

School plan 2018-2020

Engadine Public School 1845



School background 2018–2020

School vision statement

Engadine Public School promotes an inclusive, collaborative environment which is committed to quality, innovative teaching, learning, leadership and positive partnerships between students, staff and the community.

School context

Engadine Public School was established in 1932 and is situated in the centre of the Engadine township. Commencing 2018, the school comprises of 13 mainstream classes and 4 support classes (IO, IM and 2 Autism).

Engadine Public School provides a culture that excels in exhibiting the attributes of a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and wellbeing of all students, as well as to promote self confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for their own learning and behaviour.

The school places a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

The school enjoys strong parent support and works in conjunction with an active P&C which supports teaching and learning activities.

The school is committed to ongoing improvement to support the needs and aspirations of students, parents, community and staff in line with our 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.

School planning process

The school planning process involved extensive review of current systems, practices and strategies within the school. The school vision and the three strategic directions were developed through data analysis and evidence collection through survey responses from students and parents, forum discussions with parents and collaborative professional dialogue and discussion. The opportunity to take part in forum discussions was widely provided to the community through open invitation. At each stage of the process, communication has been open and shared.

This collaboratively determined 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.

Staff has 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 with 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 2018–2020

STRATEGIC DIRECTION 1 Student Wellness

Purpose:

At Engadine Public School the purpose of student wellness is to build a shared responsibility in developing healthy, happy, successful and productive individuals. Teachers, students and the community will actively develop relationships that are characterised by constructive interactions that provide enthusiastic and genuine support for individual and collective wellbeing.

STRATEGIC DIRECTION 2 Quality Curriculum Delivery

Purpose:

At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive student learning.

STRATEGIC DIRECTION 3 Future Focused Learning

Purpose:

At Engadine Public School the purpose of future focused learning is to build a culture of continuous learning; ensuring that students are prepared with the capacity to think flexibly, solve problems creatively and collaboratively, and thrive in a complex, rapidly changing and interconnected world.

Strategic Direction 1: Student Wellness

Purpose

At Engadine Public School the purpose of student wellness is to build a shared responsibility in developing healthy, happy, successful and productive individuals. Teachers, students and the community will actively develop relationships that are characterised by constructive interactions that provide enthusiastic and genuine support for individual and collective wellbeing.

Improvement Measures

School tone and culture is positive as measured by internally created and Tell Them From Me surveys

Increase of positive behaviour recognition recorded on Sentral, and associated reduction of negative incidents recorded

All students requiring IEPs, PLPs and BMPs have increasingly meaningful intervention

Increased parent involvement in community engagement initiatives

People

Students

Students will adopt a positive mindset and demonstrate respect, resilience, responsibility and how to be safe.

Staff

Teachers will model respectful relationships and make positive constructive connections with students and parents.

Teachers will deepen their understanding and knowledge of positive behaviour management strategies.

Leaders

Leaders will build a culture of trust through common understanding and community engagement

Parents/Carers

Parents and carers will be active participants in the development of IEPs, PLPs and BMPs.

Parents will acknowledge and understand Restorative Practice and support the Care Practices as the underlying framework for behaviour management

Community Partners

Associated providers will enhance delivery through program supports

Processes

Care Practices

Consistently implement positive behaviour strategies and restorative practice to build a culture of positive wellbeing and healthy relationships

Connect, Thrive, Succeed

The school learning community understands the importance of mental health and wellbeing, its impact on learning and the significant contributions they collectively can make to a positive, safe and respectful learning environment

Evaluation Plan

Tell Them From Me surveys

Reflective staff discussion

Sentral data

Student/Staff focus group

Practices and Products

Practices

Classes are formed to maximise the learning opportunities for each child.

Consistent school-wide application of the principles and language of restorative practice and The Care Practices.

The school actively connects with associated providers to best support a holistic approach to learning and wellbeing.

Products

Observations show teachers have effective classroom management where students are engaged in learning and there are high expectations

A contextualised framework for the school community, incorporating behaviour expectations, consequences and reward system proves to support the wellbeing of every student.

