

School plan 2018-2020

Eastwood Public School 7416



School background 2018–2020

School vision statement

At Eastwood Public School our students are caring, well-balanced and confident learners who are resilient and actively engaged in their learning. Our teachers are innovative, guided by data and evidence-based practice. Teaching and learning programs reflect contemporary education, including the purposeful use of technology and the creative use of learning spaces. Our physical environment is attractive and reflects our commitment to continuous improvement. We work collaboratively with our community to ensure students maximise their potential in all aspects of their lives.

This means our students:

- Are independent thinkers
- Are self-motivated, reflective and take action on feedback
- Show initiative and strive for improvement
- Are confident and emotionally resilient
- Actively contribute to a safe, supportive and caring school community
- Continue to demonstrate academic excellence as evidenced by internal and external data measures

All teachers:

- Use data to inform their teaching
- Effectively use technology to enhance learning
- Demonstrate a commitment to improve teaching and learning
- Are self-motivated and take action on feedback
- Work collaboratively and creatively to improve classroom practice
- Reflect and adapt their teaching to meet the academic, social and emotional needs of all students

Our community:

- Demonstrate their commitment to the development of

School context

Eastwood Public School is a large and growing school of over 880 students. Over 94% of students are from non-English speaking backgrounds, predominantly Chinese and Korean. The school's relatively small site and limited space for playground facilities and future growth. The staff have a range of experience from beginning teachers to teachers with many years in classrooms. They are committed to providing a broad range of learning experiences that meet the needs of all students. This includes undertaking activities to meet student learning outcomes as well as special activities including ballet, hip hop, choir, robotics and extension programs such as Maths Olympiad. The school is extremely well supported by the community at a number of levels. Firstly, families place great value on learning and education. There are very high expectations for student achievement and student effort. Secondly, the community have traditionally been enormously active in providing support for the school through fundraising and the generous giving of time and expertise.

School planning process

In late 2017 and early 2018 the school consulted with staff, community and students on what would be an ideal school for the students of Eastwood Public School over the next three to six years. The information collected from this consultation was analysed and summarised by the school executive who contributed to the development of the strategic directions. The summarised information has subsequently been used to develop the school plan, in the context of existing Department of Education (DoE) priorities.

School background 2018–2020

School vision statement

the whole child

- Supports the school in implementing evidence-based practice in teaching, learning and student well being
- Engage in a wide range of school related opportunities
- Develops their skills to more actively participate in the life of the school

Our physical environment:

- Includes flexible, specialist indoor and outdoor learning spaces
- Is attractive and welcoming
- Optimises the use of the available space

School context

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Future Focussed Learning

Purpose:

To ensure a student centred learning environment that inspires and empowers students to take ownership of their learning. Our students develop their skills to collaborate and use critical and creative thinking to solve complex problems and become mindful citizens in a globally connected world.

STRATEGIC DIRECTION 2

Innovative Teaching

Purpose:

To consistently deliver the highest standards of education we effectively utilise data to inform and improve our professional practice. We build staff capacity through quality, ongoing, personalised professional development, collaboration and reflection to meet the academic, social and emotional needs of students.

STRATEGIC DIRECTION 3

Caring, confident and
collaborative learners

Purpose:

To establish a culture of engagement where student voice and choice are enabled and valued. We actively nurture and develop the emotional and social well-being of our learners and staff. We facilitate meaningful partnerships and connections with the wider community.

Strategic Direction 1: Future Focussed Learning

Purpose

To ensure a student centred learning environment that inspires and empowers students to take ownership of their learning. Our students develop their skills to collaborate and use critical and creative thinking to solve complex problems and become mindful citizens in a globally connected world.

Improvement Measures

25% of learning spaces in each stage have physically changed to support and foster future focussed learning.

100% of students and teachers actively use technology to enhance learning.

80% of student/teacher partnerships collaboratively set learning directions and goals.

People

Students

Students develop skills in collaboration, critical and creative thinking to be engaged, and productive learners.

Students build skills to be critical consumers and creators with technology.

Students utilise a range of contemporary digital tools to modify, enhance and transform learning.

Staff

Teachers engage in professional learning to expand their knowledge to implement the changes required for each process.

Teachers use an expanding range of technology to engage students in their learning.

Develop a collegial and collaborative work culture K–6 that supports risk taking and promotes a positive school culture.

Leaders

Leaders engage in professional learning to expand their knowledge to create pathways to implement the changes required for each process.

Leaders inspire and innovate practice by accessing expertise from within the school and the broader community

Model exemplary skills and lead colleagues in selecting, creating and evaluating processes, practices and pedagogy to facilitate change and growth in teacher practice.

Processes

Flexible Learning Spaces

Implement innovative use of learning spaces within classrooms.

Technology

Integration of technology that enhances learning in all teaching programs and classrooms.

Physical Environment

Development of plans and strategies to improve the physical environment of the school.

Evaluation Plan

- Teaching programs
- TTFM survey data
- Surveys
- Classroom Observation
- Behaviour data
- Growth in individual student data
- Focus groups
- Teacher reflection and feedback

Practices and Products

Practices

Teachers develop classroom practices that allow for inquiry learning, collaboration, creativity and promote self-directed and active learning.

Technology that supports learning is available.

Technology is embedded into teaching and learning practice.

Teachers are competent and confident users of technology.

Technology is used to connect students, teachers and the community within and beyond the school.

There is creative use of the physical environment that optimises learning, within the constraints of the school design and setting.

Products

Learning spaces throughout the school allow for inquiry learning, collaboration, creativity and promote self-directed and active learning.

Increased access to mobile technologies redefining and expanding learning spaces.

