

School plan 2018-2020

East Hills Public School 3924



School background 2018–2020

School vision statement

To be an educational centre of excellence where evidence informed teaching and learning is central to developing, informed, engaged and self-regulating citizens who can effectively communicate and make authentic connections with themselves and the wider community. Our students are skilled for living empowered philanthropic lives.

School context

East Hills Public School is located in South Western Sydney. The school provides educational services to a diverse and vibrant community. There are 172 students currently enrolled at East Hills Public School with 68% from a Non-English speaking background (NESB) and 5.8% of Aboriginal and Torres Strait Islander descent (ATSI). Currently there are three support classes at East Hills Public School catering for students with Autism. Our families come from a diverse range of socio-economic backgrounds and our cultural demographic is key in driving a dynamic, stimulating and an inclusive learning environment for all students. The school supports our onsite before and after school provider “Cubby House.”

The school is part of the East Hills Community of Schools which promotes professional networks with both East Hills Girls Technology High School and East Hills Boys High School. We engage in a variety of programs including dance, sport, music, Belonging program and the INSPIRE program, as well as participation in a wide variety of performance based activities.

The school has a relentless focus on students learning and building the capacity of every staff member. It is expected that a quality teacher will lead every student to reach their individual goals. Teachers at East Hills Public School will be experts in literacy and numeracy. The school community has access to a range of technologies which enhance learning programs.

School planning process

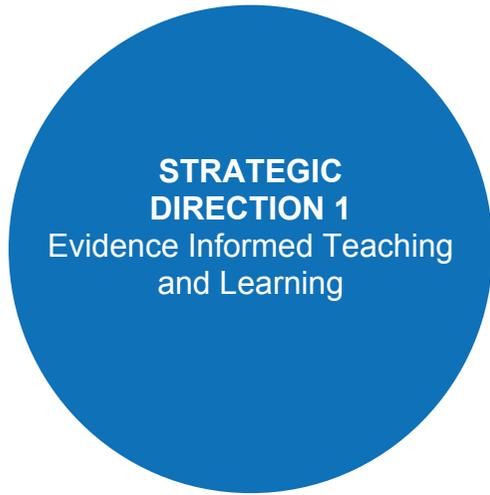
During 2017 our school participated in a process of External Validation. The school leadership in collaboration with all staff, collated evidence from several sources including the Tell them From me surveys, and made balanced judgements about our progress against the Schools Excellence Framework. This process clearly identified areas our school is achieving well in and areas for improvement.

In 2018, the leadership team, staff, students and community engaged in workshops and professional dialogue to align the school vision with a focus on driving excellence in student learning. The whole community participated in workshops that promoted thought around what the strengths, opportunities and challenges at East Hills Public School were.

Surveys were completed by the whole school community via parent forums, workshops and surveys sent home. All students completed the surveys in class groups. Teaching staff completed the surveys as part of teacher professional learning. The survey data was collated and analysed by the leadership team.

This process culminated in the development of the 2018–2020 new school vision which is reflected in the development of our three new strategic directions. Over the next three years we will implement the school plan which will drive excellence in student learning in a collaborative and dynamic way.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Evidence Informed Teaching and Learning

Purpose:

To create a student focused educational centre of excellence where expert teachers use evaluative practises and data to drive student growth in literacy and numeracy. Students are empowered literate and numerate citizens.



STRATEGIC DIRECTION 2

Connected Communities

Purpose:

To build powerful connections with the whole school community, and develop authentic parent participation in student learning. Students are engaged, creative, productive and responsible users of future focused information technologies.



STRATEGIC DIRECTION 3

Empowered Learners

Purpose:

To create student centred learning environments that nurture, guide, challenge, and inspire students to become skilled, motivated, confident learners. Students are empowered to be successful self-regulators of emotions and thought patterns and philanthropic citizens living successful lives.

Strategic Direction 1: Evidence Informed Teaching and Learning

Purpose

To create a student focused educational centre of excellence where expert teachers use evaluative practises and data to drive student growth in literacy and numeracy. Students are empowered literate and numerate citizens.

Improvement Measures

Increase the proportion of students achieving stage appropriate outcomes in English.

Increase the proportion of students achieving stage appropriate outcomes in Mathematics.

Data measures across all strands of English are used to identify and inform individual student learning goals.

Data measures across all strands of Mathematics are used to identify and inform individual growth and student learning goals

People

Students

Students self regulate learning and set goals for future learning.

Staff

Use data to explicitly set learning goals and provide targeted intervention in literacy and numeracy at a student's point of need.

Teachers are experts in teaching literacy and numeracy.

