

School plan 2018-2020

Edgeworth Public School 3564



School background 2018–2020

School vision statement

Edgeworth PS is committed to fostering citizens of the future in a supportive and stimulating learning environment ensuring students are able to **connect, succeed and thrive** across all aspects of their educational journey.

At Edgeworth PS we Connect, Succeed and Thrive with a 'Desire to do Well' in all that we do.

School context

Edgeworth Public School is a large primary school with an on site DoE preschool. 620 students are enrolled, supporting the Edgeworth and Cameron Park community. The school acknowledges the Traditional Custodians of the Land on which the school is built on—The Awabakal People. Edgeworth PS includes: 580 students K–6, 40 part-time (0.5) preschool students, 95 Aboriginal & Torres Strait Islander (ATSI) students (15%) and 21 students with English as an Additional Language (EALD) (3%). There are 50 teaching staff, ranging from new graduates to more experienced staff, 11 ancillary and support staff working together to strengthen student outcomes. A genuine partnership with P & C ensures the school is well positioned in supporting quality outcomes for our students.

Edgeworth PS receives School Based Allocation Resource (SBAR) funds for Aboriginal and socio-economic backgrounds, English language proficiency and low level adjustment for disability, teacher mentor (QTSS) and support for beginning teachers. Utilising this funding—Edgeworth PS offers a range of academic, cultural and sporting programs to ensure the school is equipped for future-focused learning opportunities. Significant whole school programs include: Targeted Literacy & Numeracy Leadership, Future-Focused Learning opportunities, quality explicit classroom teaching practices, targeted wellbeing intervention (including Positive Behaviour for Learning—PBL), Cultural Connection initiatives, debating, public speaking and various PSSA sporting teams.

Positive links are established with the Innovation, Inspiration, Learning Alliance (IILA) which is a collaboration of local public schools including Glendale Technology HS. Strong links with key community partners include: Aboriginal Education Consultative Group (Kumaridha Local AECG), The University of Newcastle, First National Real Estate—Lake Macquarie, Edgeworth Shopping Centre, Edgeworth Community Services and Edgeworth sporting clubs.

School planning process

A thorough situational analysis provided the framework to identify directions for the development of a high performing public school. Aspects of the analysis included educational research, National and State reform agenda, qualitative and quantitative data, proven methodologies and tools including: Focus on Learning Teacher Survey, National School Improvement Tool, Quality of School Life student survey, Community Engagement Matrix, GAP Analysis, NAPLAN analysis, and Community, Staff and Student Forums.

The school plan reflects the School Excellence Framework with a focus on student achievement, teaching excellence and connected leadership.

All stakeholders were involved in the development of a shared mission and vision to identify strategic long term directions. Community members and staff collaborated to clearly articulate the shared purpose of vision. A rigorous and authentic process was embedded to ensure alignment between the school mission, vision and strategic directions.

Transparency in the strategic leadership, financial management and progression of the annual milestones will be a continued focus of collaboration with our students, staff, parents and community members.

Data and research which has informed the plan include:

- NAPLAN and internal assessments
- Attendance Data
- Information from SCOUT
- Wellbeing PBL data
- DoE School Excellence Policy & Framework – Self assessment
- Parent/Student /Community Focus groups

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 CONNECT

Purpose:

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design and assessment & reporting. To strengthen learning experiences where every student is known, valued, cared for and has a sense of belonging.



STRATEGIC DIRECTION 2 SUCCEED

Purpose:

To embed high expectations and a positive school culture that reinforces strong collaboration with all stakeholders. Ensuring our students lead successful lives with a strong sense of identity and civic responsibility.



STRATEGIC DIRECTION 3 THRIVE

Purpose:

To demonstrate a high performance culture as a result of embedding best practices to ensure our students have the knowledge, skills and expertise to achieve individual success, strengthening their connections to world around them.

Strategic Direction 1: CONNECT

Purpose

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design and assessment & reporting. To strengthen learning experiences where every student is known, valued, cared for and has a sense of belonging.