The community works together to achieve mutually understood outcomes

Strategic Direction 2: Quality Curriculum Delivery

Purpose	People	Processes	Practices and Products
At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive student learning.	<p>Students</p> <p>Students will achieve increased outcomes in literacy and numeracy and are engaged through improved teacher pedagogy.</p> <p>Staff</p> <p>Staff will be reflective and engage in ongoing professional learning about effective pedagogy.</p> <p>Leaders</p> <p>Leaders will support structures to facilitate collegial sharing, planning, assessment and evaluation processes.</p> <p>Parents/Carers</p> <p>Parents will be well informed about curriculum delivery and understand how to support their child's learning.</p> <p>Community Partners</p> <p>Community of Schools will facilitate shared collaborative professional learning for staff to enhance personal pedagogy.</p>	<p>Literacy Growth Project</p> <p>Use evidence based research to develop and implement quality learning experiences to support student growth.</p> <p>Use effective assessment strategies & data to inform the teaching & learning cycle.</p> <p>Develop and implement scope & sequence for English, assessment schedules and consistent teacher judgement documents.</p> <p>Numeracy Growth Project</p> <p>Use evidence based research to develop and implement quality learning experiences to support student growth.</p> <p>Use effective assessment strategies & data to inform the teaching & learning cycle.</p> <p>Develop and implement scope & sequence for Mathematics, assessment schedules and consistent teacher judgement documents.</p> <p>Evaluation Plan</p> <p>Teacher programs</p> <p>Performance and Development Plans</p> <p>SCOUT</p> <p>NAPLAN, PLAN and Best Start data</p> <p>Student individual learning goals</p> <p>Learning progressions</p> <p>Student work samples</p>	<p>Practices</p> <p>Learning Progressions, SMART, PLAN, staff and student data collection are consistently used to track and monitor student progress and inform teaching and learning</p> <p>Teachers use explicit and systematic teaching strategies to engage and empower students to ensure growth is evident</p> <p>Students engaged in rich, authentic and significant learning experiences to develop deep knowledge and understanding of content because teachers are improving their pedagogy.</p> <p>Products</p> <p>Teacher programs, individual learning goals and plans, and assessment strategies, indicate differentiation and next steps of learning</p> <p>Scope and sequences, assessment schedules and consistent teacher judgement documents for English and mathematics ensure consistent, sequential teaching of skills, knowledge, content, values and attitudes</p> <p>All students, inclusive of low SES, ATSI students and students with additional needs, demonstrate continuous growth and achievement of outcomes</p> <p>NAPLAN growth at or above the state average</p> <p>A culture of professional collaboration demonstrated by staff survey.</p>
Improvement Measures			
Increase proportion of students in the top two bands in literacy and numeracy in NAPLAN			
Consistently increasing student growth on internal and external measures			
Teaching programs increasingly reflect syllabus content, quality learning experiences and innovative pedagogy			
Teaching programs reflect consistent and improving use and judgement of appropriate assessment strategies			

Strategic Direction 3: Future Focused Learning

Purpose

At Engadine Public School the purpose of future focused learning is to build a culture of continuous learning; ensuring that students are prepared with the capacity to think flexibly, solve problems creatively and collaboratively, and thrive in a complex, rapidly changing and interconnected world.

Improvement Measures

Increasing percentage of teachers improve innovative teaching and future focused learning strategies (6Cs) reflected in teaching programs, observations and student work samples

Increased and broader use of technology assessed against ICT capability framework as per staff and student surveys

Increasing percentage of students have individual learning goals and are able to articulate their next steps.

People

Students

Students will deeply and critically engage in learning that is relevant and driven through inquiry and problem solving

Staff

Staff will engage in professional learning to develop teaching practices that emphasise the 6Cs and implement a collaborative and consistent approach to developing student use of the 6Cs.

Leaders

Leaders will provide opportunities to collaborate on the design and evaluation of rich learning and assessment tasks.

Parents/Carers

Parents will support staff with financial and physical support and their expertise.

Community Partners

Community partners will positively support the school through funds for resources and classroom equipment.

Processes

ICT Learning

Staff will effectively integrate ICT into daily classroom practice to engage students and support student learning.

Inquiry Based Learning

Creating future focused learning environments to extend, engage and promote the 6Cs so all students become responsible, reflective and self-directed learners who take risks and meet challenges.

Evaluation Plan

Staff survey

Student survey

Teacher programs

Teacher observations

Student work samples

Individual learning goals

Practices and Products

Practices

Staff effectively integrate ICT resources into teaching programs through rich learning experience design and to support and enhance student learning.

Staff expertly use various models of inquiry based learning.

Align PDP goals with Visible Learning, 6Cs, inquiry based learning and future focused learning.

Students use a range of technology to demonstrate learning, skills, knowledge, critical thinking, collaboration and creativity.

Products

Rich and engaging future focused and inquiry based learning experiences are evident in teaching programs

Student work samples show participation in differentiated inquiry based learning, including SOLE sessions, Genius Hour, Project Based Learning

Students are responsible digital citizens

Student work samples show critical thinking, collaboration and creativity.