

School plan 2018-2020

Eschol Park Public School 4558



School background 2018–2020

School vision statement

Our Vision : A unique culture where everyone can succeed.

We see Eschol Park Public School as a safe, caring and well-resourced family environment, in which the staff, family and community work together with students to achieve quality educational outcomes.

Our school community promotes:

A LOVE OF LEARNING, THE CELEBRATION OF ACHIEVEMENT & A CULTURE OF CONTINUOUS IMPROVEMENT.

Our Mission : is to provide quality education and equitable welfare for all, within a supportive whole school community.

1. Quality Education:

We will maintain high standards, provide opportunities for excellence and aim for personal bests in everything we do. We will continuously seek improvement through effective evaluation, as the students move through recognisable stages of development.

2. Welfare for All:

We will promote lifelong learning within a safe and harmonious environment which reflects core values and Department of Education policy.

3. Community:

It is the parental expectation that Eschol Park Public School will continue to be a welcoming school where emphasis is placed upon strengthening whole school partnerships.

School context

Eschol Park Public School is located in South West Sydney and serves a diverse community. It is part of the Macarthur Network of schools for the Department of Education.

Students from a Language Background Other Than English (LBOTE) make up 38% of the school population and 8% of students identify as Aboriginal and/or Torres Strait Islander.

Eschol Park Public School recognises the importance of truth, quality, care, integrity, excellence, respect, responsibility, cooperation, participation, fairness and democracy. These values are incorporated into the curriculum, reflected in the policies and practices of the school and instilled in students by staff through the provision of quality teaching and learning experiences.

Our school motto is Truth, Quality and Care. The school and its community have high expectations of students and value the provision of a variety of learning opportunities. Many successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working in a team environment.

The staff is committed to and promotes a love of learning, the celebration of achievement and a culture of continuous improvement. Ongoing professional learning ensures the delivery of high quality and innovative teaching and learning programs.

School planning process

In term 4, 2017, a comprehensive process was undertaken across the whole school community to review current practices and collect evidence and survey data from staff, students and parents. This included student achievement results, attendance, behaviour, participation in extra curricula activities, Reading Recovery, NAPLAN, school based benchmarks, surveys (leadership, specific curriculum areas, school life) and specific focus questions related to school satisfaction and improvement needs. This evidence and data was used to inform the development of the three strategic directions for 2018–2020.

This comprehensive process involved workshops, reviews, analysis, discussions, with opinions and feedback sought from the whole school community in a number of forums: P&C meetings, student and planning committee led interviews, staff meetings, focus group sessions & written surveys.

Executive staff presented the draft plans to all staff for final input. The plan was then presented to the P&C and school community for further consultation and input.

Advice, professional learning and feedback was sought throughout the process from the Principal, School Leadership, Learning, High Performance and Accountability department.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1
Quality Teaching and Learning

Purpose:

The delivery of a comprehensive, balanced curriculum that meets the needs of every child in the school.

To provide a high standard of education that prepares students to be 21st century learners through :

- a comprehensive curriculum that builds not only a solid grounding in basic skills but also supports students to be creative and inspired problem solvers,
- quality teaching and learning programs ensuring opportunities for excellence and aimed at achieving personal bests,
- personalized and differentiated learning
- relevance, motivation and challenge
- student reflection and sharing



STRATEGIC DIRECTION 2
Quality Leadership and Management

Purpose:

The delivery of high quality strategic leadership and management throughout the school.

To lead for learning:

- creating powerful, equitable learning opportunities for students, teachers and the system, and motivating all participants to take advantage of these opportunities
- strengthening leadership and the management capacity of school staff and executive teachers to drive school improvement
- inspiring the school community by fostering responsibility, citizenship, active listening and pride



STRATEGIC DIRECTION 3
A Collaborative and Inclusive culture.

Purpose:

Enhancing an effective, collaborative and inclusive school culture by :

- building a supportive and cooperative community by fostering an atmosphere of collegiality and openness.
- fostering the common values of our community, while being sensitive to the specific values of various groups which make up the community and acknowledging the rights and responsibilities of parents..
- creating a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.
- developing the skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility.

Strategic Direction 1: Quality Teaching and Learning

Purpose

The delivery of a comprehensive, balanced curriculum that meets the needs of every child in the school.

To provide a high standard of education that prepares students to be 21st century learners through :

- a comprehensive curriculum that builds not only a solid grounding in basic skills but also supports students to be creative and inspired problem solvers,
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- personalized and differentiated learning
- relevance, motivation and challenge
- student reflection and sharing

Improvement Measures

1) 80% or more of students achieve one year of growth for each academic year of learning.

