

School Plan 2015 – 2017

Eastwood Public School 7416



Engaged and
Confident
Learners

Accomplished
and Dedicated
Staff

Positive
Community
Connections



School vision statement

Eastwood Public School aspires to provide students with educational experiences which lead to enhanced learning and developmental outcomes for all students. The school is focussed on the provision of an educational environment that promotes and facilitates the development and growth of the whole child. The school acknowledges that for students to mature into positive and contributing members of the wider community they need to be provided with educational opportunities that develop students physically, emotionally, socially and academically.

The students who currently attend Eastwood Public School will be adults in a world where change is rapid and opportunities are global. To this end the school is committed to developing learning capacity and attitudes of aspiration.

The school community, through its actions, support the school motto of Each Can Serve

School context

Eastwood Public School is a large and growing school of over 800 students. Over 90% of students are from non-English speaking backgrounds, predominantly Chinese and Korean. The school's relatively small site and limited space has implications for the school. 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 2014 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 five 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 and Communities priorities.



**STRATEGIC
DIRECTION 1**
Engaged and
Confident Learners

**STRATEGIC
DIRECTION 2**
Accomplished and
Dedicated Staff

**STRATEGIC
DIRECTION 3**
Positive Community
Connections

Purpose:

Student learning is optimised when students are engaged at a significant level in the learning process and have a sense of ownership of, and belonging to, their school environment. Students who are confident in their own abilities and confident in the security of the environment in which they learn are more likely exercising initiative, apply their learning to other areas and be innovative. Confident, engaged learners become teachers and role models for their peers.

Purpose:

Effective staff are knowledgeable and accomplished in utilising the skills and competencies required for the positions they hold. In the school setting, where the focus is upon responding to the needs of students, effective staff requires more than just skills – they need to be dedicated in order to fulfil the varied responsibilities required to teach, nurture, inspire and care for young children.

Purpose:

School effectiveness is significantly enhanced when the school works constructively with the wider community. Starting with parents and families and extending beyond the immediate community to the global community, strategic relationships provide the school with an ever increasing and diverse resource base, as well as an audience to share school excellence with. Furthermore working with the community enhances the relevance and significance of the school experience for students.

Strategic Direction 1: Engaged and Confident Learners

Purpose

Student learning is optimised when students are engaged at a significant level in the learning process and have a sense of ownership of, and belonging to, their school environment. Students who are confident in their own abilities and confident in the security of the environment in which they learn are more likely to exercise initiative, apply their learning to other areas and be innovative. Confident, engaged learners become teachers and role models for their peers.

Improvement Measures

Increased evidence of students applying learning to other areas.

Increasing evidence of students exercising creativity in their work in all areas.

Increasing levels of confidence in mathematics – students using reflection and feedback to acknowledge and inform learning

Increased numbers of students engaging in performing and expressive arts

Increasing numbers of students engaging in activity that builds school community

People

Staff demonstrating an understanding of and commitment to provide, differentiated teaching and learning opportunities.

Staff demonstrating a professional capacity to deliver quality differentiated teaching / learning programs.

Staff demonstrating an understanding of, and commitment to explicit experiential teaching / learning for students acquiring English as a second language.

Staff skilled in providing high quality activities for students that promote language acquisition and development

Staff understanding of and supporting the effective and purposeful use of diverse technologies to enhance engagement in learning

Staff knowledgeable of requirements of new Science syllabus, supportive of the syllabus and skilled in implementation.

Community support and value extracurricular opportunities that enhance student development.

Students are self-aware, build positive relationships and actively contribute to class, school and community

Processes

- ❖ Review K to 6 Spelling program
- ❖ Finalise school plan and implement new K to 6 Board of Studies HSIE syllabus
- ❖ Implement targeted language classes
- ❖ Targeted Mathematics support based on refined student assessment and differentiated activities.
- ❖ Ongoing procurement of mobile technology
- ❖ Continue to expand opportunities in expressive and performing arts
- ❖ Training in implementation of new Geography syllabus and resourcing accordingly

Products and Practices

Review of Soundwaves Spelling as the basis for differentiation in spelling K to 6 and the use of associated resources to ensure consistency across the school.

Students requiring support in the development of Mathematics skills and those requiring enhanced confidence and interest in maths being provided with specific and explicit flexible support.

New arrival students and those with high language support needs to be provided with more intensive and direct language support based on an experiential and activity based program.

Increased access to mobile technologies redefining and expanding learning spaces.

Increasing numbers of students engaging in curriculum and extracurricular expressive and performing arts

Sport and physical activity being increasingly valued.

Use of geographical tools as basis for implementation K-6 of new geography syllabus.