Strategic Direction 1: Future Focussed Learning

People

Parents/Carers

Work in partnership with the school to support the changing approach to teaching and learning.

Share their expertise as active partners in technology innovation.

Community Partners

Build, sustain and extend relationships to support the community partnerships beyond the school

Work collaboratively with school staff to support initiatives to strengthen community through activities and learning opportunities.

Strategic Direction 2: Innovative Teaching

Purpose

To consistently deliver the highest standards of education we effectively utilise data to inform and improve our professional practice. We build staff capacity through quality, ongoing, personalised professional development, collaboration and reflection to meet the academic, social and emotional needs of students.

Improvement Measures

100% of staff engaged in setting and monitoring goals identified in their performance and development plans.

Individual and whole school wellbeing is improved as validated by data collected from the Tell Them From Me survey

Range of data sources indicate positive value— added growth for all students.

15% increase in the number of students achieving in top 2 bands in NAPLAN. (Premier's Priority)

People

Students

Students:

Students set effective, achievable goals to direct their learning.

Staff

Staff:

All teachers develop a shared understanding of student assessment and effective use of data.

Teachers consistently use student progress and achievement data to inform and modify teaching practice.

Actively engage in a range of professional learning to consolidate and expand their knowledge to implement changes in their classroom.

Teachers contribute to collegial discussion through sharing, reflection and feedback to improve professional knowledge and practice.

Leaders

Leaders:

Support the implementation of a structured framework for collegial feedback and teacher professional discussion.

Establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Parents/Carers

Processes

Data Driven Programs:

Establish a whole school approach to using data to inform and differentiate teaching and learning

Collaboration

Opportunities will be provided to support teachers to work together within and beyond the school for their benefit, the benefit of the students and the school as a whole.

Professional Learning:

Providing teachers with opportunities to engage in and implement personalised learning that meets their needs, the needs of their students and the goals of the school.

Evaluation Plan

- Teaching programs
- TTFM survey data
- Surveys
- Classroom Observation
- Behaviour data
- Growth in individual student data
- Focus groups
- Teacher reflection and feedback
- NAPLAN data
- Staff PDPs
- PLAN/Learning progression data

Practices and Products

Practices

All PDPs are aligned to school priorities, stage and individual needs.

Teaching staff demonstrate and share their expertise within the school.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice.

Whole school mentoring system to ensure the ongoing development and improvement of all teachers.

Products

A structured framework developed to support teacher professional discussion and collegial feedback.

Development of a structured framework to provide time for teachers to work together.

Strategic Direction 2: Innovative Teaching

People

Parents/Carers:

Engage with the school to reflect on the student learning progress and achievement.

Community Partners

Collaborate with the school to build a cohesive community that supports the needs of each member. Share expertise and resources that results in mutually beneficial outcomes.

Strategic Direction 3: Caring, confident and collaborative learners

Purpose	People	Processes	Practices and Products
<p>To establish a culture of engagement where student voice and choice are enabled and valued. We actively nurture and develop the emotional and social well-being of our learners and staff. We facilitate meaningful partnerships and connections with the wider community.</p>	<p>Students</p> <p>Students:</p> <p>Students build skills to be critical thinkers, make positive learning choices, take risks and work collaboratively as partners in the learning process.</p> <p>Students develop effective strategies to build resilience.</p> <p>Students will be actively connected to their learning, have positive relationships and experience a sense of belonging to the school and community.</p> <p>Staff</p> <p>Staff:</p> <p>Through actively engaging in a range of professional learning teachers will consolidate and expand their knowledge to implement changes in each process.</p> <p>Teachers provide opportunities for students to take charge of their learning direction through opportunities to reflect and give feedback on curriculum, classroom culture and systems.</p> <p>Teachers are confident about the value of parent involvement in the classroom.</p> <p>Leaders</p> <p>Executive staff adopt a coordinated approach to supporting staff to develop skills to deliver on these processes.</p> <p>Systematically and regularly review and monitor the progress and impact of</p>	<p>Well Being</p> <p>Implement a whole school inclusive approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.</p> <p>Student Voice</p> <p>Support students to become more actively engaged in all aspects of their schooling through a variety of strategies, providing more opportunities for student choice based on their interests and abilities.</p> <p>Community</p> <p>Expanding the range of opportunities for the community to meaningfully participate and contribute to the life of the school.</p> <p>Evaluation Plan</p> <p>TTFM survey</p> <p>Behaviour data</p> <p>Incident reports</p> <p>Attendance data</p> <p>Learning & Support Team data</p> <p>Parent participation numbers</p> <p>Supervision of teaching and learning programs</p> <p>Whole school framework for well-being</p>	<p>Practices</p> <p>Students regularly practice and adapt their social and emotional skills to new situations in the classroom, school and wider curriculum.</p> <p>Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Increased community understanding of the importance of the social and emotional well-being of their child in contributing to enhanced student learning outcomes.</p> <p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in engagement to support</p> <p>Increased level of parent involvement across the school.</p> <p>Teachers involve students in planning for learning and share expected outcomes.</p> <p>Products</p> <p>A whole school framework that supports student well-being is in place across the school.</p> <p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.</p> <p>A range of parent workshops delivered to increase parent/carers confidence to engage with the school.</p> <p>Parent and community expertise will be</p>

Strategic Direction 3: Caring, confident and collaborative learners

People

implementation.

Parents/Carers

Parents/Carers:

Display a willingness to engage and share their expertise with the school.

Participate in the various opportunities on offer at the school.

Support the development of their child's well-being.

Community Partners

Community:

Collaborate with the school to enhance learning opportunities for students

Practices and Products

shared and utilised within the school to enhance the breadth of programs on offer.