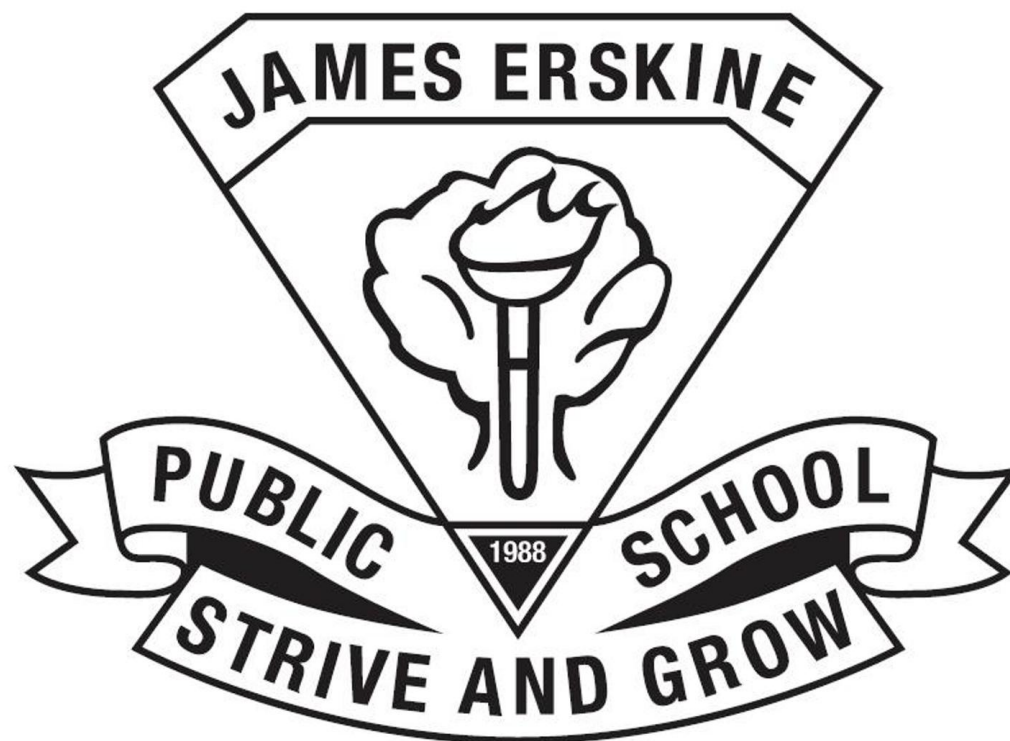


School plan 2018-2020

James Erskine Public School 4579



School background 2018–2020

School vision statement

At James Erskine Public School we believe in a school where everyone is accepted, a school free from bullying where respect, kindness, giving, sharing and working together is encouraged and developed.

Our vision is for a future focussed education to prepare us for lifelong learning, with the skills that will support us and help us contribute to the global world in which we live.

Our school vision is based on the input of students from Kindergarten to Year 6, 2018.

School context

I am safe. I am respectful. I am a learner.

These three statements underpin the philosophy of James Erskine Public School, a Positive Behaviour for Learning (PBL) school. The values of NSW Public education are entwined into all programs offered throughout the school. An enthusiastic staff of experienced and early career teachers work, in unison with the highly committed community, to promote high expectations across the school in terms of academic and social achievement.

The student population of 568 is quite diverse in its composition with 27% of the students from a non-English speaking background and approximately 5% from an Aboriginal or Torres Strait Islander background. Excellence in Literacy and Numeracy is the main focus in all classrooms which is complimented with a high focus on the use of technology to support the teaching and learning programs. The school has a computer lab with a smaller lab in the library. All classrooms have interactive white boards including library and computer lab. This is complimented by a wide range of extra curricula activities with a strong emphasis on developing the whole child. The school is an integral member of the STEPS learning community. Joint programs have involved professional learning activities in Literacy and Numeracy, the implementation of Talented and Gifted–Top Steps and transition programs with Erskine Park High.

Student interaction has been promoted through joint SRC, buddy classes and secondary students supporting primary based activities.

School planning process

Our school plan was prepared, In the pursuit of excellence and demonstrates our commitment to the provision of high quality educational opportunities for each and every child.