Parents/Carers

Understand and have the confidence to engage in how their child is progressing against the curriculum and how to support learning.

Leaders

Adopt a coordinated approach to providing teachers with sustained and differentiated Professional Learning in the collection and analysis of data.

Leaders are evaluative thinkers and use evaluative practises.

Strategically resource whole school with access to up to date literacy and numeracy resources.

Processes

Collection of Data

Adopt a whole school strategic approach to data collection in order to support students in developing literacy skills.

Adopt a whole school strategic approach to data collection in order to support students in developing numeracy skills

Analysis of data

Develop staff's capacity in analysing student data to drive learning at point of need in English

Develop staff's capacity in analysing student data to drive learning at point of need in Mathematics

Evaluation Plan

NAPLAN

PAT test Reading Comprehension

PAT test Mathematics

Internal student performance data

Practices and Products

Practices

Teachers use collate and analyse data to inform teaching and learning practises.

Students receive explicitly targeted teaching and learning at their point of need.

Products

High student engagement and self regulated learners.

All teaching and learning goals reflect evaluative practises and are informed by evidence.

East Hills Public School is considered a centre of excellence in teaching literacy and numeracy.

A sustainable and consistent system for collecting student assessment data is implemented.

Strategic Direction 2: Connected Communities

Purpose

To build powerful connections with the whole school community, and develop authentic parent participation in student learning. Students are engaged, creative, productive and responsible users of future focused information technologies.

Improvement Measures

Increased proportion of parents connecting to their child's classroom through digital technology

Increase number of parents volunteering at school in classrooms

Increased opportunities for community forums to share community voice

Increase the proportion of students who use and apply technological skills at grade appropriate outcomes.

People

Students

Creatively use and apply information communication technological skills to demonstrate learning

Staff

Share student learning with community using digital technology

Understand and explicitly teach information communication technologies with a sustained focus on literacy and numeracy

Parents/Carers

Use digital technology to connect with their child's learning

Develop an understanding of the mandatory guidelines for working within classrooms

Leaders

Leaders:

Adopt a school wide consistent approach to using digital technologies to connect home and school in real time.

Adopt a whole school approach to connecting parents with classroom

Processes

Digital Communication

Adopt a school wide, powerful, transparent approach to communication with the community, utilising digital technology.

Future Focused Technologies

Commitment to a school wide approach to up skilling students in learning with technology

Evaluation Plan

Internal data from Dojo and See Saw

Internal data from community forums

Internal data from volunteers in classrooms

Skool Bag data

Technology assessment

Practices and Products

Practices

Students identify and use most effective form of information and communication technology (ICT) capabilities to engage in learning.

Teachers identify and use the most effective form of digital technologies to engage parents in student learning.

Products

Parents are engaged in student learning and feel connected to their child's classroom

Students develop information and communication technological skills to create, design and engage in learning

Teachers are confident users of digital technologies to share learning and communicate with parents.

Strategic Direction 3: Empowered Learners

Purpose

To create student centred learning environments that nurture, guide, challenge, and inspire students to become skilled, motivated, confident learners. Students are empowered to be successful self-regulators of emotions and thought patterns and philanthropic citizens living successful lives.

Improvement Measures

Increase proportion of teachers planning for explicit lessons on Hattie's learner dispositions.

Increase proportion of students who can articulate and use their personal learner disposition goals

People

Students

Understand Hattie's learner dispositions, how to apply them and identify them in others.

Staff

Systematically and explicitly teach Hattie's learner dispositions

Systematically and explicitly teach the Positive Behaviour for Learning rules

Parents/Carers

Understand and engage with their children's personal growth mindset and learner disposition goals

Leaders

Adopt and deliver systematic approach to providing PL for staff around growth mindset and learner dispositions

Adopt a systematic whole school approach for planning and programming explicit lessons for growth mindset and learner disposition

Processes

Self-Regulated Learners

Adopt a school wide approach to implementing explicit lessons on learning dispositions as reflected in a more philanthropic synergy between students and the community

PBL

Implement a whole school approach to student wellbeing in which students demonstrate self-regulating behaviours of emotions and thought patterns

Evaluation Plan

Positive Behaviour for Learning target walls reflect student goals and growth

Student focus group surveys

Practices and Products

Practices

All teachers deliver explicit lessons on Hattie's learner dispositions

All students can articulate and demonstrate their own learner dispositions and mindset goals

Products

Positive Behaviour for Learning implemented across the school

Students self-regulate their emotions as reflected in a decline of inappropriate classroom and playground behaviours

Students regulate their own learning as evidenced in their ability to set appropriate learning goals