Improvement Measures

All stakeholders have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 93.0% (3yr average), to meet or exceed the state average for attendance.

In the TTFM survey students at Edgeworth equal or better the state average in aspects of Expectation for Success, Positive Learning climate, Rigour and Effort.

People

Students

- Demonstrate engagement in their learning as they are able to identify learning intentions and provide feedback on their own learning.
- Feel that they are valued and active members of the school.

Staff

- Recognise evidence-based practices that have the greatest impact on student learning to implement in all KLAs.
- Embed assessment & integrated curriculum frameworks with clear learning intentions and opportunities for creativity & critical thinking with real world links for learning.

Leaders

- Maintain a focus on distributed instructional leadership to enhance an evidence-based learning culture.
- Understand the impact that effective leadership has on improving student outcomes whilst building their capacity to support the targeted professional learning and mentoring of all staff, within the school & beyond.

Parents/Carers

- Understand their contribution and important role they play in their child's learning as respected partners within the school

Processes

Connectedness

- Focused training for staff in embedding explicit teaching, learning and assessment processes to drive quality feedback, student learning and individualised success.
- School culture strengthens positive relationships across the community which foster a sense of belonging
- Integrated systems to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

Learning Culture and Aspirations

- Implement school wide systems to monitor and follow up attendance by embedding high expectations relationships, creative and differentiated curriculum delivery.
- Enhance systems to identify individual learning needs that support staff to create personalised learning opportunities.

Evaluation Plan

- Positive Behaviour for Learning (PBL) data analysis
- Attendance data
- Classroom observations
- Tell Them From Me Survey for staff, students and community.
- Mapping and evaluation of progress against the School Excellence Framework

Practices and Products

Practices

- Quality differentiated instruction with fluid & flexible groupings, support structures for intervention and extension evident in all teaching and learning programs.
- Use expertise in the school and community to provide innovative learning opportunities.
- All teachers utilise quality feedback and data to reflect, inform and strengthen student learning outcomes.
- All staff understand a diverse learning community and how to facilitate high expectations relationships to improve student success.

Products

- Teaching & Learning will be differentiated to support individualised needs, leading to maximising achievement and each individual attaining their personal best.
- Positive and respectful relationships across the school community underpin a productive learning environment, positive behaviour and effective engagement.
- Confident students who are connected to their learning, safe (physically & emotionally), respectful (toward themselves & the environment), & responsible (for their choices) and engaged learners.

Strategic Direction 2: SUCCEED

Purpose

To embed high expectations and a positive school culture that reinforces strong collaboration with all stakeholders. Ensuring our students lead successful lives with a strong sense of identity and civic responsibility.

Improvement Measures

Increase the proportion of students achieving in the top two NAPLAN bands (proficiency) in line with the Premier's Priorities.

Teacher observations identify that classroom practice is flexible, reflective, relevant and indicative of a school of excellence

People

Students

- Build skills to self-assess and set goals to improve their own learning, with the ability to continually reflect on their learning pathway.
- show empathy for others and value diversity by actively demonstrating a growth mindset.

Staff

- Design and implement best practice teaching & learning experiences and assessments that encompasses critical thinking, innovation, collaboration and creativity to help students make sense of their world.
- Value opportunities to build their skills, expertise and understanding of effective classroom practices and whole school operational systems.

Leaders

- Have the capacity to create coordinated approaches to enhance the implementation of curriculum, teaching standards, assessments and evaluative practices to reflect and to respond school-wide (internal & external) data.

Parents/Carers

- Demonstrate high expectations and an understanding of the school's educational directions to assist their child in their learning.
- Participate in flexible information sessions to engage in meaningful and proactive learning partnerships.

Processes

Collaboration

- Develop mentoring & feedback structures to enhance professional knowledge and implement collaborative processes to establish consistency in planning, teaching, assessing and reporting.
- Effective utilisation of a range of feedback processes to celebrate student growth.

