

School plan 2018-2020

Ermington Public School 1860



School background 2018–2020

School vision statement

Ermington Public School students are confident, creative and active citizens who thrive and succeed, through strong community partnerships in a changing world.

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 429 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 2018–2020



STRATEGIC DIRECTION 1 Connected Learners

Purpose:

Connected learners experience supportive relationships within the school and deeper engagement with their learning. They develop collaborative skills and enhanced interpersonal skills to prepare them for success in a connected world.



STRATEGIC DIRECTION 2 Innovative Teaching Practices

Purpose:

Staff are motivated, creative, highly collaborative practitioners who incorporate innovative, evidence based practices to equip students for a dynamic world.



STRATEGIC DIRECTION 3 Thriving Community

Purpose:

Members of a thriving collaborative community are equipped to be confident, resilient and adaptable in a complex world. Teachers, students and parents are engaged, challenged and supported to be active citizens in the community.

Strategic Direction 1: Connected Learners

Purpose

Connected learners experience supportive relationships within the school and deeper engagement with their learning. They develop collaborative skills and enhanced interpersonal skills to prepare them for success in a connected world.

Improvement Measures

90% students receive a silver award.

15% reduction of minor incidents in the classroom

15% reduction of minor incidents in the playground

Students show evidence of increased resilient behaviours.

People

Staff

Staff implement evidence based wellbeing practices resulting in highly engaged, connected learners.

Students

Students participate in programs that build their collaborative and interpersonal skills.

Leaders

Leaders work in the school community, providing opportunities to enhance supportive relationships.

Leaders

Leaders research and implement accurate, consistent data collection and analysis procedures.

Staff

Use best practice to embed a culture that values wellbeing across K–6.

Students

Participate in wellbeing programs that result in increased resilience.

Processes

Wellbeing programs will be implemented to build the interpersonal skills of students. Wellbeing programs (PDHPE) and the Positive Behaviour for Learning (PBfL) framework will incorporate data based improvements to whole school practices.

Project/Inquiry/STEM based learning will be incorporated across K–6 to build students' future focused skills and engagement in learning.

Evaluation Plan

Pre and post data, surveys and feedback.

Practices and Products

Practices

Wellbeing teaching and learning programs are informed by PBfL data analysis.

Students demonstrate school expectations through positive behaviour and engagement with learning.

Analysis of PBfL data informs modifications and improvements to whole school practices.

Staff establish well managed teaching and learning environments, with highly engaged students.

Positive, respectful relationships are evident and widespread throughout the school.

Authentic, high quality, project/inquiry/STEM based learning opportunities are provided for students.

Products

100% teaching programs, show evidence of integration of the wellbeing framework.

100% students engaged in authentic, high quality project/inquiry based learning opportunities.

100% teachers are using student PBfL assessment data to inform classroom and practices.

PBfL data shows a 15% reduction in minor behaviour incidents.

