

# School plan 2015-2017

## Ermington Public School 1860



# School background 2015–2017

## School vision statement

Our vision at Ermington Public School is to cater for students who will have success today and be prepared for tomorrow by creating a harmonious and dynamic school learning community where highly skilled and motivated teachers implement high quality student-centred teaching and learning programs. We respect our core values of honesty, loyalty, and compassion.

## School context

Ermington Public School is a vibrant community where education is highly valued by the students, teachers and parents. The school has been established since 1888 and has developed a proud tradition that caters for each and every student. Ermington Public School is located in West Ryde and there is a great sense of community pride associated with the school.

The school aims to provide an environment which encourages each student to achieve their full potential in all aspects of their learning (academically, socially, emotionally and physically). There are 456 students ranging from Kindergarten to Year 6 (including two Opportunity Classes). The school caters for the development of the whole child. Literacy and numeracy skills are integrated across all curriculum areas; physical development is fostered by a highly successful and well-planned physical education program; music is respected as a core activity; and the practical arts focus is evident in outstanding displays and performances. Programs have a high emphasis on digital literacy and developing skills as 21st Century Learners.

Ermington Public School is staffed by teachers who pride themselves on the ability to utilise current trends and research to form the basis of their teaching programs. Whilst the main focus is on literacy and numeracy, the teachers deliver balanced programs to ensure that each student is able to develop the skills and attitudes to become effective global citizens.

The school is committed to encouraging parents to become involved in their child's education. Parents support the wide range of teaching and extra-curricular programs by volunteering their time during school hours and supporting after school activities.

## School planning process

Principal developed a comprehensive school plan and annual school report in consultation with the school community, connected to a budget and student outcomes. Equity funding based on student need was planned, and will be implemented and expended in the year of allocation.

Review the DoE Strategic Directions and Priorities in consultation with the whole school community to guide school vision for the future in meeting student needs occurred via parent meetings, parent surveys staff meetings and staff surveys.

Processes were implemented to establish an evidence base to identify the current situation and the school identified three strategic directions.

Improvement measures to be achieved for each of the strategic directions were identified, with details provided of the purpose, people and processes, and products and practices for each strategic direction.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1 Reflective Learners

### Purpose:

To develop a culture of collaboration and evidence-based decision making to ensure students can evaluate their learning. This will be achieved through curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students.

To implement a comprehensive and inclusive framework to support wellbeing and embed positive behaviours within the school community.

## STRATEGIC DIRECTION 2 Engaged Learners

### Purpose:

To improve student learning experiences that result in development of students' ability to think critically and creatively. This will be achieved through increasing 21st Century Fluencies (Solution, Information, Creativity, Media, Collaboration, Global Digital Citizen) and engaging through technology.

## STRATEGIC DIRECTION 3 Quality Teaching

### Purpose:

To provide a purposeful, challenging and innovative learning environment catering for the needs of all students. This will be achieved through differentiated teaching and learning in numeracy and literacy.

# Strategic Direction 1: Reflective Learners

## Purpose

To develop a culture of collaboration and evidence-based decision making to ensure students can evaluate their learning. This will be achieved through curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students.

To implement a comprehensive and inclusive framework to support wellbeing and embed positive behaviours within the school community.

## Improvement Measures

- 80% of students demonstrating a growth of greater than 0.8 in NAPLAN.
- 80% of students receive a Silver Award and 20% of students receive a Gold Award in a calendar year. The Silver and Gold Awards reflect and recognise positive behaviour engagement.
- 90% of students achieving cluster level benchmarks in literacy and numeracy. There are specific targeted programs to assist students, including the Stage 3 Intensive Reading Program and the Resource Allocation Model funding to students K-6.
- Annual evaluation of teaching practice impacts on future programs and practices.

## People

### Students

Develop their ability to identify and reflect on their purpose for learning as well as reflecting and reporting on the achievement of their learning goals.

