

School plan 2018-2020

Erskineville Public School 4147



ERSKINEVILLE PUBLIC SCHOOL

Malcolm Street

Erskineville NSW 2043

T: 02 9557 5206

F: 02 9550 4593

E: erskinevil-p.school@det.nsw.edu.au

W: www.erskinevil-p.schools.nsw.edu.au

School background 2018–2020

School vision statement

To provide a high quality educational environment that brings community together and maximises opportunities for all students and is adaptive of a wide variety of pedagogical practices. To ensure students continually improve through programs and initiatives that are data driven and evidence based and collaboratively developed.

We aim to work in partnership with families, carers and community supporters to assist with the development of students to become:

- life long and engaged learners
- Confident, creative and risk taking individuals;
- Informed and conscientious citizens.

We want to provide a welcoming, safe, well-resourced and sustainable environment where high expectations are shared, practices reflect good pedagogical practice and achievements are celebrated.

Our school will continue to demonstrate a strong commitment to continuous improvement, equity, excellence and public education.

School context

Erskineville Public School is located in the inner western suburbs of Sydney and serves a socially and linguistically diverse community. It has been providing quality public education with strong links to the community since establishment in 1882. We have a proud history and we value our past and look forward to the future.

We are a growing inner city school with a student population which reflects the cultural and lifestyle diversity of the community. Currently 396 students are enrolled with approximately 43% of students exposed to a language other than English at home.

The school is committed to excellence and equity in education. Basic to the school's philosophy is a belief in the worth of the individual and the acceptance of diversity.

Underpinning all policy and practice is the expectation of students to take responsibility for their own learning and behaviour.

The school is recognised and valued by teachers, parents and students as a safe, supportive and stimulating learning community.

We value our strong partnerships with our school community, local educational institutions (including The University of Sydney), the Erskineville community and Gowrie NSW.

School planning process

School planning involves all stakeholders involved in every aspect of the school. Some of these approaches involve surveys, forums, professional learning and consultation sessions. The school utilises data provided by 'scout', school developed assessment measures, SMART data and annual review through the School Excellence Framework version 2..

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Adaptive Learners – Students
and Teachers

Purpose:

Students and teachers to be problem solvers who are able to utilise a range of skill sets and pedagogical approaches to best meet the task at hand, reflected through work samples, assessment data creatively engaged individuals

STRATEGIC DIRECTION 2

Resilience – Student and staff
wellbeing

Purpose:

To ensure a range of strategies are implemented to allow both students and staff to build personal resilience in the physical, social and emotional domains.

STRATEGIC DIRECTION 3

Creative community
partnerships

Purpose:

To enhance programs and initiatives with our wider school community. To work collaboratively with external agencies to enhance practices and improve educational experiences for students. To continue to develop sustainable practices.

Strategic Direction 1: Adaptive Learners – Students and Teachers

Purpose	People	Processes	Practices and Products
Students and teachers to be problem solvers who are able to utilise a range of skill sets and pedagogical approaches to best meet the task at hand, reflected through work samples, assessment data creatively engaged individuals	Students Students will be more engaged and self directed through collaboratively developed, inspiring programs that are facilitated and supported by teachers.	Assessment Project – practices are consistent from K – 6 and data drives improvement with an emphasis on formative assessment. Future Focused Approaches wide pedagogical approaches support the needs of 21st century learners such as HPC and digital technologies.	Practices Teachers use consistent approach for assessment from K – 6. Teachers use a timeline for assessment tasks. Teachers use assessments, both formative and summative, to ensure student progress in literacy and numeracy. Structured feedback provided to students to create their own learning goals and informs teacher practice. Use of QT rubric to build teacher capacity and future focused pedagogies. collaboration with external providers implements innovative practices. eg. universities – digital tech., HPC
Improvement Measures	Leaders Leaders develop a range of skills such as collaborative practice, instructional leadership and contribute to a culture of ongoing improvement for all students.	Evaluation Plan regular review of NAPLAN data review of other data available and greater use of CESE materials as available Review of PLAN and PLAN2 implementation of learning progressions and associated assessment wider consistent use of PAT assessments from k – 6 PDP's, surveys, observations and teacher reflections.	Products assessment profiles for students K– 6 identifying students who need support or extension. Detailed individualised learning plans for students with greater emphasis on self assessment Programs that will allow Instructional learning to centre on skills and 'big' focus questions for students to direct tasks to meet learning goals.
Increased evidence of differentiated pedagogical approaches to programming (HPC) surveys – QT, staff and entry / exit surveys for students show increasing student engagement and future focused learning is evident in classroom. PDP's show increasing success in school and stage goals linked to assessment and future focused learning. State target: Increase proportion of students in top 2 NAPLAN bands for reading and numeracy.	Parents/Carers Parents value the changes in pedagogy and assessment practices across the school. Community Partners University / community partners will lead research and professional learning around targeted pedagogical interventions.		