The school planning process was led by the school principal and involved participation and consultation with key stakeholders including:

- staff
- students
- community

Using the School Excellence Framework (SEF) as a guide to high quality practice across the three domains of learning, teaching and leading, key priorities were contextually derived from each of these areas, supported by internal and external data.

School executive led collegial discussions with staff to determine the key milestones under each of these key strategic areas.

Staff identified with a strategic team and through collaborative discussion and planning, have developed milestones to support each of the products and practices of the strategic direction.

Community members contributed to the planning process through:

- community forums
- planning discussions with key EPHS staff.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 LEADING

Purpose:

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

STRATEGIC DIRECTION 2 TEACHING

Purpose:

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality, evidence informed, teaching.

STRATEGIC DIRECTION 3 LEARNING

Purpose:

To develop in young people the foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers engage students in rich learning experiences, developing the vital skills for flourishing now and in the future.

Strategic Direction 1: LEADING

Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

Value added for K–2, 3–5 and 5–7 is at a minimum, sustaining and growing.

% of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%

People

Students

Develop practices to become self-regulated learners.

Engage in opportunities to build relationships with staff/students at EPHS.

Staff

Work collegially with peers within and across the learning community to develop and support a visible learning setting K–12.

Meet NESA requirements in programming and assessment across all KLA's.

Ensure clear improvement aims and plans for learning are developed, monitored and reviewed for all students

Parents/Carers

Work closely with teachers to support individual learning needs of all students.

Community Partners

Develop structures to support the development of a visible learning setting K–12.

Enable a focus on building relationships with students at JEPS.

Leaders

Build leadership capacity of staff through distributed leadership opportunities.

Provide opportunities for staff to work collegially across EPHS/JEPS.

Processes

Middle Years

Development of a clear plan of action and implementation for the four areas of focus – Curriculum, Relationships, Pedagogy and Management.

NESA

JEPS meets NESA registration across all Key Learning Areas

Equity and Excellence

To promote equity and excellence for all students by developing professional knowledge, resources and processes.

Focus:

2018/19 Aboriginal Education

Sensory Processing

2019/20 Support Processes

Evaluation Plan

Reflection against criteria:

- Middle Years Framework
- NESA Registration requirements

Data Collection

- Staff surveys
- PLAN data tracking
- Student surveys

Practices and Products

Practices

School processes are well structured to support teacher learning and student learning.

Systematic tracking and monitoring of data informs school priorities and targets.

Clear improvement plans for learning are evident for all students.

NESA requirements are systematically monitored and updated to ensure compliance

Products

Value added for K–2, 3–5 and 5–7 is at a minimum, sustaining and growing.

% of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%

Strategic Direction 1: LEADING

People

High expectations for all stakeholders (self, peers, students) are understood and articulated.