Develop an understanding of themselves as well as skills for positive socially responsible participation striving to consistently achieve the schools four expectations.

### Staff

Understand K-6 scope and sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in all Key Learning Areas.

Clearly understand and value the importance of positive partnerships throughout the school community.

Demonstrate reflective practice to analyse and enhance teaching programs.

### Leaders

Develop their capability to collaboratively design professional learning experiences incorporating whole school needs.

### Parents/Carers

Develop an understanding of assessment procedures as used by the school and how this impacts their child's learning. This will also include parent information sessions.

## Processes

Establish dynamic and innovative professional learning approaches implementing assessment and tracking strategies to inform teaching and learning programs.

Form positive and respectful relationships across the school community through program delivery and mentoring enabling greater resilience, confidence, self-awareness and group-awareness.

## Evaluation Plan

Evaluation Plan:

- Regular review and analysis of NAPLAN and PLAN data.
- Review and monitor teaching programs, practices and assessment as part of the Performance and Development Framework.

Future Directions 2016/2017:

- Teachers will need to be released to provide quality time to continue to analyse data and moderate assessments and work samples for Consistent Teacher Judgement (CTJ). This is in order to provide an educational program that better meets the learning needs of all students. On-going professional development is required.
- With skills being developed this year, the students will be able to better reflect on their own learning.
- Teachers will need to regularly reflect on the issuing of Bronze Awards to ensure all students have the opportunity to achieve Silver and then Gold.

## Practices and Products

### Practices

Teachers use student data/assessment tasks to inform their teaching and learning.

Staff and students are reflecting and reporting on the achievement of their learning goals.

Teachers value and provide opportunities for students to develop the skills involved in positive relationships, social responsibility and problem-solving.

Staff establish well managed teaching and learning environments and facilitate parent and community involvement in a range of school activities.

### Products

80% of students demonstrating a growth greater than 0.8 in NAPLAN.

90% of students achieving cluster level benchmarks in literacy and numeracy.

80% of students receive a Silver Award and 20% of students receive a Gold Award in a calendar year.

# Strategic Direction 1: Reflective Learners

## Improvement Measures

## People

## Processes

- Explore incorporating a problem solving focus within the EAL/D program.

## Practices and Products

# Strategic Direction 2: Engaged Learners

## Purpose

To improve student learning experiences that result in development of students' ability to think critically and creatively. This will be achieved through increasing 21st Century Fluencies (Solution, Information, Creativity, Media, Collaboration, Global Digital Citizen) and engaging through technology.

## Improvement Measures

- 100% of teaching staff using technology to provide a productive learning environment.
- 100% of teaching staff implementing project/inquiry based learning that meets the needs of all students. This is monitored through staff surveys.
- Students engage and apply 21st Century learning tools to enhance learning outcomes. The monitoring of student work samples and assessment items will demonstrate these skills.
- Students demonstrate collaborative work skills, engaging in self-directed learning. The feedback from students and teachers will indicate the collegiality in the learning environments.

## People

### Students

Develop their skills in critical thinking, collaboration and creativity.

Engage with technology to gather information and to communicate this in an effective manner.

### Staff

Develop their skills in integrating ICT and building a deep understanding of 21st Century Fluencies to support the implementation of inquiry/project based learning.

### Leaders

Analyse the knowledge and skills required to provide training to develop staff understanding of developing a high level of student engagement.

### Parents/Carers

Through presentation and attendance in workshops parents will build upon their understanding of curriculum delivery using 21st Century Fluencies and technology.

### Community Partners

Community of schools (Marsden Learning Alliance) utilised as active partners in developing staff knowledge and understanding of teaching practices that underpin quality education.

## Processes

Provision of professional learning in integrating new technologies through skill-based training, mentoring and experimentation to gain confidence and develop expertise.

Through professional learning and mentoring, develop and implement project and inquiry based learning.