2) 5% increase in top two bands in NAPLAN Reading, Writing and Numeracy (R.W.N). 95% of all students at/above national minimum standard in NAPLAN R.N.W.

3) 85% of all students at/above grade appropriate school benchmarks in English and Mathematics

4) Aboriginal students have a quality Personalized Learning Pathway.

5) Evidence of a range of assessment and feedback practices in the school.

People

Students

Students improve achievement levels by engaging in quality learning environments where they demonstrate :

1. their understanding and development of the 21st century learning skills of critical thinking, communication, creativity, collaboration, problem solving and ICT
2. that their understanding of learning intentions and success criteria is clear, and that feedback is a two way process.

Staff

Staff engage in effective and targeted professional learning to apply research and evidence based pedagogy that will support excellence in practice.

Leaders

Engagement with professional learning communities inside and outside school settings, to lead the implementation of current pedagogical best practice.

Parents/Carers

Through a diverse range of communication modes, support parents to understand and be actively involved in their child's learning, curriculum and wellbeing.

Community Partners

Engage the support and expertise of community members to enhance the delivery of quality teaching and learning programs and initiatives.

Processes

Professional Learning

Ongoing Professional learning for all staff focusing on implementing best practice in all curriculum areas. All staff to provide consistent and differentiated quality teaching focusing on students' skills of critical thinking, creativity, collaboration and communication and address the School Excellence Framework elements.

Employment of an Instructional Leader/Mentor to provide and enhance PL for staff and embed current pedagogy that supports the design of high quality teaching and learning programs, to provide enrichment lessons for students and to strengthen the parent role in their children's learning.

Implement quality evidenced based teaching, learning and reporting programs for improved outcomes for EAL/D and Aboriginal students.

Assessment

The use of qualitative and quantitative assessment strategies that are fair and flexible, provide an appropriate level of challenge and engage students in learning in meaningful ways.

Evaluation Plan

Lesson Study Process to evaluate the use of formative assessment and feedback that ensures students are actively involved in their learning.

Collection and analysis of school based and external student assessment data to evaluate teaching and learning.

Practices and Products

Practices

Quality teaching and learning practices across the school demonstrated through differentiated Literacy and Numeracy lessons and assessments using the continuums / progressions to improve student achievement.

Teachers' programs cater explicitly for the diverse learning needs of each student. An appropriate balance of all six KLAs is evident in every classroom.

Students achieve at their personal best levels on external and internal performance measures and reflect and report on the achievement of their own learning and leadership goals.

Parents have an understanding of what their children are learning and receive regular information about progress and needs.

Products

Quality pedagogy and consistency in teacher judgement with Curriculum program design, revised scope and sequences, assessment benchmarks for the whole school, professional learning and strategic planning.

The delivery of a balanced, systematic, explicit and integrated curriculum.

Improved student performance in school based and external assessments with a culture of high expectations for all students embedded. The school achieves excellent value added results.

Strategic Direction 2: Quality Leadership and Management

Purpose	People	Processes	Practices and Products
<p>The delivery of high quality strategic leadership and management throughout the school.</p> <p>To lead for learning:</p> <ul style="list-style-type: none"> • creating powerful, equitable learning opportunities for students, teachers and the system, and motivating all participants to take advantage of these opportunities • strengthening leadership and the management capacity of school staff and executive teachers to drive school improvement • inspiring the school community by fostering responsibility, citizenship, active listening and pride 	<p>Students</p> <p>Increased leadership opportunities and student voice (speaking and listening area of English K–6).</p> <p>Develop mindset and capabilities to reflect upon and share achievement of personal learning and leadership goals and successes.</p> <p>Staff</p> <p>Develop staff capabilities by implementing and sustaining quality school wide systems and organizational structures.</p> <p>Provision of appropriate avenues and opportunities to enrich and support professional growth.</p>	<p>Professional Learning/Individual and Collective Capabilities.</p> <p>Targeted professional learning is provided for staff in accordance with individual Performance Development Plans and linked to the Australian Professional Standards.</p> <p>Creation of a sense of clarity and coherent support for the improvement of teaching and learning.</p> <p>Utilize internal and external expertise to facilitate and provide collaborative learning to relevant stakeholders.</p> <p>The Leadership Team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of this school plan.</p>	<p>Practices</p> <p>Proactive professional learning teams enthusiastically led by school leaders across stages and curriculum areas that are focussed on using best evidence based practice and data analysis delivering consistent quality teaching and achievement of Australian Professional Standards.</p> <p>Supportive, positive collegial relationships maintained in a professional manner.</p> <p>Practices and processes are responsive to whole school community feedback.</p> <p>Staff reflect on achievement of their personal learning and leadership goals.</p>
<p>Improvement Measures</p> <ol style="list-style-type: none"> 1. Increased numbers of staff pursuing leadership roles within and outside the school and participating in registered professional development programs. 2) Effective implementation of Performance and Development Plans (PDP) as per DoE requirements, 100% staff achievement of identified goals. 3) Teachers' practice reflects the Australian Teaching Standards. 4) Formal mentoring or coaching supports the improvement of teaching and leadership practice. 5) Increased participation rates in student leadership programs 	<p>Leaders</p> <p>Provide professional learning which aligns with staff goals and school direction. Support educational innovation and curriculum resourcing.</p> <p>Drive whole school improvement through succession planning and leadership density.</p> <p>Mentor aspiring executives using a quality leadership model.</p> <p>Parents/Carers</p> <p>Establish a collaborative learning community by encouraging parent participation in school decision making.</p>	<p>Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.</p> <p>Student leadership</p> <p>Build on current student leadership programs and increase student voice inspiring further responsibility, citizenship, active listening and pride.</p> <p>Evaluation Plan</p> <p>PDPs and Professional Learning reflect Australian Professional Standards.</p>	<p>Products</p> <p>The development of leadership density is ongoing & central to capacity building.</p> <p>A highly skilled, responsive and diverse staff where they understand and value themselves and each other and contribute to a culture of high expectations.</p> <p>Quality pedagogy and consistency in teacher judgement with curriculum program design, professional learning and strategic planning.</p> <p>Staff attainment of professional learning goals and teaching requirements form part of the school's performance and development processes.</p>