Strategic Direction 2: TEACHING

Purpose	People	Processes	Practices and Products
<p>In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality, evidence informed, teaching.</p>	<p>Students</p> <p>Develop skills and understanding in the setting, monitoring and evaluation of learning goals</p>	<p>Writing</p> <p>To maintain a focus on improved writing outcomes through teacher collaborative practice supporting differentiation across all classrooms K–6.</p>	<p>Practices</p> <p>A whole school focus on improved writing instruction with appropriate differentiation to support student growth.</p>
<p>Improvement Measures</p> <p>Value added for K–2, 3–5 and 5–7 is at a minimum, sustaining and growing.</p> <p>% of students in top two bands across Year 3 and year 5 in Numeracy and Reading (linked to Premier's Priority) is 40% or above – an improvement of 4.96%</p>	<p>Staff</p> <p>Work collaboratively to develop skills in planning for and teaching writing</p> <p>Confidently apply data analysis strategies linked to assessment for/as/of learning</p>	<p>Assessment</p> <p>Review of assessment practices across all KLA's K–6 in line with NESA requirements.</p> <p>To develop teachers confidence in implementing and embedding the literacy progressions in their teaching and learning programs.</p>	<p>All students have a clear understanding of how to improve.</p> <p>Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.</p>
<p>Year 3 – Writing</p> <p>Band 6 increase of 7.3%</p> <p>Year 5 – Writing</p> <p>Band 7 increase of 5% to 16.5%</p> <p>Band 5 decrease of 5% to 32.2%</p> <p>Band 8 increase of 5% to 7.6%</p>	<p>Parents/Carers</p> <p>Develop a shared responsibility to student learning through goal setting</p> <p>Provide effective feedback on assessment and reporting</p> <p>Community Partners</p> <p>Work collegially with EPHS staff to develop effective writing program</p> <p>Leaders</p> <p>Build leadership capacity of staff through distributed leadership opportunities.</p> <p>Provide professional learning opportunities in writing</p> <p>Facilitate professional learning opportunities in formative assessment strategies and data driven practice</p> <p>Provide opportunities for professional dialogue, collaboration and classroom observation</p>	<p>Middle Leadership</p> <p>Develop and review a middle leadership structure that supports collaborative use of data to inform planning, identify interventions and modify teacher practice to improve student learning outcomes..</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Development of 'Plan of Action' for 2019 consolidation of FA • Executive Professional Learning Plan • Exit Slip (Survey) • End of year Evaluation 	<p>Teachers clearly understand, develop and apply a full range of assessment strategies (assessment for/as/of learning)</p> <p>Student developed learning goals are informed by analysis of internal and external student progress and achievement data.</p> <p>Embedded and explicit systems facilitate professional dialogue, collaboration and classroom observation.</p> <p>Products</p> <p>Year 3 – Writing</p> <p>Band 6 increase of 7.3%</p> <p>Year 5 – Writing</p> <p>Band 7 increase of 5% to 16.5%</p> <p>Band 5 decrease of 5% to 32.2%</p> <p>Band 8 increase of 5% to 7.6%</p>

Strategic Direction 3: LEARNING

Purpose	People	Processes	Practices and Products
<p>To develop in young people the foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers engage students in rich learning experiences, developing the vital skills for flourishing now and in the future.</p>	<p>Students</p> <p>Develop practices to become responsible, respectful citizens</p> <p>Engage in opportunities to develop critical thinking skills</p> <p>Develop foundation skills in literacy and numeracy</p> <p>Staff</p> <p>Engage in professional learning to support change in practice (L3)</p> <p>Ensure the foundation skills are established in literacy and numeracy in the early years</p> <p>Continually develop professional practice to ensure quality outcomes for all students in literacy and numeracy</p> <p>Continual development of positive partnership with students/staff/parents/community</p> <p>Parents/Carers</p> <p>Work closely with teachers to promote positive relationships</p> <p>Support optimum conditions for student learning</p> <p>Community Partners</p> <p>Networking with other schools to develop a common understanding of early literacy acquisition.</p> <p>Liaise with outside agencies and community organisations to embed</p>	<p>Wholeness</p> <p>To develop, promote and refine kindness and self worth through alternative learning and engagement opportunities.</p> <p>Introduction of whole school program – Kindness on Purpose</p> <p>Future Focussed Learning</p> <p>To support the development of 21st century learning from a class perspective and support professional learning for staff that focuses on understanding the implementation of 21st century learning in the classroom.</p> <p>Early Learning</p> <p>Language – To develop staff awareness of language screening process and source professional learning and strategies to support students with language concerns.</p> <p>L3 Implementation – To successfully implement the L3 program throughout early stage one.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Survey students, staff, parents • L3 data analysis • Language screener – data collection and analysis • Teaching and Learning plans – monitoring • Program Evaluation (parent involvement) 	<p>Practices</p> <p>The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.</p> <p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p>Products</p> <p>Kindergarten</p> <p>13 % reading at level 1–5</p> <p>16% reading at levels 6–8</p> <p>71% reading at levels 9 and above</p> <p>Whole School</p> <p>100% teachers are developing learners who are developing learners who generate ideas and can think critically</p>
Improvement Measures			
<p>Kindergarten</p> <p>13 % reading at level 1–5</p> <p>16% reading at levels 6–8</p> <p>71% reading at levels 9 and above</p> <p>Whole School</p> <p>100% teachers are developing learners who generate ideas and can think critically and creatively.</p>			

Strategic Direction 3: LEARNING

People

respectful relationships.

Leaders

Build leadership capacity of staff through distributed leadership opportunities.

Provide opportunities for staff to work collegially across STEPS schools, Colyton PS