Strategic Direction 2: Innovative Teaching Practices

Purpose	People	Processes	Practices and Products
<p>Staff are motivated, creative, highly collaborative practitioners who incorporate innovative, evidence based practices to equip students for a dynamic world.</p>	<p>Staff</p> <p>Incorporate visible learning principles to maximise the impact of teaching and learning programs.</p>	<p>Visible learning principles are implemented across K–6. Consistent procedures for data collection, data analysis and effective feedback inform and enhance teaching practices.</p>	<p>Practices</p> <p>Consistent data collection procedures and regular analysis of data occurs K–6.</p>
<p>Improvement Measures</p>	<p>Leaders</p>	<p>Staff are equipped with exemplary strategies to teach literacy and numeracy across the curriculum, catering for all levels of achievement. Through professional learning and collaboration, syllabus documents are effectively implemented.</p>	<p>School wide strategies for delivering effective feedback to students are identified and implemented.</p>
<p>100% of teaching staff implementing visible learning principles in their classrooms.</p>	<p>Ensure consistent data collection and analysis procedures are in place.</p>	<p>Professional learning is targeted to build staff capacity for creative and critical thinking, communication and collaboration resulting in innovative teaching and learning programs to develop these skills in our students.</p>	<p>Teaching and learning programs are informed by assessment and continuous tracking of students.</p>
<p>100% of teaching staff achieving whole school, stage and personal Performance and Development goals.</p>	<p>Leaders</p> <p>Professional learning targets development of exemplary strategies in teaching literacy and numeracy.</p>	<p>Evaluation Plan</p> <p>Evidence of consistent data collection procedures and analysis of data.</p>	<p>Exemplary strategies to teach literacy and numeracy are evident in programs and classrooms.</p>
<p>75% or more students achieving in the top two bands of NAPLAN. 70% Year 3 and 65% Year 5.</p>	<p>Staff</p> <p>Staff capacity is built with the skills needed to become highly innovative educators in a dynamic world.</p>	<p>School wide visible learning plan is evaluated.</p>	<p>Regular, collaborative evaluation of Performance and Development Plans and teaching programs occurs.</p>
<p>85% of students demonstrating a growth of greater than 0.8 in NAPLAN.</p>	<p>Students</p> <p>Students are equipped with the skills needed to become highly innovative learners in a dynamic world.</p>	<p>Staff/student surveys, interviews, focus groups to measure growth in visible learning practices.</p>	<p>Scope and sequence documents, along with Teaching and Learning programs, are evaluated annually.</p>
<p>100% teachers incorporating Quality Teaching aspects into Literacy and Numeracy programs.</p>			<p>Students are able to articulate what it means to be a visible learner.</p>
<p>100% students engaged in authentic project/inquiry based learning opportunities throughout a year.</p>			<p>Products</p> <p>100% of teaching staff implementing visible learning principles within their classrooms.</p>
<p>100% students able to articulate what it means to be a visible learner.</p>			<p>School wide plan to implement visible learning principles, is developed, implemented and evaluated.</p>
			<p>100% T&L programs show evidence of differentiation to meet the needs of all students.</p>
			<p>'Future Focused Fluencies' scope and sequence developed, implemented and evaluated.</p>

Strategic Direction 2: Innovative Teaching Practices

Practices and Products

'Project Based Learning' scope and sequence developed, implemented and evaluated.

100% teaching programs incorporate future focused fluencies and project/inquiry based learning.

Strategic Direction 3: Thriving Community

Purpose
Members of a thriving collaborative community are equipped to be confident, resilient and adaptable in a complex world. Teachers, students and parents are engaged, challenged and supported to be active citizens in the community.
Improvement Measures
20% of school community attend parent/carer workshops.
80% of the school community registered for the School Enews application.
50% parents actively involved in Relationship Australia's programs/workshops.
30% of parents completing the Tell Them From Me Survey

People
<p>Leaders</p> <p>Promote a supportive environment, encouraging collective responsibility by the whole community.</p>
<p>Leaders</p> <p>Develop partnerships between staff, parents and students enhancing connections within the community.</p>
<p>Staff</p> <p>Use best practice to embed a culture that values wellbeing.</p>
<p>Parents/Carers</p> <p>Develop active learning partnerships to enhance engagement with their child's learning.</p>
<p>Community Partners</p> <p>Develop partnerships with the school to enhance connections and build a thriving community.</p>

Processes
Active parent and community partnerships are built and strengthened through school initiatives.
Programs are implemented to enhance the wellbeing of the whole school community. Sustainability perspectives are incorporated into whole school practices.
Evaluation Plan
Staff, student parent/carer surveys.
Reduction of minor incidents.

Practices and Products
<p>Practices</p> <p>Partnerships with parents/carers are enhanced, regular sharing of learning journeys takes place.</p> <p>The school community is engaged, supportive and actively involved in student learning.</p> <p>Positive, respectful relationships are evident and widespread throughout the community.</p> <p>Sustainability perspectives are incorporated into whole school practices.</p>
<p>Products</p> <p>30% of parents are involved in school activities (such as workshop attendance, parent helper).</p> <p>100% of teaching programs show evidence of sustainability perspectives.</p> <p>100% of staff implement digital means to communicate student learning journeys with parents/carers.</p>