Strategic Direction 3: A Collaborative and Inclusive culture.

Purpose

Enhancing an effective, collaborative and inclusive school culture by :

- building a supportive and cooperative community by fostering an atmosphere of collegiality and openness.
- fostering the common values of our community, while being sensitive to the specific values of various groups which make up the community and acknowledging the rights and responsibilities of parents..
- creating a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.
- developing the skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility.

Improvement Measures

- 1) Improved attendance rates in line with DoE targets.
- 2) Positive 'Tell Them from Me' feedback data.
- 3) High level of achievement of school awards.
- 4) To increase parent/carer engagement in supporting their child's learning as evidenced by attendance at parent teacher interviews and PLP & IEP processes.
- 5) Positive and respectful relationships are evident among staff, students and parents promoting student wellbeing and ensuring optimum conditions for student learning.

People

Students

Ensure all students feel connectedness to the school. Provide an harmonious environment where the welfare of all students is a priority in all practices of the school.

Staff

Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour in accordance with these values. School wide collective responsibility for the learning and welfare of all students. Clear demonstration of respect and support for student diversity in the school's inclusive actions and structures.

Leaders

Support staff and create opportunities for involvement in activities that build knowledge and understanding of the culture of the school.

Parents/Carers

Ensure all parents feel connectedness to the school through the forging of strong links between school, home and also the wider community. Parents are actively welcomed to school by all staff. Maintain a culture of realistic, reasonable parental involvement in all aspects of school life.

Community Partners

Collaboration and engagement with agencies, businesses, cultural organisations and other groups to assist in children's learning and development.

Processes

Wellbeing and Support

High quality, proactive wellbeing programs are in place that have clearly defined behavioural expectations and create a positive teaching and learning environment. Consistent monitoring, analysis and sharing of welfare data.

Attendance & Transitions

Promote and facilitate effective strategies to improve student attendance.

Implement high quality supportive programs at transition points – starting school and Year 6 to 7.

Communication

Use various modes of communication to engage the community. Invite parents /community members to attend special events and utilize the expertise of the community. Parent/teacher and Three Way interviews to support a holistic approach across all Key Learning Areas.

Aboriginal and EAL/D students are supported by strong partnerships between school and families to increase engagement & achievement.

Evaluation Plan

Provide opportunities for community partners to be integral members of our school culture. Survey and conduct focus groups with all stakeholders to monitor and obtain feedback against desired purpose and processes. Regular review of user access to school technology application and other communication media.

Practices and Products

Practices

The school's curriculum structure accommodates the individual and group needs of its learners.

Teaching staff communicate student progress and expectations of learning on a regular basis.

School's structures and strategies recognise and celebrate achievement.

Roles and responsibilities for student welfare management are agreed, documented & clearly understood by all.

Active collection & use of information to support students' successful transitions

All staff use ceremony, symbols and rituals to promote the school's purpose and beliefs.

School practices and processes are responsive to school community feedback.

School self-evaluation supports continuous improvement.

Products

Student welfare structures support quality teaching and learning

Understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Increased parent participation in school-home learning partnerships to support engagement in student learning and wellbeing programs at school.