

# School plan 2018-2020

## Ellison Public School 4568



# School background 2018–2020

## School vision statement

To strengthen our connection with our community by promoting a positive culture of CARE; cooperation, achievement, responsibility and engagement through evidence-based practices.

## School context

Ellison Public School is a P2 primary school of 303 students situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a consistently good academic standard with Ellison students regularly performing at State average in most areas of the annual NAPLAN testing.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, African drumming, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, OzTag, basketball and cricket

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students accept their rights and responsibilities, being given opportunities to exercise them throughout each year.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities.

## School planning process

The school embarked on an extensive education, survey and consultation process involving all stakeholders. Information about the new plan featured in newsletters. Information sessions and consultation meetings were held with staff meetings, P&C and parents. Students were also consulted within class to obtain their views. The staff, P&C, community, Aboriginal Education Council Group (AECG) and student body were surveyed with a view to what they saw as important to keep around our school and what they might like to see at the conclusion of the new plan. The data generated by these surveys was then collated and the three major directions teased out.

With the major directions revealed, further consultations defined the school's Vision Statement. A draft of this statement was then discussed and confirmed with staff and community.

Staff collaborated on the addition of required learning skills and activities, knowledge, professional capabilities, processes and improvement measures. These were finally reviewed and confirmed by the school executive.

All of this planning and preparation was supported by regular meetings with Principal Support Leadership Officers and our Director, Public Schools NSW.

# School strategic directions 2018–2020



**Purpose:**

To enhance future-focused learning that builds the capacity of staff and embeds differentiation into quality teaching and learning programs to meet the diverse educational and cultural needs of all students.

**Purpose:**

To provide a quality learning environment that focuses on physical, social and emotional wellbeing, one that fosters success, growth mindset and strong character in our community.

**Purpose:**

To develop a culture of high expectations and provide information, skills, support, connections and other resources to effectively cater for a range of equity issues in the school.

# Strategic Direction 1: Quality Teaching, Learning and Leading

## Purpose

To enhance future-focused learning that builds the capacity of staff and embeds differentiation into quality teaching and learning programs to meet the diverse educational and cultural needs of all students.

## Improvement Measures

All teaching programs are based on future-focused practices.

All teaching and learning programs show differentiation reflecting student needs.

All Year 5 students meet or exceed expected growth in NAPLAN Writing and Numeracy.

## People

### Students

Students will accept responsibility for their learning.

### Staff

Staff appreciate the need for collaboration with all stakeholders.

### Staff

Staff will embrace professional learning as a means for improvement.

### Leaders

Leaders recognise the need to build capacity.

### Parents/Carers

Parents and carers acknowledge their role as primary carers and collaborate with the school to support their children to achieve academic success.

### Community Partners

Community acknowledges that positive partnerships focused on students will benefit student outcomes.

## Processes

To embed future-focused, evidence-based practices into teaching

To embed differentiation into quality teaching and learning programs.

## Evaluation Plan

During the three years, we will use the following:

Teaching and Learning Programs

Class Observations

Peer Assessment

Parent /Teacher /Student surveys

Evaluation of Teacher Professional Learning

## Practices and Products

### Practices

Students will develop future-focused practices incorporating: collaboration, co-operation, critical thinking and creativity.

Staff effectively implement new syllabi.

Assessment for learning principles will guide teaching (Formative Assessment).

Individual student progress will be monitored and assessed against Literacy and Numeracy Learning Progressions and plotted on PLAN 2.

### Products

Quality teaching and learning programs cater for individual and group needs and incorporate differentiation, integration with Key Learning Areas, personal learning plans and behaviour management plans as appropriate.

Teacher Performance Development Plans (PDPs) explicitly target developing teacher capacity to cater for learner diversity and are aligned with the Australian Professional Teaching Standards.

Teaching practice incorporates formative assessment strategies.

There is a coordinated plan of support for the maintenance of accreditation using the Australian Professional Standards for Teachers.

