

School plan 2018-2020

Eden Public School 1816



School background 2018–2020

School vision statement

Our vision is to provide a holistic, quality learning environment to develop confident and creative global citizens and leaders. Eden Public School provides quality education and is committed to the pursuit of excellence and high quality educational opportunities for every member of our school community. Eden staff and community make a strong commitment to nurture, guide, inspire and challenge students to find the joy in life-long learning. As a school community we provide a rich educational environment that supports the improvement of student outcomes and the narrowing of the achievement gap between students.

Eden Public School provides quality education where children are encouraged to

“Dare to Dream”

and

“Act to Achieve”

School context

Eden Public School has been delivering quality public education to our community since 1857. We provide a safe, supportive environment within which students are encouraged to fulfill their individual potential. This is done through quality teaching and learning that is meaningful, relevant and provides students with the knowledge, skills and attitudes they need for the 21st century. The school values are Respect, Responsibility and Resilience. The school achieves its mission by focusing on Student Well-being, Aboriginal Education, Literacy, Numeracy, and Information and Communication Technology. Unique features of the school are our student and staff leadership programs, K–6 class support programs, Positive Behaviour for Success and the Early Action for Success program. As a Low SES school, we are very proud of what we have achieved in Aboriginal Education, School Leadership, integration of digital media, personalised learning plans and a differentiated curriculum. Resources provided through the Resource Allocation Model have allowed us to implement Literacy and Numeracy programs, training and development for staff, along with additional support programs for identified students to create a rich and dynamic learning environment.

School planning process

In 2017, the school sought the opinions of parents, the AECG, students and teachers about the school and the value of the programs that were being delivered at the school. The survey results showed that staff and community were satisfied with what programs the school had in place. 100% of parents rated 4 out of the 11 programs available at the school as moderately to extremely beneficial. More than 90% of staff also rated all school programs as moderately to extremely beneficial. The staff also completed the National School Improvement Toolkit which identified two areas of school improvement: *Systematic curriculum delivery and * Differential teaching and learning. Parents and staff alike agreed that there needed to be a stronger emphasis on Quality Teaching and Learning Programs to improve student NAPLAN results in all areas. Through discussion with staff and community members and via thorough data analysis, it was decided that a new focus on Writing would be a key area to focus on to improve student results across a number of KLA's. .

School strategic directions 2018–2020



Purpose:

To **collaboratively** apply **evidence based teaching practices** that promote **quality learning culture to improve student engagement** and academic growth while meeting the needs of all learners.

Purpose:

Effective **management systems, structures and processes** result in sustained and measurable whole-school improvement, where the **school plan, distributed instructional leadership, ongoing evaluation and resource allocation** are strategically used to **strengthen school effectiveness and drive the achievement of educational outcomes.**

Purpose:

To develop strategies to ensure **educational opportunities** for all. **Engage with families, community groups and other organisations** to enhance and enrich the **school culture** and it's value to the community.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To **collaboratively** apply **evidence based teaching practices** that promote **quality learning culture to improve student engagement** and academic growth while meeting the needs of all learners.

Improvement Measures

QT: Increase the percentage of students demonstrating expected growth in literacy and numeracy.

LC: Increase the proportion of students demonstrating active engagement with their learning.

C: Increase the proportion of teachers demonstrating active engagement with their learning.

People

Staff

Develop high levels of content knowledge and evidence-based practice through ongoing professional learning.

Staff take a collective responsibility for the shift in practice that is required to achieve improved performance, demonstrating a sophisticated understanding of the quality teaching framework.

Staff

Students understand the purpose of their learning and actively participate in a rich learning environment.

Leaders

Leaders model and support effective evidenced-based practice and build a collective capacity through the provision of relevant and timely professional learning opportunities.

Community Partners

Parents/carers are informed partners who actively engage in the development, monitoring and individualised learning of their children. Community partners are key contributors that maximise learning opportunities for students.

Processes

QT/C: Opportunities are provided for teachers to participate in collaborative PL to develop QT strategies underpinned by evidence based research that meet the needs of all students.

LC: Systems are developed to support teachers and students to promote a learning culture which supports the active participation of students in their own learning.

Evaluation Plan

Progress towards improvement measures will be evaluated through: classroom observations and instructional rounds; analysis of student performance data (e.g PLAN2); meeting minutes; photographs and videos; lesson plans/programs, teacher self reflection and evaluation; surveys; evaluation of professional learning; records of engagement with professional reading; reflection on teaching standards; student work samples and student self reflection.

Practices and Products

Practices

QT – All teachers use evidence based quality teacher strategies to meet the needs of all students.

