.

Our enrolments have increased 40% over the past three years due to a sustained and inclusive promotional campaign. We have rebuilt the school’s image by improving academic benchmarks and successfully implementing a number of student well-being components.

We have also established more effective connections with our community through the strategic implementation of a range of community engagement initiatives including KidsMatter, School Chaplaincy and the Stephanie Alexander Kitchen Garden programs.

Academically we have consistently achieved strong academic growth rates in NAPLAN results over the past seven (7) years with significant improvements made in the past three (3) years.

According to the School Excellence Framework, Belmont North Public School is “Excelling” in the value added Year 3-5 category.

School planning process

In 2014 staff, students, parents and the wider community were all consulted through a range of measures including information sessions, external assessments from Dare to Lead and PAI, open forums, on-line surveys through KidsMatter, Wufoo and Survey Monkey while also utilising pen and pencil surveys, SWOT analysis and face to face interviews.

From the data captured we narrowed our findings to form the following three key strategic directions.

1. Continuous improvement of 21st century teaching and learning
2. Leadership learning promoting organisational effectiveness
3. Enhanced student engagement and community participation.

Additional deeper analysis of the data collated allowed us to identify key performance measures, staffing opportunities and resource allocations that would support our new plan.
Strategic Direction 1: Continuous improvement of 21st century teaching & learning.

**Purpose**

Why do we need this particular strategic direction and why is it important?

Targeted specific literacy, numeracy and assessment initiatives designed to improve our school's overall academic performance will be implemented. This will ensure that learning is differentiated and personalised for every student with appropriate resource allocation.

**People**

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

**Students:** Are exposed to quality learning experiences in 21st century learning environments in every classroom. Allocation of technology resources and support staff on a needs base to children requiring support and / or reasonable adjustments as per the Melbourne Declaration.

**Staff:** Develop awareness of overall school performance in NAPLAN over the previous 7, 5 and 3 year time spans. Identification of areas in NAPLAN data for development and specific attention.

Build staff capacity to design and implement new or revised programs through explicit coaching and mentoring processes.

Establish curriculum teams to conduct in depth analysis of school data and current practise.

**Parents/Carers:** Information sessions held each term to build capacity of families to support students in terms of literacy, numeracy and assessment.

**Community Partners:** Strong links between Belmont Learning Community schools enhanced by Great Teaching Inspired Learning initiatives.

**Leaders:** Executive Team supports a culture of high expectations and personal accountability resulting in sustained and measurable whole school improvement.

**Processes**

How do we do it and how will we know?

**Performance and Development Processes**

K-3 staff trained in L3 & TEN and individual class programs reflect understanding of content.

3-6 staff trained in Focus on Reading & the LMG Numeracy Project and individual class programs reflect understanding of content.

Consistent teacher judgement developed for assessment in all KLAS through executive led moderation activity and specific TPL opportunities.

**NSW DEC Reforms Processes**

Children requiring PLPs and IEPs have been identified, monitored and their reasonable adjustments reported to parents under the Every Student, Every School initiative.

Staff have developed a strong, shared understanding of how to use the PLASSIT Tool.

**Evaluation Plan**

NDIS Surveys completed. Completion of the Performance Development Framework for each individual teacher.

Folder of evidence for the 14 elements of the School Excellence Framework annotated for external validation.

**Products and Practices**

What is achieved and how do we measure?

**Products:**

- Text level benchmarks for K-2 cohorts are at and above expected averages. i.e. Kindergarten (6), Year 1 (16) and Year 2 (24+)
- 85% of students achieving grade level aspects on the Literacy & Numeracy Continua.
- All NAPLAN growth rates for literacy & numeracy are above SSG and STATE averages.
- Increase the number of students achieving proficiency in NAPLAN to 75% in literacy and numeracy.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**

- Instructional Leader role ensures quality teaching underpins assessment & the L3, TEN and Focus on Reading programs.
- Staff professional learning is relevant to all strategic directions and is underpinned by the Quality Teaching Framework and the Melbourne Declaration.
- Learning is differentiated in every classroom across all subject areas.
Strategic Direction 2: Leadership learning promoting organisational effectiveness.

Purpose

Why do we need this particular strategic direction and why is it important?

Structured teacher professional learning plans for all staff will be developed that are based on the individuals needs as well as school requirements. Additionally a systematic model of student leadership will be developed and implemented to build the student’s leadership capacity and enhance the overall well-being of all students.

People

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

Students: Actively involved in the development and implementation of a new student leadership model based on the Student Representative Council (SRC) & Peer Support models.

Build capacity of student leaders through access to quality leadership training and ongoing coaching and mentoring.

