

School plan 2018-2020

Engadine West Public School 4292



School background 2018–2020

School vision statement

At Engadine West Public School we are preparing confident resilient students to make the most of opportunities that their future will present.

We are committed to student success and providing a strong foundation in literacy and numeracy, wellbeing and personal growth. We are a learning community with a strong sense of shared vision and collaboratively developed goals.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. The school is a foundation member of the "Community of Schools on the Park" which strives to maximise student learning opportunities and showcase public education. The professional staff demonstrate dedication and commitment to quality future focused education.

The school provides an extensive range of highly engaging programs from Kindergarten to Year 6 that cater for the needs of all students. Engadine West Public School prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school. The social, emotional and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of educational and extra-curricular programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with additional learning needs and strong partnerships between home and school maximise outcomes for students.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe respectful learners and celebrates achievements.

School planning process

School community groups were consulted throughout the planning process.

Evidence was collected and collated to determine the three strategic directions for the 2018–2020 school improvement plan. Reference to the School Excellence Framework and external validation (2017) confirmed directions for the school for the next three years. Data in the form of NAPLAN results, SENA and TOWN testing results, PLAN data, school assessments, IEPs, PLPs, PDPs and teachers professional knowledge and skills were considered. Staff, students and parents completed online surveys about current successes, areas for improvement and future focussed learning and wellbeing outcomes. This ensured all stakeholders were consulted and their opinions valued.

The school's P&C and staff worked on the school's vision statement by attending workshops. The P&C was presented with draft of the school improvement plan for their feedback to confirm the future directions for the school.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Evidence Based Learning

Purpose:

To ensure student learning is underpinned by feedback derived from assessments (formative and summative) which informs teaching and learning.



STRATEGIC DIRECTION 2

Transformational Teaching

Purpose:

To ensure teachers collaborate within and across stage teams embedding planning and professional learning reflecting student information, progress and achievements, data, curriculum requirements, student feedback, and provides continual improvement for all students regardless of ability.



STRATEGIC DIRECTION 3

Connected Community

Purpose:

To embed the foundations of a school in partnership with its community which is inclusive, informed and engaged.

Strategic Direction 1: Evidence Based Learning

Purpose

To ensure student learning is underpinned by feedback derived from assessments (formative and summative) which informs teaching and learning.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the premier's priorities.

Improved student growth from Years 3–5 as measured by SCOUT data.

All students are aware of learning goals in English.

People

Leaders

Develop a coordinated approach to instructional leadership to support teachers and students.

Staff

Build knowledge and understanding of data use through effective professional learning.

Students

Build skills in self assessment using learning intentions, literacy and numeracy progressions and formative assessment strategies.

Parents/Carers

Develop and understanding of theories of student learning and support the teaching and learning programs at the school.

Processes

Student Needs.

Ensure student learning is data driven and based on formative practices, curriculum and learning continuums. Timely targeted feedback and intervention for all students reflects best practice. Students access different support to maximise learning.

English Unit Review/Learning Area Scope and Sequence Review.

Develop sequential and integrated curriculum reflecting evidence based teaching practices and provide students with meaningful and engaging learning experiences in English/other learning areas as identified.

Future Learning.

Design and implement learning experiences for students that employ future focused learning skills using innovative technology and physical space.

Evaluation Plan

Student/teacher feedback surveys

Student TTFM surveys

Classroom observations

Student growth as measured against PLAN

SMART data

Student reading levels

School based assessments

Practices and Products

Practices

Student learning goals are regularly monitored and updated by students in collaboration with their teacher.

Qualitative and quantitative evidence of teacher practice, student achievement and student engagement are collected, analysed and evaluated to inform effectiveness of teaching practice and school performance.

Teachers collaboratively plan evidence-based teaching programs providing explicit, differentiated, authentic learning experiences which cater for all

Products

Students know what they need to learn to achieve stage outcomes and to improve.

Teaching practices are evidence based and informed by student achievement data to ensure teaching and learning programs are differentiated and personalised to meet individual learning needs.

Educational opportunities are provided for all students to be engaged learners.

Strategic Direction 2: Transformational Teaching

Purpose

To ensure teachers collaborate within and across stage teams embedding planning and professional learning reflecting student information, progress and achievements, data, curriculum requirements, student feedback, and provides continual improvement for all students regardless of ability.

Improvement Measures

All teachers integrate formative assessment techniques into their teaching practice measured through student work samples, teaching progress, classroom observations, internal and external data.

Class teachers report on student achievement including clear and specific information about student learning, growth, next steps and improvement measures.

All teachers use data to inform collective decisions about student learning and teaching programs.

People

Leaders

Engage in research and adopt an instructional leadership style.

Staff

Engage in quality professional learning and flexible pedagogy within a growth mindset.

Students

Take responsibility for their own learning by understanding learning goals.

Parents/Carers

Understand what their children are learning.

Processes

Formative Assessment.

Implement a whole school approach to formative assessment, using data, evidence, quality assessment tasks and consistency in teacher judgement to inform teaching and learning programs K–6

Data Use.

Implement a whole school integrated approach to student assessment where data is the focus of informed decisions in teaching and learning literacy and numeracy.

Professional Learning.

Draw on research to develop and implement high quality professional learning and leadership.

Evaluation Plan

Collaborative analysis of data

PLAN

NAPLAN data

PDP review/discussion notes

Teaching and learning programs

Classroom observation data

Practices and Products

Practices

All teachers use formative assessment techniques to inform teaching and learning programs

All teachers use data to inform and differentiate their teaching and learning by tracking student progress on PLAN/learning progressions.

Shared school-wide responsibility is evident through purposeful leadership and quality professional learning.

Products

Structures are in place to enable regular meetings and opportunities for collaborative planning and reflection to improve and deliver evidence informed pedagogy.

Systems are embedded where teachers make informed and consistent judgments about student progress based on knowledge and understanding of learning progressions.

Enhanced leadership capacity, reflected in greater collaboration, self reflection, higher expectations and cohesive school teams.

Strategic Direction 3: Connected Community

Purpose	People	Processes	Practices and Products
To embed the foundations of a school in partnership with its community which is inclusive, informed and engaged.	Community Partners Ensure management practices support school community partnerships.	Community of Schools. Embed community of practice to all COSoTP schools to support innovation and evidence based practice.	Practices All staff participate in communities of practice to gain additional skills and knowledge and share with colleagues. Embed common language around behaviour, values social and emotional learning by staff, students and families Parents and carers engage with and contribute to school life and involvement through authentic and purposeful relationships
Improvement Measures	Staff Build capacity to form strong relationships with parents/carers and participate in professional dialogue with colleagues.	Wellbeing. Utilise school communities (LST, PBL etc) to identify, coordinate and monitor student wellbeing initiatives that promote positive values and resilience.	
All teachers actively participate in learning communities.	Students Develop emotional resilience, social intelligence, build relationships and actively contribute to the school and community.	Local Community. Enhance parent and carer engagement through learning sessions, online communication and library connections	Products Community of practice professional learning sessions are embedded into school professional learning calendar. Regular meetings are held promoting pedagogy across contexts.
Decrease in reported behaviour incidents.	Community Partners Engage in a wide range of school related activities and contribute positively to planning and evaluation processes.	Evaluation Plan TTFM surveys Anecdotal feedback and subsequent actions taken Surveys following specific school activities	Student wellbeing practices reflect the positive ethos embedded in all school systems Parents and carers opportunities to engage in their child's learning and deepen knowledge of school activities.
Increased opportunity for parents/carers to be connected to their childrens' learning and wellbeing.			