

School plan 2018-2020

Edgeworth Heights Public School 4155



School background 2018–2020

School vision statement

High Expectations, Care and Commitment – where all students succeed.

Edgeworth Heights Public School is committed to quality, personalised educational programs driven by research based pedagogical practices. High expectation relationships underpin the development of strong academic skills and wellbeing for all students to succeed in a rapidly changing world as future focused learners.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has a current expected enrolment of 413 students. The school has 16 classes in operation. Approximately 11% of students enrolled identify as Aboriginal or Torres Strait Islander with approximately 4% of English as an Additional Language/Dialect (EAL/D) students. The enrolments and socio-economic dynamics of the school continue to change with the rapid development of the neighbouring Cameron Grove estate.

Quality learning, quality teaching, student wellbeing and high expectation relationships underpin all aspects of the school's operation, vision and strategic directions.

The school has a strong focus on research based and evidence informed quality teaching with a focus on Explicit Instruction strategies. An Instructional Leader works closely with teachers focusing on improving Literacy and Numeracy outcomes for all students. Students are provided with ample opportunities to participate in extra-curricular activities in sport and the performing arts.

Staff members are highly dedicated professionals, including early career and experienced teachers. Professional Learning opportunities are of the highest priority, ensuring excellence in teaching is evident across EHPS.

EHPS has a positive and active Parent & Citizens (P&C) and Student Representative Council (SRC). The school works within Sugarloaf Community of Schools (SCoS) and embraces broader educational alliances, including local Aboriginal Education Consultative Group (AECG) –Kumaridha and local OOSH providers.

School planning process

Public meetings, focus groups and surveys were avenues used to consult and involve families in the evaluation and preliminary development of a school vision. This included examining the impact on student learning of existing programs and the research/evidence basis for planned initiatives. These consultation and collaborative sessions allowed for effective sharing of ideas and provision of feedback.

Newsletters, individualised classroom letters, social media posts and the school website were platforms used to inform families and community of school practices. These promoted community consultation events and gained valuable feedback which drove the planning for new school improvement processes.

The SRC, P&C, local AECG and staff representatives participated in ongoing consultative forums to reach a common commitment articulated vision statement.

The school leadership team worked collaboratively with all teachers through focus groups to develop the purpose, people, processes, practices and products that provide the frame work for each priority area.

Staff representatives worked within the SCoS alliance to develop a common focus for the local schools.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Personalised Learning

Purpose:

To ensure a high performance school culture delivers a strategic approach to personalise academic and wellbeing needs of students.

STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

To deliver excellent evidence based teaching strategies and sustainable systems for collaboration, explicit teaching and feedback that drives improved outcomes for all students.

STRATEGIC DIRECTION 3

Future Focused Communities

Purpose:

To develop improvement through community engagement and effective leadership to build a strong supportive school community. Future focused teaching and learning will prepare students for a complex and dynamic society.

Strategic Direction 1: Quality Personalised Learning

Purpose	People	Processes	Practices and Products
To ensure a high performance school culture delivers a strategic approach to personalise academic and wellbeing needs of students.	Students <ul style="list-style-type: none"> • Build skills to evaluate their own learning and growth in literacy, numeracy and wellbeing by identifying future learning goals. 	Connect Succeed Thrive <ul style="list-style-type: none"> • Review and refine a whole school integrated approach to student wellbeing and engagement. 	Practices <ul style="list-style-type: none"> • Form authentic partnerships with parents and students to support improvement outcomes for success.
Improvement Measures	Staff <ul style="list-style-type: none"> • Build deep knowledge and practices in implementing research based teaching and learning. • Co-develop and implement expectations of positive behaviour for optimal learning conditions. 	Learning Review <ul style="list-style-type: none"> • Embed a collaborative approach to consistent teacher review of student learning and monitoring progress and future directions. • Evidence based learning goals support a growth mindset and student self regulation. 	<ul style="list-style-type: none"> • Implement practices and systems to develop personalised learning and goal setting. • Co-develop expectations of behaviour with students, staff and the community to ensure effective conditions for learning.
Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school as identified in Tell Them from Me Survey. (TTFM)	Leaders <ul style="list-style-type: none"> • Build knowledge and capacity to support stage teams and deliver change practices in personalised student learning and wellbeing. 	Evaluation Plan	<ul style="list-style-type: none"> • Review student wellbeing systems to improve student learning.
Demonstrated improvement in student behaviour through internal data systems.	Parents/Carers <ul style="list-style-type: none"> • Collaboratively develop and review student learning, in consultation with students and teachers, to support student's in achieving personalised goals. 	Evaluation <ul style="list-style-type: none"> • School Excellence Framework • Student Intervention Plans • Tell Them From Me Surveys • Student Attendance monitoring • Student behaviour data analysis. • SCOUT data • Monitoring parent participation 	Products <ul style="list-style-type: none"> • Whole school community demonstrates high expectations for learning progress and achievement for all students. • Positive, respectful relationships are evident among students and staff and promote student wellbeing. • Every teacher uses data to inform and differentiate student learning by tracking student progress on learning progressions.
Demonstrated improvement in student's value added performance as identified through SCOUT data.			