Staff: Provide access to high quality TPL for all staff to assist transition to the BOSTES standards accreditation at graduate, proficient, highly accomplished or lead teacher status.

Build capacity of staff to lead professional learning in areas of expertise and interest both in school and across the BLC.

Community Partners: Jointly establish proactive leadership learning alliances with other BLC schools including an AP network, a LAST network and a TRA network.

Leaders: Provision of executive release for AP to support accreditation processes and to facilitate student leadership programs.

Parents & Carers: Opportunities for participation in our strategic direction planning and ongoing action teams.

Processes

How do we do it and how will we know?

Performance & Development Processes

Integrated student leadership models implemented K-6 to facilitate student self-direction.

Allocation of TPL funding to each staff member to facilitate professional development aligned with individual and school based goals.

SASS staff provided with access to DEC support personnel to assist the implementation of LMBR & SALM.

Evaluation Plan

Regular reporting against milestones by each team and individual program leaders.

Seek feedback from participants and supervisors on Teacher Performance & Development Plan processes.

Feedback from students and community regarding student leadership initiatives.

Establishment of a SASS support group within the BLC to support the implementation of LMBR / SALM and provide feedback to the DEC.

Products and Practices

What is achieved and how do we measure?

PRODUCTS:

✓ Individual TDP for each staff member developed and forms part of TARS / EARS processes.

✓ Whole School TPL plan aligns with the 3yr School Plan.

✓ Parental & Student satisfaction regarding student leadership improves 20% from 2014 data.

✓ High levels (85 % +) of parental and student satisfaction rating for the functioning of the Student Representative Council.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

School based plans in place for individual, team and whole staff professional development.

Coaching and mentoring roles established to provide ongoing support for TRAs.

Student Leadership Policy is collaboratively developed with input from the wider school community and the SRC.
**Strategic Direction 3: Enhanced student engagement and community participation**

**Purpose**

Why do we need this particular strategic direction and why is it important?

Learning environments will be enhanced by the implementation of 21st century technologies and innovative lesson delivery. Improved levels of student engagement and community involvement will be fostered by embedding a strong well-being focus across the school curriculum and through the development of collaboratively funded projects.

**People**

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

**Students:** Engagement is fostered by our KidsMatter Programs (YCDI, Yoga to Go, Social & Emotional Learning groups and the SRC) to improve emotional resilience, social intelligence and proactive leadership behaviours. Expansion of the student led conference (SLC) format to incorporate digital portfolios.

**Staff:** Build capacity of staff to create positive community relations with parents from all cultural backgrounds. Provision of quality TPL experiences with a specific well-being focus. Opportunities to lead wellbeing and technology projects.

**Parents/Carers:** Build stronger partnerships and identify skills sets of our community through offering the opportunity to participate in the P & C, Canteen committee, Parent Helpers program, KidsMatter Action Team, SAKG team.

**Community Partners:** Identify and establish partnerships with community resources and businesses such as Samaritans, Salvation Army, Smith Family, Medibank, Newcastle Permanent and Belmont Neighbourhood Centre.

**Leaders:** Current and aspirant school leaders will be given structured support and coaching in how opportunities to manage and lead curriculum and other projects at school and across the BLC.

**Processes**

How do we do it and how will we know?

**Performance & Development Processes**

All staff trained in Disability Standards for Education, National Consistent Collection of Data (NCCD), PLASST Tool and KidsMatter TPL.

Targeted TPL experiences for each individual teacher with an emphasis on 21st century learning innovations and well-being programs.

Identification of current best practice models for embedding of technology through the DELL Future Learning team and NSW DEC.

Collaboration with the Minimbah AECG and the Belmont Learning Community in all engagement initiatives.

**Evaluation Plan**

Analytics and student feedback on technology and well-being initiatives.

SENTRAL data monitoring by executive team.

Parental and community feedback by survey mechanisms.

Internal - Regular reporting against milestones by the leadership group.

External - feedback from BLC colleagues and Principal Support Officer.

**Products and Practices**

What is achieved and how do we measure?

**Products:**

- Increase parental and carer involvement in paid and / or volunteer roles by 20%.
- Increase number of students accessing online homework by 25%.
- Reduction in the number of negative incident reports on SENTRAL as a ratio to positive incidents by 20%.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

Technology infrastructure is managed on a 4yr cycle to promote greater student engagement. Annual reviews of 21st century learning practices are in place.

All well-being strategies are supported by the student welfare policy and are reflected in class programs and playground procedures.

All Aboriginal students fully engaged in learning to ‘close the gap’ including active involvement in cultural experiences.

Parental and community involvement is encouraged, supported and evident in all governance and action committees.

---

*BELMONT NORTH PUBLIC SCHOOL*  
Page 5