

# School plan 2015-2017

## Engadine Public School 1845



# School background 2015–2017

## School vision statement

**“Engadine Public School promotes an inclusive environment that fosters confident, innovative, successful learners with high moral values. Excellent academic, creative physical and social programs empower each student to become an active, resilient and informed citizen in our rapidly changing world.”**

## School context

Engadine Public School was established in 1932 and is situated in the centre of Engadine township.

Commencing 2016, the school has 329 students, 12 mainstream classes and 4 support classes (IM, IO and 2 Autism). Non-English Speaking Background students represent 16.12 % of the school population. The demographic trend over the last four years has seen school numbers increasing with Kindergarten enrolments for 3 classes for the past 3 years. Demographic projections predict an enrolment of 375 students by 2017.

The teaching staff is very experienced and a significant number of these teachers will retire within the next 5 or so years. A growing school, the staff is increasing as each new class is formed, meaning 4 additional teachers since 2013.

The use of retained funds and significant donations by the P & C, have helped to improve the overall physical appearance of the school and teaching resources available. Engadine Public School enjoys strong parent support and an active P&C. The school is a community school, and many family generations have attended. It is ideally placed in the centre of community interest, and has a developing community partnership.

The school is committed to ongoing improvement to support the needs and aspirations of students, parents, community and staff in line with our new shared vision statement. The enhancement of engaging classrooms, underpinned by quality teaching principles, innovative practice and increasingly engaging technology, is a high priority in supporting our students' learning in the 21st century.

## School planning process

The school planning process involved extensive review of systems, practices and strategies in place in the school, survey responses from students, forum discussions with staff and parents, stage interviews with students, collaborative professional dialogue and discussion. Individual and collective personal interviews with the parent body. The opportunity to take part in forum discussions and interact in interview was widely provided to the community through open invitation. At each stage of the process, communication has been open and shared.

This collaboratively determined management plan provides the core of educational programs to address specific targets across a three year period. The plan is designed to be ongoing and flexible in responding to emerging school needs and contribute to the achievement of long term strategic directions. It has been developed to reflect state and regional priorities, identified school needs and the recommendations of the school community—students, staff and in consultation with the parent body.

Teachers have embraced responsibility to develop, implement and evaluate strategies within this plan as well as to monitor program budgets. Progress reports will be presented throughout each year and a final evaluation and recommendations will be compiled in Term 4 for the annual school report. Recommendations will form the basis of the following year's amended school plan.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Students will be successful learners, socially adept, active, informed global citizens.

### Purpose:

Provision of differentiated, personalised learning to empower active student engagement in significant learning activities to maximise student growth. To empower student establishment of personal goals and learning targets for improvement, and application of criteria of success across a range of academic, social, emotional, physical and technological areas, building consideration for self and others.

## STRATEGIC DIRECTION 2

Staff will be high performing, collaborative and dynamic contributors of evidence based, quality educational services.

### Purpose:

Students will have access to quality teaching, learning and leadership through:–

- Provision of quality educational services with pedagogy matching the requirements of 21st Century learners.
- Building the individual and collective capabilities of staff, through continual professional growth, to contribute to effective accreditation and acknowledgement of achievement of Australian Professional Teacher and Principal Standards.

## STRATEGIC DIRECTION 3

School will be an inclusive, informed, engaged community which promotes high moral values and supports diversity.

### Purpose:

- Increasing community support of the school, its staff and students through focus on equity, well-being and welfare.
- Building stronger relationships as an educational community and working together as a learning community supporting the needs of students.

