

School plan 2018-2020

Edensor Park Public School 4583



School background 2018–2020

School vision statement

At Edensor Park Public School we are committed to fostering the development of the whole child by building a positive culture and being active citizens.

School context

Edensor Park Public School was established in 1989. There are approximately 300 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with approximately 83% from language backgrounds other than English. There are 29 languages represented within the school community with Arabic, Assyrian and Vietnamese being the predominant groups. The FOEI (Family occupation and employment index) for 2016 is 124, which is higher than the average of 100. The parent community values education and have high expectations for their children. Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy. Most of the teaching staff are experienced with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellors and administrative staff including School Learning Support Officers.

School planning process

Throughout 2017, the staff reviewed a range of data including school and external data. This data was shared amongst the community and feedback was sought throughout the process. This process included surveys and focus group meetings, involving students, staff and community. Staff reviewed student results throughout the year and focused on areas of strength and improvement. The staff delivered inquiry based learning presentations on a range of topics, including what skills our students will need to develop in the future. After developing an understanding of the new planning process, staff worked in small teams to create the school vision and three strategic areas. Each group listed strategic directions and identified the purpose, then moved onto people, processes, practices and products. Throughout the process all stake holders were consulted at each stage of the plan. This plan has been endorsed by the community of Edensor Park Public School.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Teaching and Learning

Purpose:

To build capacity for teachers to cater for all needs and ensure teacher consistency. To develop each teacher's skill to promote improved student learning. This will foster a collaborative learning and leading culture where teachers are provided with leadership opportunities.



**STRATEGIC
DIRECTION 2**
Life Long Learners

Purpose:

To empower students to be well-balanced, resilient and mindful. To foster a passion for lifelong learning that will ensure an ongoing, voluntary and self-motivated pursuit of knowledge. To create opportunities for students to proactively and assertively thrive in an information rich and technology driven environment.



**STRATEGIC
DIRECTION 3**
Community Engagement

Purpose:

To grow and sustain an inclusive and active relationship with the local community that fosters collegiality and shared success. The school will develop and maintain strong and sustainable community partnerships that aspire to improve outcomes for students, nurturing pride in the school and the wider Edensor Park community.

Strategic Direction 1: Teaching and Learning

Purpose

To build capacity for teachers to cater for all needs and ensure teacher consistency. To develop each teacher's skill to promote improved student learning. This will foster a collaborative learning and leading culture where teachers are provided with leadership opportunities.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy.

Increase in the percentage of students demonstrating expected growth in numeracy.

Increase the number of students in the top two bands for literacy in NAPLAN.

Increase the number of students in the top two bands for numeracy in NAPLAN.

All staff will increase their confidence and ability to differentiate for all of the learning needs in their class.

An increase in teacher consistency demonstrated across the school.

An increase in the number of staff taking up varied leadership opportunities.

People

Students

Students will build their individual capacity in literacy and numeracy through differentiated practices.

Students will develop common vocabulary needed to engage in our school literacy and numeracy programs.

Students will be involved in the formulation, implementation and completion of plans, programs and assessments of their learning.

Staff

Teachers will engage in regular professional development to upskill in areas of literacy, numeracy, differentiation, teacher consistency and leadership.

Teachers will have regular opportunities to observe other teachers, receive feedback and engage in mentoring/shadowing.

Teachers will be given many varied opportunities to take on leadership roles in the school and community.

Parents/Carers

Parents and carers will develop an understanding of the theories underpinning our school programs.

Parents and carers will be upskilled in current teaching/learning programs and practices.

Parents and carers will be active partners in the formulation and implementation of personalised learning plans.

Processes

Differentiation

Cater for individual differences and student learning needs.

Teacher Consistency

Encourage consistency of practices around delivery, assessment and reporting.

Leadership

Encourage, empower and support all staff in order for them to take on varied leadership roles and build their leadership capacity.

Evaluation Plan

Ongoing evaluation of milestones by leaders and the executive team

Staff engagement in professional dialogue

Staff/Student/Community surveys

School based and external data

Practices and Products

Practices

Professional development and dialogue will enable teachers to analyse data, formulate personalised learning plans and design learning programs that cater for the needs of their students.

Regular collaborative planning sessions and team teaching/mentoring opportunities will facilitate professional dialogue, sharing of teacher programs and implementation of school policies to promote consistency.

Provision of time and opportunities, such as shadowing, for teachers to learn and take new and varied leadership roles within the school and wider community.

Products

Students will engage in differentiated learning experiences that address their individual needs.

Increased teacher confidence and ability to differentiate.

Consistent implementation of Learning Progressions.

Teacher consistency is demonstrated in delivery, assessments and reporting.

Higher number of staff to take on varied leadership opportunities resulting in a more equitable distribution of roles of responsibility across the school.

Strategic Direction 1: Teaching and Learning

People
<p>Community Partners</p> <p>Networking opportunities will be available for teachers to share their expertise, learn from other teachers and lead in the wider community.</p>
<p>Leaders</p> <p>Leaders will adopt a coordinated approach where there is an expectation of differentiation and teacher consistency across the school.</p> <p>Support structures and open opportunities will enable teachers to develop the confidence and skills to take on leadership roles.</p>

Strategic Direction 2: Life Long Learners

Purpose

To empower students to be well-balanced, resilient and mindful. To foster a passion for lifelong learning that will ensure an ongoing, voluntary and self-motivated pursuit of knowledge. To create opportunities for students to proactively and assertively thrive in an information rich and technology driven environment.