Strategic Direction 2: Resilience – Student and staff wellbeing

Purpose	People	Processes	Practices and Products
To ensure a range of strategies are implemented to allow both students and staff to build personal resilience in the physical, social and emotional domains.	Students Students will develop a growth mindset, value and engage in a range of activities that enhance and promote overall resilience.	Mindfulness project: Students are provided with programs and opportunities that develop emotional wellbeing that they apply to their personal circumstances.	Practices Students use strategies to decrease their anxiety and increase their resilience.
Improvement Measures	Staff Staff Share in practices and partnerships with peers and community that promote healthy, holistic well being.	Physical Activity Program: that focus on physical pursuits and processes to enhance whole of student wellbeing are implemented	Students learn new sports skills and participate in targeted physical activities, games and sports that promote fitness and engagement.
* surveys and focus groups show increasing student resilience and decreasing anxiety through markers of student engagement.	Leaders Leaders will take a proactive approach to ensuring the well being of staff and students through collaborative practice and enhanced communication.	Mind Up and Growth Mindset that promote and sustain positive social partnerships between students, staff and the wider community are implemented.	QTSS funds are used to support the growth of beginning teachers and pre 2004 teachers entering into accreditation and build expertise in teaching.
* Greater school representation in a wider range of sports and increased physical fitness opportunities for students.	Parents/Carers Parents / carers will support school initiatives and assist in delivering program content where appropriate.	Evaluation Plan Formalised sports administration i.e. committees, and expanding school sports profile and practices.	Students use a growth mindset to take risks in their learning and develop confidence in all their relationships.
State target: Increased number of teachers accredited at the lead teacher / highly accomplished level.		Implementing wellbeing practices through external agencies with a focus on K–2	Products Positive, respectful relationships are evident and wide spread among students and staff and promote student well being.
		Expanded collaborative practice between staff to improve teaching and support wellbeing	School sport is expanded and programs focused on pre teaching explicit gross/fine skills are taught.
		Scout, behaviour data	Observations, PDP's and teacher reflection show improved pedagogical practices through collegial support and mentoring.

Strategic Direction 3: Creative community partnerships

Purpose	People	Processes	Practices and Products
To enhance programs and initiatives with our wider school community. To work collaboratively with external agencies to enhance practices and improve educational experiences for students. To continue to develop sustainable practices.	Students Students will be engaged and future focused learners who work in a collaborative school community.	Learning spaces – Whole community partnership working together to develop improved learning spaces/environment including increased emphasis on sustainable practices that provide flexibility for future learning opportunities.	Practices Tertiary institutions and community connections are used to support new pedagogical approaches Future focused pedagogical approaches are used in future learning spaces.
Improvement Measures	Staff Staff actively engage and value collaborative partnerships within an expanded community cohort.	Community communication forums – With increased community collaboration / partnerships, more pathways and opportunities are provided to staff, students and community to provide flexible learning outcomes for all stakeholders.	Community engaged in school supported information sessions promoting school learning directions.
Management practices and processes are increasingly responsive to school community feedback.	Leaders Leaders value and develop strategic partnerships with the community to enhance learning.	Evaluation Plan Commitment to new initiatives as available and applicable.	P&C and external providers support and optimise learning spaces.
An increase in collaborative practice with parents / community to support the changing physical learning environment	Parents/Carers Parents/Carers support school practices and are willing to share expertise where appropriate.	Ongoing, regular evaluation of the school's different learning environments.	Products More Universities involved with pedagogical initiatives.
Increased collaborative practice with the community to support and understand teaching / learning.		Consistent feedback from community/stakeholders.	Information sessions provide increased understanding of current educational approaches/opportunities.
Strengthened communication links between school and the wider community			Infrastructure projects developed in collaboration with the community to improve learning spaces.