# Strategic Direction 1: Students will be successful learners, socially adept, active, informed global citizens.

Purpose	People	Processes	Practices and Products
<p><b>Provision of differentiated, personalised learning to empower active student engagement in significant learning activities to maximise student growth.</b></p> <p><b>To empower student establishment of personal goals and learning targets for improvement, and application of criteria of success across a range of academic, social, emotional, physical and technological areas, building consideration for self and others.</b></p>	<p><b>Staff</b></p> <p><b>1.1</b> Staff will establish student criteria for successful learning with identifiable targets along continuums of learning. Staff will host a whole school innovation tour, articulating the evidence informed practices being undertaken with students.</p> <p><b>1.2</b> Staff will develop self –reflective strategies among students to assist in establishment of personal goals and learning targets.</p> <p><b>1.3</b> Staff will engage higher order thinking strategies, model coaching and mentoring strategies to empower peer to peer collaborative practice and improved self–assessment strategies.</p> <p><b>Students</b></p> <p><b>1.4</b> Students will set goals and will be effective learners as they take part in a range of opportunities in academic, social, emotional, physical and technological activities– individually, and small and whole group levels.</p> <p>Students will be able to articulate their learning goal in writing (School target area)</p> <p><b>Leaders</b></p> <p><b>1.5</b> Executive and Learning Support Team (LST) Leaders will provide support for staff to ensure every child has the best opportunity for success.</p> <p><b>1.6</b> Executive and Aspiring Leaders will provide mentoring and coaching support in Learning &amp; Support, Assessment &amp; Reporting and Welfare Projects.</p>	<p><b>LEARNING &amp; SUPPORT Project</b></p> <p><b>1.1.1</b> Staff cater for the individualised learning needs of students through differentiation of curriculum, targeting point of need learning to maximise growth in outcomes for all students, across new syllabuses for Australian Curriculum. Staff will use data walls , and goal statements to support student learning, and formative feedback</p> <p><b>1.3.1, 1.5.1, 1.6.1</b> Teachers, together with specialist staff &amp; the Learning Support Team will provide integral support in collaboratively developing strategies /programs to support student needs.</p> <p><b>1.2.1, 1.4.1</b> Students will take a role in establishing personal learning goals and targets for improvement based on formative feedback and self– reflective practices.</p> <p><b>1.7.1</b> Community will support programs and fund raise to support school.</p> <p><b>ASSESSMENT &amp; REPORTING Project</b></p> <p><b>1.6.1</b> Staff will review and revamp reports &amp; report writing to reflect new Syllabus documents and pedagogy styles appropriate to EPS. Emphasis to be on affirmation of skills,and formative feedback. (2015 saw the introduction as Stage reports – 2016 will see alignment to Years for reporting with ongoing updates for new syllabus documents implemented.)</p> <p><b>1.3.1</b> Modelling of peer coaching and mentoring to result in student use of these strategies.</p>	<p><b>Practices</b></p> <p>STARS Data Wall and PLAN data regularly updated and to show 80 % of mainstream students attaining expected growth across clusters of learning.</p> <p>NAPLAN results to show increased % of students in the top 2 bands, and student growth at or above state mean.</p> <p>Personal Learning Plans (PLP's) established for all Indigenous Students</p> <p>New Reports will be at Year level and adjusted for new Syllabus documents. (Reviewed each Semester and Annually for two year cycle of learning)</p> <p>Individual Education Plans (IEPs) established for all Support Unit students, and mainstream students who require significant differentiation through remediation or extension.</p> <p>Central management of records to show reduction of number of students with negative incidences occurring on the playground and an increase in positive records of incidences occurring throughout the school.</p> <p>Increased number of students to be actively engaged in extra–curricular activities available through school.</p> <p>95%of students reaching Personalised Learning Plan goals.</p> <p>Staff and students will make use of formative feedback and data walls to show student progress in the focus area of writing.</p>
Improvement Measures			
STARS Data Wall and PLAN data show 80 % growth			
NAPLAN increased % of students in the top 2 bands, student growth at or above state mean.			
Personal Learning Plans (PLP's) established for all Indigenous Students			
New Reports will be at Year level and adjusted for new Syllabus documents. (Reviewed each Semester and Annually for two year cycle of learning)			
Individual Education Plans (IEPs) established for all Support Unit students, and mainstream students who require significant differentiation			
Central records to show reduction in number of students with negative incidences and increase in positive records of incidences			
Increased number of students to be actively engaged in extra–curricular activities available through school.			

# Strategic Direction 1: Students will be successful learners, socially adept, active, informed global citizens.

## Improvement Measures

95% of students reaching Personalised Learning Plan goals.

Staff and students will make use of formative feedback and data walls to show student progress in the focus area of writing.

## People

### Parents/Carers

**1.7** Community will support school through programs and community projects to raise funds for specialist programs and events.

## Processes

### WELFARE: Project

Staff and LST team to collaboratively develop Individual Learning Plans (IEPs) & Personal Learning Plans (PLPs) focusing on academic, social, behavioural and/or physical needs.

### Evaluation Plan

Regular monitoring of and reporting against, program stages. Exec/Team evaluations.

## Practices and Products

Student wellbeing and welfare will be reflected in positive relationships with peers and staff.

### Products

Staff use success criteria and rubrics of achievement to enable assessment of student products at differing levels.

Students use rubrics of achievement to establish personal targets for improvement.

Reflective journalling to be shared collegially.

Students will be able to articulate their learning goal in writing.

Staff will have data walls evident in classes, with goal statements identified for students.

## Strategic Direction 2: Staff will be high performing, collaborative and dynamic contributors of evidence based, quality educational services.