Improvement Measures

An increase in wellbeing awareness and a sense of inclusion and belonging.

All teaching staff actively involved in supporting wellbeing and inquiry programs.

A significant increase in students demonstrating creative and critical thinking skills.

A higher proportion of students demonstrating resilience.

Students are involved in curricular activities.

People

Students

Students will be supported in terms of their individual social, emotional and learning needs.

Students will build their social and emotional capacity to be active members of their community and world.

Students will develop critical thinking, creative thinking, collaboration and communication skills through interactive technologies and the inquiry process.

Staff

Staff will support students' social, emotional and learning needs through the implementation of wellbeing programs and strategies.

Staff will become proficient in the development and delivery of inquiry processes.

Parents/Carers

Parents and carers will be well informed about how to support their children's social, emotional and learning needs.

Parents and carers will develop an understanding of and value the theories and models of inquiry and wellbeing that underpin the school's educational philosophy.

Parents and carers will maintain positive and productive partnerships between home and school, providing opportunities for parents/carers to develop

Processes

Wellbeing

Develop and foster a deep understanding of wellbeing leading to a consistent approach to positive culture throughout the school.

Inquiry Learning

Adopt a school based inquiry model to implement in the classroom, providing opportunities to create creative and critical thinking skills.

Resilience

Provide opportunities to empower students, build resilience and to become independent problem solvers.

Evaluation Plan

Ongoing evaluation of milestones by leaders and the executive team

Staff engagement in professional dialogue

Staff/Student/Community surveys

School based and external data

Practices and Products

Practices

Teachers and students will be trained in various wellbeing programs.

All students will be engaged in inquiry learning practices in the classroom, community and world.

Teachers will be professionally developed in the inquiry process.

All staff and students will embed the language of resilience and a growth mindset in their daily practices.

Products

All stakeholders have an increased awareness of the importance of wellbeing.

All stakeholders give feedback indicating an increased sense of inclusion and belonging.

All students demonstrate an increase in creative and critical thinking skills.

All teaching staff are actively involved in supporting wellbeing and inquiry models.

A significant increase in student directed decision making empowering students to deal with situations in a positive manner.

Strategic Direction 2: Life Long Learners

People
their understanding of how children learn and they can best support their child.
Community Partners
Community Partners will collaborate with the school to prioritise the wellbeing needs of students and to provide expertise to engage students in high quality learning opportunities.
Leaders
Leaders will support teachers to implement best practice models within the school by maintaining and further developing their own professional development.
Both positional and aspiring leaders will ensure a wellbeing focus in all school programs and will extend their professional capabilities to lead and manage identified areas of responsibility.

Strategic Direction 3: Community Engagement

Purpose

To grow and sustain an inclusive and active relationship with the local community that fosters collegiality and shared success. The school will develop and maintain strong and sustainable community partnerships that aspire to improve outcomes for students, nurturing pride in the school and the wider Edensor Park community.

Improvement Measures

Increase in student participation in school and wider community programs and events, building stronger community connections.

Increase in participation in parent information workshops, with greater parental engagement in student learning.

An increase in staff participation in peer teaching and shared networking opportunities.

People

Students

Students will actively participate in school wellbeing programs, developing a sense of social cohesion and proactive leadership behaviours. Students will engage with the wider community to improve their resilience and application of collaborative partnership.

Staff

Staff will develop stronger community relationships. Community consultation and communication processes will be strengthened.

Staff will participate in learning partnerships and contribute beyond their classrooms to broader school programs, valuing staff expertise and talent.

Leaders

Leaders will develop staff capacity to build and/or enhance strong, positive and authentic community, parent/carers and student relationships.

Parents/Carers

Parent and carers will engage in a positive and responsive environment with a focus on educational programs and wellbeing.

Community Partners

Community partnerships will be strengthened to provide real world learning opportunities and experiences for students through beneficial programs and initiatives.

Processes

Participate in school and wider community programs and events that reinforce our shared values and citizenship.

Foster parental partnerships within the school which encourage collaborative participation and engagement in their child's education.

Build staff capacity and collegiality through partnerships.

Evaluation Plan

Community participation in school programs and events will be recorded, tracked and then evaluated.

Ongoing evaluation of milestones by leaders and executive team.

Staff engagement in professional dialogue

Staff/Student/Community surveys

School based and external data

Practices and Products

Practices

Use all forms of school communication to promote, highlight, celebrate and encourage excellence in all student achievement throughout the school and the wider community.

Delivery of collaborative parent information workshops to promote communication, collaboration and inform parents and community members about curriculum, learning innovations, inquiry learning and wellbeing.

Build strong in school and network partnerships which create peer teaching and shared best practice opportunities.

Products

An increase in student participation in school and wider community programs and events, building stronger community connections.

Local and global connections enable students to share their authentic learning experiences and achievements.

Authentic partnerships between parents and staff where shared responsibility for learning is developed and parents/carers are actively engaged as partners in the education of their child.

Strengthened authentic partnerships which promote reflection of best practice within the school and the network of schools.