Evidence-Based Practice

- Embed whole school approaches strengthen teaching pedagogies with targeted professional learning and links to current educational research.
- Use a range of school-based and external assessment data to evaluate student achievement, identify progress, reflect on effectiveness of teaching and guide future learning.
- Evaluate and implement essential DoE frameworks, expectations and policies to ensure whole school accountability.

Evaluation Plan

- All data will be analysed collaboratively in 5 weekly snapshots
- NAPLAN / PLAN-Progressions analysis
- Mentoring timetable/feedback
- Lesson Observations (Semester based)
- Mapping and evaluation of progress against the School Excellence Framework
- Various focus groups

Practices and Products

Practices

Every student collaboratively sets clear goals and teachers provide ongoing feedback on their learning progression.

Consistent data analysis and collaborative planning time is used to evaluate progression and build the capacity of teachers to strengthen individualised learning programs.

Teachers use a flexible repertoire of evidence-based teaching practices to optimise learning progress for all students.

All staff supported at all levels of their career through a structured cycle of performance & development, accreditation and school excellence.

Products

All teaching & learning programs are data-driven, differentiated, identify individual student learning needs and demonstrate syllabus content.

Students' learning outcomes show improvements in terms of growth and achievement- at least one year's growth, for one year's input.

There is school wide collective responsibility for student learning and success.

Teachers meet accreditation standards and career aspirations are supported through mentoring processes.

Strategic Direction 3: THRIVE

Purpose

To demonstrate a high performance culture as a result of embedding best practices to ensure our students have the knowledge, skills and expertise to achieve individual success, strengthening their connections to world around them.

Improvement Measures

Improve student growth in Years 3– 5 & 5– 7 NAPLAN results in Reading, Writing & Numeracy.

The Advocacy at School aspect of Drivers of Student outcomes (from the TTFM snapshots) increase to met or exceed the NSW DoE norms.

People

Students

- Value the opportunity to identify staff members who can provide advice, support and assistance whilst enabling a positive sense of self.
- Develop skills linked to Future-Focused learning effectively to enhance their experiences and engagement in learning

Staff

- Build skills to enhance positive, respectful & collaborative relationships with all school stakeholders ensuring student wellbeing and the optimum conditions for learning.
- Embed and appreciate the importance of future-focused learning opportunities that engage & challenge, enable creative problem solving, embed critical thinking and deep content knowledge.

Leaders

- Develop sustainable and evaluative systems that will foster a school wide culture of shared responsibility for holistic student wellbeing, school excellence and future-focused learning.

Parents/Carers

- Demonstrated support and understanding for the school's position on future-focused learning & student wellbeing to enhance the holistic development of their child

Processes

Future-Focused Learning & Wellbeing

- Strengthen and enhance whole school approaches to wellbeing (staff & student) which fosters strength-based relationships and a sense of belonging where individuals can connect, succeed and thrive across every stage of their development.
- Implement and embed resources that enable future-focused learning and real world applications to enhance innovative teaching practices.

School Systems

- Utilising & current educational research and the School Excellence Framework as evaluative tools to reflect on school success.– Have we made enough of an impact?
- Ensure school funding is utilised strategically to strengthen areas of improvement whilst ensuring equity, collaboration and transparency.

Evaluation Plan

- Feedback from stage & team leaders through data analysis and the PDP processes will provide evidence from teaching and learning programs, student work samples, observations of embedded differentiation, visible learning, wellbeing snapshots and data driven decision making.
- Targeted Focus groups linked to Future-Focus learning
- SEF data collection

Practices and Products

Practices

- Every student meets regularly with a mentor who can provide support and assistance towards a growth mindset.
- Teachers utilise flexible, collaborative learning spaces to cater for the educational & wellbeing needs of all students – (emotionally, behaviourally and intellectually).
- Staff utilise a range of interactive future-focused learning processes to optimise student engagement and success.

Products

- The school is an environment where the students feel connected, supported and nurtured where relationships are transparent, honest and respectful.
- Every student and every staff member are engaged, positively extended and confident in their abilities to drive future success.
- All stakeholders– evaluate, plan and implement school systems that are equitable and strategically resourced for student success.