Purpose	People	Processes	Practices and Products
<p><b>Students will have access to quality teaching, learning and leadership through:–</b></p> <ul style="list-style-type: none"> <li>• <b>Provision of quality educational services with pedagogy matching the requirements of 21st Century learners.</b></li> <li>• <b>Building the individual and collective capabilities of staff, through continual professional growth, to contribute to effective accreditation and acknowledgement of achievement of Australian Professional Teacher and Principal Standards.</b></li> </ul>	<p><b>Students</b></p> <p><b>2.4</b> Take part in Tell Them From Me Survey to inform Pedagogy.</p> <p><b>Staff</b></p> <p><b>1.1</b> Staff engage in professional development to ensure a variety of mandatory, collaborative targeted learning and interest projects are engaged in, to provide quality educational opportunities for both staff and students.</p> <p><b>STAFF 1.2</b> .Collaborative practice with collegial teamwork to ensure students have opportunities to engage with significant learning opportunities targeting 21st century learning.. Assessment for, with and of learning will provide point of need targets for learning tasks.</p> <p><b>STAFF 2.1</b> Staff to develop and pursue professional learning goals, based on school purpose and vision statement.</p> <p><b>STAFF 2.2</b> Targeted professional development for increased application of technology and 21 st Century pedagogy to be implemented.</p> <p><b>STAFF 2.3</b> Succession Planning and Shadowing of Roles to be undertaken to ensure the continued effectiveness of school plans and programs. Teachers as leaders.</p> <p><b>Leaders</b></p> <p><b>2.5</b> Lead Performance and Development Cycle. Staff Mentoring and Coaching programs to be developed to support individualised /interest area learning.</p>	<p><b>Performance and Development Culture Project</b></p> <p><b>1.1.1, 1. 2.1,2.1.1,</b> Staff will establish professional and personal goals.Engage in Self &amp; Peer assessment &amp; observations, with formative feedback to improve quality teaching practice in line with professional teaching standards. Individuals/Teams will engage in interest projects, driven by motivation and passion.</p> <p><b>2.1.1</b> Teachers supported to obtain Proficient Teacher Status and in maintenance of Accreditation. Active encouragement to pursue accreditation at higher levels.</p> <p><b>2.1.2</b> Regular opportunities for professional development for the whole school; interest groups, and targeted individual learning.</p> <p><b>INNOVATION AND 21ST CENTURY TECHNOLOGY Project :</b></p> <p><b>2.2.1 –</b> Redesign classroom layout, to enhance pedagogical practice; Targeted professional development of staff in 21st Century pedagogy and ICT learning and practice. (2015 – Years 5 &amp; 6 – team teaching practices and open classroom for flexible learning, 2016 – Years 3 &amp; 4 planning and adoption of flexible learning)</p> <p><b>2.2.1</b> Implement Technology Role for supported learning of staff and students during class time.</p> <p><b>2.2.2</b> Establish Student Technology Team to build skills of interested students and peer mentoring.</p> <p><b>2.2.3</b> Establishment of a Technology team</p>	<p><b>Practices</b></p> <p>Collaborative practice evident among staff and students.</p> <p>Staff seek to engage in professional development to attain professional and personal goals and improve student attainment of success.</p> <p>Staff and students are effective users of technology and engage in learning and application towards rich tasks and products.</p> <p>Engagement of staff for Mentoring in Quality provision of Science Lessons with emphasis on working scientifically and working technologically.</p> <p><b>Products</b></p> <p>All staff to conduct a personal assessment of skill level across Teacher Professional Standards and complete a Performance Development Plan..</p> <p>Staff effective use of technology for learning, programming and record maintenance to increase.</p> <p>Well–equipped 21st Century classrooms featuring innovative practice – reflected in programming and observed in peer reviews. (Maintained and enhanced in Years 5 &amp; 6, focus for Years 3 &amp; 4)</p> <p>Student engagement and learning shows improvement as a result of innovative practice.</p>
Improvement Measures			
Collaborative practice evident among staff and students.			
Staff seek to engage in professional development to attain professional and personal goals and improve student attainment of success.			
Student engagement and learning shows improvement as a result of innovative practice.			
Staff and students are effective users of technology and engage in learning and application towards rich tasks and products.			
Well–equipped 21st Century classrooms featuring innovative practice – reflected in programming and observed in peer reviews. (Maintained and enhanced in Years 5 & 6, focus for Years 3 & 4)			
Student engagement and learning shows			

## Strategic Direction 2: Staff will be high performing, collaborative and dynamic contributors of evidence based, quality educational services.

### Improvement Measures

improvement as a result of innovative practice.

Quality mentoring process to impact quality teaching in the area of Science and improved pedagogical practice.

100% of teaching staff engage in Performance and Development Framework.