## Evaluation Plan

### Evaluation Plan

- Review and monitor teaching programs and practices.
- Monitor and review of student work samples.
- Collaborative feedback and reflection by staff, students and parents through surveys and meetings.

### Future Directions 2016/2017:

- Greater opportunities need to be provided for students to develop collaborative skills and this will begin to be addressed through the continued 'Mindfulness in Action' PDHPE program for Years 2-6 and the introduction of the 'Cooperative Learning Social Skills' PDHPE program for Kindergarten and
- Additional flexible future focused learning furniture to be purchased to assist Stage 2 and Stage 2 in implementing Project Based Learning. The P&C have agreed to fund this initiative.
- Additional release time will need to be provided to enable staff to develop the required understanding and skills of the 21st Century learning tools.

## Practices and Products

### Practices

School-wide, collective responsibility for student learning and success, with high levels of students, staff and community engagement.

Students demonstrate skills in inquiry and Project Based Learning.

Teachers implement contemporary knowledge and teaching practices, incorporating ICT and 21st Century Fluencies.

### Products

100% of teaching staff using technology to provide a productive learning environment.

100% of teaching staff implementing project/inquiry based learning that meets the needs of the students.

# Strategic Direction 2: Engaged Learners

**Improvement Measures**

**People**

**Processes**

**Practices and Products**

# Strategic Direction 3: Quality Teaching

## Purpose

To provide a purposeful, challenging and innovative learning environment catering for the needs of all students. This will be achieved through differentiated teaching and learning in numeracy and literacy.

## Improvement Measures

- Differentiated teaching and learning programs using evidence based teaching practices and innovative delivery mechanisms. This is monitored through evaluations of teaching and learning programs.
- Teaching and learning incorporates conceptual programming in English and mathematics using current BOSTES syllabus documents and support materials. This is analysed through the monitoring of teaching and learning programs.
- Full implementation of the Australian Curriculum accurately and effectively in all relevant curriculum areas.

## People

### Students

Students engage in rich group and individualised tasks, focusing on the development of deep knowledge and understanding.

### Staff

Build an understanding of how to differentiate classroom teaching and learning programs effectively and incorporate into planning and class practice.

Clearly understand and use conceptual programs to develop and implement units of work.

### Leaders

Develop extensive knowledge of curriculum documents and teaching pedagogy to model quality teaching in all subject areas.

### Parents/Carers

Develop an understanding of new curriculum documents and how to support their child's learning.

Develop, through their attendance in workshops, an understanding of current effective teaching and assessment practices.

## Processes

Through action learning develop exemplary classroom practice to differentiate lessons in literacy and numeracy to support successful learning.

Provision of professional learning to ensure that all students are appropriately engaged, challenged and extended through designing classroom activities using conceptual programming to meet students' learning needs, interests, aspirations and motivations.

## Evaluation Plan

Evaluation Plan:

- Review and monitor teaching programs and practices.
- Monitor and review of student work samples.
- Collaborative feedback and reflection by staff, students and parents through surveys and meetings.

Future Directions 2016/2017:

- On-going professional development is required in order for teachers to more deeply understand the complex needs of students within the school. This will allow differentiated learning to be even more effective.
- The school will engage in internal and external experts to deliver targeted professional learning.
- Independent Learning Plans (ILPs) are implemented K-6.

## Practices and Products

### Practices

Teachers design highly effective programs enabling students to develop deep understanding, knowledge and skills.

Students think critically, creatively and respond imaginatively and reflectively across all Key Learning Areas.

Programs are modified to cater for all individual learning needs.

Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.

### Products

Differentiated teaching and learning programs using evidence based teaching practices and innovative delivery mechanisms.

Teaching and learning incorporates conceptual programming in English and Mathematics using current BOSTES syllabus documents and support materials.

Full implementation of the Australian Curriculum accurately and effectively in all relevant curriculum areas.



# Strategic Direction 3: Quality Teaching

**Improvement Measures**

**People**

**Processes**

**Practices and Products**