# Strategic Direction 2: Wellbeing

## Purpose

To provide a quality learning environment that focuses on physical, social and emotional wellbeing, one that fosters success, growth mindset and strong character in our community.

## Improvement Measures

Surveys indicate improvement in levels of confidence and happiness compared to 2017.

Strengths and Difficulties Questionnaire (SDQ) indicates increased resilience in students and a positive growth mindset

## People

### Students

Students engage in student welfare programs and student support programs on a regular basis when and as needed.

### Students

Students recognise that growth mindset effects wellbeing.

### Staff

Staff acknowledge that strong wellbeing programs support physical, social, emotional wellbeing and academic success.

### Staff

Staff recognise the need for a tiered structure for wellbeing practices.

### Parents/Carers

Parents acknowledge their role as partners with the school in supporting the physical, social, emotional wellbeing of their children

## Processes

To embed quality wellbeing programs across the school and community.

## Evaluation Plan

Attendance at presentations, events, social functions, information sessions, assisting in classrooms etc.

Community members able to identify and articulate the strategic directions.

Assistant Principals leading the development of high quality, collaboratively developed programs.

Anecdotal teacher reports about success of wellbeing programs and inquiry based learning. PDP review meetings and self-assessment.

Teacher Performance and Development Plans and sharing sessions at staff meetings.

Analysis of classroom and playground reporting data – EBS4 data management system.

Assessment data/ NAPLAN.

Analysis of learning support team data and referrals to the counsellor.

Feedback from community. (Tell Them From Me)

Increased levels of student leadership.

Reduction of incident slips recorded in EBS4 by 5%

## Practices and Products

### Practices

Students engage in learning that is challenging, inquiry-based and requires self-direction, teamwork, an element of 'risk' and encourages creativity.

Staff promote student wellbeing through positive teaching practices.

Parents jointly participate in the development of Personal Learning Plans and/or Behaviour Management Plans for their child where appropriate.

Parents participate in education / information sessions around current needs and issues to do with students eg cyber safety, PBL, Growth Mindset, Mindfulness.

### Products

Students present as confident, happy, safe and secure students.

Strong wellbeing programs are embedded throughout the school.

# Strategic Direction 3: Strengthening Community

## Purpose

To develop a culture of high expectations and provide information, skills, support, connections and other resources to effectively cater for a range of equity issues in the school.

## Improvement Measures

Increased interaction with local education community from 2017 – 2020 through improved communication, sharing of resources and collaboration on educational events.

Increased levels of engagement by all community members.

## People

### Students

Students understand, appreciate and contribute to their school, community and to think globally.

### Staff

Staff recognize parents as partners in the learning process.

### Parents/Carers

Parents recognize their role as partners in the learning process.

### Leaders

Leaders facilitate the building of staff capacity to develop and strengthen ongoing community partnerships.

### Community Partners

Community partners confidently develop relationships with the school and community.

## Processes

To increase effective community engagement with school.

To enhance partnerships with local education groups to support student achievement.

Parents and community contribute to student learning.

## Evaluation Plan

Tell Them From Me Survey – parents, students and staff.

Collection of whole school data.

Increased attendance at school events. Increase in parent helpers at school.

Happy and well-engaged students.

Analysis of website, Facebook and Class blog (SeeSaw & Google Classroom) usage.

Analysis of the rate of return of surveys

## Practices and Products

### Practices

Explicit systems of effective communication are used and reach all members of our school community.

Demonstrated recognition and involvement of all cultural representatives including our indigenous culture.

Staff regularly seek and act upon feedback from the community.

### Products

Increased parent attendance at events and community participation at P&C meetings and school activities..

Goodwill and community spirit is highly evident in our school community as indicated through Tell Them From Me surveys.

Community groups make use of the school facilities.

The school's user friendly website and Facebook page clearly define the school.

School policies, practices and programs acknowledge students, parents and community as partners in education.

Google Team Drive created for Mid Mountains Community to share resources and improve communication.