### People

#### Parents/Carers

**2.6** Parent body to support learning programs in the school. (Eg: Parent mentor – technology, funding)

**2.7** Take part in Tell Them From Me Survey to inform Pedagogy.

### Processes

to mentor staff in effective use of technology..

**2.3.1** Further opportunities for staff to shadow roles.

**2.4.1** Individual learning projects to accommodate interests and professional learning for all staff.

**2.6.1** Establishment of a Community Mentor to coach teachers and students in use of technology for coding.

### Evaluation Plan

Regular monitoring of and reporting against, program stages. Exec/Team reports.

### Practices and Products

# Strategic Direction 3: School will be an inclusive, informed, engaged community which promotes high moral values and supports diversity.

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>Increasing community support of the school, its staff and students through focus on equity, well-being and welfare.</li> <li>Building stronger relationships as an educational community and working together as a learning community supporting the needs of students.</li> </ul>	<p><b>Students</b></p> <p>3.4 :Willingly engage in Community Activities and Performances as ambassadors for the school. P &amp; C and School events to be supported by students</p> <p><b>Staff</b></p> <p>3.1. Effective, regular communication with school community to ensure all members are well informed.</p> <p><b>STAFF 3.2.</b> Seek support from the parent body to support learning programs in the school. (Eg : Multi / MiniLit programs)</p> <p><b>STAFF 3.3</b> Staff to have an increased understanding of indigenous culture, education and educational issues.</p> <p>P &amp; C and School events to be supported by staff.</p> <p><b>Leaders</b></p> <p>3.6 Leaders in school to effectively communicate with community at all levels. P &amp; C and School events to be supported by staff.</p> <p><b>Parents/Carers</b></p> <p>3.5 Parent body to support social networking tools, and opportunities provided through the school. (Eg Parent co-ordinators) P &amp; C and School Events to be supported by community.</p>	<p><b>COMMUNICATION Project</b></p> <p>3.1.1 Use of notes, Newsletter, SKOOLBAG, website and social network (School FACEBOOK page) to ensure timely information.</p> <p>3.1.2 P &amp; C meetings, Parent Forums and Information meetings held regularly.</p> <p>3.1.3 Formal Parent-Teacher conferences held annually and at other times as necessary.</p> <p><b>COMMUNITY ENGAGEMENT Project</b></p> <p>3.2.1 Parental support through class reading programs and other programs.</p> <p>3.6.1 Promotion, support and engagement in COSOTP network</p> <p>3.3.1, 3.5.1, 3.6.1 3.7.1 Establishment of a school- community reference group (students, staff, parents) to develop priorities for improving relationships.</p> <p><b>Evaluation Plan</b></p> <p>Regular monitoring of and reporting against, program stages.</p>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>Website, Skoolbag and Facebook to be updated fortnightly.</li> <li>Staff will support Community functions within school, and in the community.</li> <li>Parental engagement in School activities will increase by 20%.</li> <li>Community will support the school in school events.</li> </ul> <p><b>Products</b></p> <ul style="list-style-type: none"> <li>Diversity will be celebrated through calendar events such as Harmony Day, NAIDOC Week, Day of Disabilities, Multi Cultural Public Speaking, Grandparents Day, White Ribbon Day.</li> <li>School to implement a digital information panel in Office area and noticeboards for stages.</li> <li>Updated school electronic sign with electrical supply in addition to solar panelling.</li> <li>20% Improvement in attendance at P &amp; C meetings and increased numbers of parental support in classes/school tasks and working bees.</li> <li>Collegial partnerships established across schools in the COSoTP group, including network meetings with Stages in Primary and across schools with High School in Stages 3 &amp; 4.</li> </ul>
Improvement Measures			
<ul style="list-style-type: none"> <li>Website, Skoolbag and Facebook to be updated fortnightly.</li> <li>Staff will support Community functions within school, and in the community.</li> <li>Parental engagement in School activities will increase by 20%.</li> <li>Community will support the school in school events.</li> <li>Diversity will be celebrated through calendar events such as Harmony Day, NAIDOC Week, Day of Disabilities, Multi Cultural Public Speaking, Grandparents Day, White Ribbon Day.</li> <li>School to implement a digital information panel in Office area and noticeboards for stages.</li> <li>School to upgrade school noticeboard sign with electronic signage with additional source of power (Top up to Solar Panels)</li> <li>20% Improvement in attendance at P &amp; C meetings and increased numbers of parental support in classes/school tasks and working bees.</li> </ul>			

Strategic Direction 3: School will be an inclusive, informed, engaged community which promotes high moral values and supports diversity.

Improvement Measures

- Collegial partnerships developed across schools in the COSoTP group.

People

Processes

Practices and Products