LC – Teacher (high expectations) promote independent student learning behaviours where students understand the purpose of their learning and become active participants in their own learning.

C – All teachers actively participate in collaborative practices to support professional growth and increased student achievement.

Products

QT – There will be evidence that indicates that staff are highly skilled and confident and are delivering quality learning experiences for all students.

LC – Students are able to demonstrate independent learning behaviours where they can articulate the purpose of their learning. EG Visible learning is evident in all learning environments.

C – Evidence will show teachers participating in collaborative practices to plan, develop and evaluate teaching and learning on a regular and ongoing basis.

Strategic Direction 2: Leadership and Management

Purpose

Effective **management systems, structures and processes** result in sustained and measurable whole-school improvement, where the **school plan, distributed instructional leadership, ongoing evaluation and resource allocation** are strategically used to **strengthen school effectiveness and drive the achievement of educational outcomes**.

Improvement Measures

MP: Increase of staff engaging in evidence based decision making about teaching and learning.

EL: Increase the percentage of staff that engage in instructional leadership.

People

Staff

Demonstrate purposeful leadership based on professional expertise, collaboration and a willingness to foster a culture of high expectations that enhance opportunities for all.

Leaders

Promote and provide opportunities for a distributive leadership system that supports all staff to successfully engage in an improvement culture that enables and drives improved student learning outcomes.

Community Partners

Community are well informed of the schools strategic directions and practices. Feedback being key to the ongoing evaluation of the school and its practices.

Processes

Systems are in place that promote effective practices to drive ongoing improvements of the school plan, distributed instructional leadership, resource allocation and ongoing evaluation that impact on learning and support ongoing success.

EL/SP: Research, evidence based strategies, innovative thinking and regular monitoring are key to the continuous improvement measures that evaluate school effectiveness and drive the achievement of educational outcomes.

MP: Systems are in place that enable the regular collection and review of feedback from all sectors of the school community.

Evaluation Plan

Policy and procedure reviews are up to date.

Evidence of teachers seeking higher levels of accreditation (SCOUT)

Value-add data to improve.

Practices and Products

Practices

MP: All staff participate in and engage in the analysis of feedback received through the collection of a range data and information.

EL/SP: Staff participating in evidenced based professional learning which promotes student growth and school effectiveness.

EL: All staff will engage in leadership activities which will enable the promotion higher levels of accreditation.

Products

MP: There is evidence to show that the leadership team analyses and responds to community satisfaction measures ensuring that the communities voice is heard.

EL/SP: The success of the continuous improvement measures are reflected by the ongoing review and evaluation of the school plan, distributed instructional leadership, resource allocation and growth in educational outcomes.

Evidence that staff are actively engaging in the leadership activities identified by the school and participating in the accreditation process at higher levels.

Strategic Direction 3: Equity and Well-Being

Purpose

To develop strategies to ensure **educational opportunities** for all. **Engage with families, community groups and other organisations** to enhance and enrich the **school culture** and it's value to the community.

Improvement Measures

Increase parent attendance at school assemblies, community days and other events from 2018 baseline data.

Improve the consistency of a positive whole school approach to student wellbeing.

People

Students

Build positive relationships and contribute actively to the school and the community. Students are self aware and can self-regulate around learning and

Staff

Actively contribute to environments which allow students to thrive by delivering high quality learning experiences.

Parents/Carers

Parents and carers actively participate in the school and in helping to develop positive connections and support positive social and emotional interactions.

Processes

Connect: Systems are in place that allow our students to be actively connected to their learning and have positive and respectful relationships.

Succeed:The school will foster opportunities for students to feel respected, valued, encouraged, supported and empowered to succeed.

Enabling to thrive: Collaborative partnerships are fostered with students, staff, families, communities and other organisations to support and develop students and the school community.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

Parent and community satisfaction surveys (TTFM)

Student behaviour data analysis

Evaluation of school procedures and programs (PBL/Bounce Back)

Evaluation of community participation in school events

Practices and Products

Practices

Connect: All staff will provide meaningful, engaging and rewarding personalised learning experiences promoting student growth and positive relationships across the school.

Succeed: Staff enable success by personalising student learning and supporting students to achieve whilst contributing to a positive learning environment.

Thrive:All staff will engage in positive interactions with all school community members that build better relationships to support all students.

Products

Connect: Students demonstrate that they are actively connected to their learning through positive interactions with staff and peers and improvement student learning outcomes.

Succeed: Students demonstrate that they are responsible, resilient and respectful members of our school community through more positive interactions leading to an improved school culture.

Thrive:There will be evidence of high expectations of all students within a learning environment, supported by the parents and the broader community that enables the aspirations of every student.