Strategic Direction 2: Excellence in Teaching

Purpose

To deliver excellent evidence based teaching strategies and sustainable systems for collaboration, explicit teaching and feedback that drives improved outcomes for all students.

Improvement Measures

- Increased percentage of all students in the top two bands for reading, writing and numeracy.

- Improvement in the classroom practice as identified through Australian Institute for Teaching and School Leadership (AISTL) classroom practice continuum.

People

Students

- Demonstrate a clear understanding of learning goals and where to next.
- Build skills to master the use of errors and misunderstandings to support life long learning.

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Staff

- Work collaboratively within and across stages to ensure consistent teacher judgement of curriculum delivery and learning adjustments to support student achievement.
- Demonstrate a commitment to engage in professional learning that focuses on improved teaching methods.

Leaders

- Effectively coach and mentor to improve teaching practice through staff performance development plans.

Parents/Carers

- Demonstrate high expectations and understanding of school's directions.

Community Partners

- Authentic collaboration with P&C, AECG and Sugarloaf Community of Schools to strengthen pedagogy and student outcomes.

Processes

Effective Classroom Practice

- Collaborative practice, explicit teaching and feedback inform evidence based teaching strategies across the school and are reflected in teaching and learning programs.

Data Analysis

- Strengthen systems and practices for data analysis to inform planning, programming, assessing and reporting. (PPAR)
- Learning goals for all students are informed by analysis of internal and external student achievement data.

Evaluation Plan

Evaluation

- School Excellence Framework
- Professional learning with teacher identified PDP goals linked with teaching standards
- Peer observations and feedback
- Tracking of student progress on the learning progressions
- Monitoring against the milestones
- AISTL– Classroom practice continuum.
- Tell Them From Me Survey

Practices and Products

Practices

- Collaborate and engage in professional dialogue to share curriculum knowledge, data analysis and feedback about student progress.
- Provide feedback to students to inform and support growth in learning.
- Identify areas for teacher professional development which are evident in teaching and learning programs and Performance Development Plans.
- Ensure that student learning goals are visible and reviewed in consultation with students, parents and classroom teacher.

Products

- Teachers employ evidence based effective teaching strategies where the methods are identified, promoted and modelled.
- Teachers use student assessment data, both internal and external, to determine student progress and future teaching directions.
- Areas of professional development are identified and acted upon utilising school systems and processes in teaching and learning programs and Performance Development Plans.
- Students learning improvement is monitored and demonstrates growth.

Strategic Direction 3: Future Focused Communities

Purpose	People	Processes	Practices and Products
<p>To develop improvement through community engagement and effective leadership to build a strong supportive school community. Future focused teaching and learning will prepare students for a complex and dynamic society.</p>	<p>Students</p> <ul style="list-style-type: none"> • Connect and engage in flexible learning to become leaders of their own education and future ready. 	<p>Effective Transitions</p> <ul style="list-style-type: none"> • Actively engage all students in positive consultations with teachers, parents/carers and mentors in order to maintain high expectation relationships to fulfil student potential. • Align professional learning opportunities across Sugarloaf Community of Schools and wider professional learning community. 	<p>Practices</p> <ul style="list-style-type: none"> • Ensure physical learning spaces and technological resources are used flexibly to meet a broad range of student learning interests and opportunities. • Develop leadership teams to use available expertise of teaching and non teaching staff across Sugarloaf Community of Schools to meet the needs of students. • Develop a process to exchange student information at identified transition points to inform and support the continuity of student learning.
Improvement Measures	<p>Staff</p> <ul style="list-style-type: none"> • Collaborate and participate in professional learning to ensure high performing teachers. • Develop an understanding of and implement learning environments that are flexible and responsive to student needs. 	<p>Future Focused Learning</p> <ul style="list-style-type: none"> • Engage all key stake holders in planning, reviewing and implementing future focused learning and targeted resourcing. • Upskill staff to deliver engaging and future focused teaching and learning that promotes Collaboration, Communication, Co-operation, Creativity and Critical thinking. 	<p>Products</p> <ul style="list-style-type: none"> • All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. • Technology supports learning and is integrated into all teaching and learning programs. • School wide systems are in place for exchange of student information at relevant transition points.
<ul style="list-style-type: none"> • Increase levels of achievement as measured on the Middle Years Transition Matrix for pedagogy. 	<p>Leaders</p> <ul style="list-style-type: none"> • Build leadership opportunities and management skills of current and aspirational leaders through instructional leadership and co-facilitation within Sugarloaf Community of Schools. 	<p>Evaluation Plan</p> <p>Evaluations</p> <ul style="list-style-type: none"> • Middle Years Transition Matrix • School Excellence Framework • Tell Them From Me Survey • SCoS Educational Leadership • Focus groups—(Students, Staff, Community) 	
<ul style="list-style-type: none"> • Increased participation and access of a shared suite of professional learning through the Sugarloaf Community of Schools. 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • Develop an understanding and actively support the pursuit of high expectations to maximise success for all students. 		
<ul style="list-style-type: none"> • Increased student engagement as identified in Tell Them From Me data. 	<p>Community Partners</p> <ul style="list-style-type: none"> • Build engagement of learning community partners including SCoS, P&C and AECG in the processes to improve student literacy and numeracy skills as well as aspirations and wellbeing. 		