Strategic Direction 2: Accomplished and Dedicated Staff

Purpose	People	Processes	Products and Practices
<p>Effective staff are knowledgeable and accomplished in utilising the skills and competencies required for the positions they hold. In the school setting, where the focus is upon responding to the needs of students, effective staff require more than just skills – they need to be dedicated in order to fulfil the varied responsibilities required to teach, nurture, inspire and care for young children.</p>	<p>Staff aware of and committed to school and DoE priorities.</p> <p>Staff committed to individual professional development and learning, self-evaluation and setting goals.</p> <p>Staff knowledgeable and skilled in implementing new History and Geography syllabus.</p> <p>Staff capable in generating quality data and effective data analysis to inform.</p>	<ul style="list-style-type: none"> ❖ Implementation of new DoE Performance and Development Framework ❖ Assistant Principals and Curriculum coordinator providing more direct and flexible in class support ❖ TPL on new syllabus implementation as per DoE requirements and timeframes 	<p>Staff increasingly engaged in setting and monitoring goals driven by school, DoE and personal priorities.</p> <p>Staff increasingly confident and skilled in implementing new History and Geography syllabus and other syllabus implemented as they become mandatory</p> <p>Self-evaluation and reflection becoming increasingly evident in staff practice. Staff increasingly validating judgements with data and student information</p>
<p>Improvement Measures</p> <p>Staff increasingly engaged in setting and monitoring goals driven by school, DOE and personal priorities.</p> <p>Staff increasingly confident and skilled in implementing new syllabus</p> <p>Self-evaluation and reflection becoming increasingly evident in staff practice. Staff increasingly validating judgements with data and student information</p> <p>Staff increasingly skilled, competent and innovative in applying technologies to improve student learning experiences and outcomes.</p> <p>Growth in staff professional esteem built by achievement and acknowledgement</p>	<p>Staff confident in being innovative and creative in applying skills and understanding to enhance teaching / learning.</p> <p>Exec informed and committed to professional development of their teams.</p> <p>School leadership team demonstrate instructional leadership, promotes and models effective evidence-based practice, builds the capacity of staff to use many forms of data to indicate school improvement</p>	<ul style="list-style-type: none"> ❖ Implementation of expanded formal process of staff induction to school and DOE ❖ Professional learning and support for library and classroom staff on the implementation of the new DoE library system, Oliver ❖ Ongoing Professional learning for exec and admin staff of new DoE Finance and administration system ❖ Ongoing support for staff in the use of the new finance and student wellbeing system ❖ Effective use of online learning models 	<p>Staff increasingly skilled, competent and innovative in applying technologies to improve student learning experiences and outcomes</p> <p>Exec more informed and responsive to individual staff professional learning needs</p> <p>Continuation of Performance and Development Framework with explicit system for collaboration, classroom observation, modelling and feedback to sustain ongoing improvement in teaching practice</p> <p>New DoE Finance and Admin system implemented with resulting streamlined and efficient finance and admin processes operating with the school.</p>

Strategic Direction 3: Positive Community Connections

Purpose	People	Processes	Products and Practices
<p>School effectiveness is significantly enhanced when the school works constructively with the wider community. Starting with parents and families and extending beyond the immediate community to the global community, strategic relationships provide the school with an ever increasing and diverse resource base, as well as an audience to share school excellence with. Furthermore working with the community enhances the relevance and significance of the school experience for students.</p>	<p>Committee well informed of library potential and open to innovative ideas and suggestions.</p> <p>Staff skilled in articulating class, grade and school directions.</p> <p>Community informed and supportive of class, stage and school directions.</p> <p>Staff and community aware of the value of creative, expressive and performing arts in the development of students.</p> <p>Staff committed to cooperation with wider community on projects of value and relevance to students</p> <p>Staff and community willing and able to use evolving technologies to better effect</p>	<ul style="list-style-type: none"> ❖ Ongoing support for library development project team ❖ Development of more formal transition to High School program for Year 6 students ❖ Implementation of Community Art Show ❖ Formalised Key Learning outlines for parents / caregivers each term for each grade ❖ Engage with Ryde City Council and local business on projects of mutual benefit eg Outdoor cinema ❖ Investigating opportunities for student involvement in community activities ❖ Investigating communication technologies ❖ School participation in Tell Them From Me survey ❖ Processes are embedded for parents / carers to engage and understand the learning progress of their children and how to effectively support them 	<p>Community engaged at a greater level in planning for a school library more responsive to the needs and preferences of students.</p> <p>Parents caregivers more aware of the key learning expected of students each term.</p> <p>Community participation in, and valuing of, creative and practical arts, enhanced.</p> <p>School more formally connected with local high schools and students more prepared for high school</p> <p>Students and their achievements being the public face of the school and being acknowledged in the wider community</p> <p>School communicating – strategically, timely and in a targeted manner – through streamlined use of evolving technologies.</p> <p>Assemblies more reflective of community diversity</p> <p>School accessing and utilising international student assessment data</p> <p>School collaborating with higher education institutions on projects and programs</p> <p>School collaborating with local preschools and high schools on effective transition programs</p>
<p>Improvement Measures</p> <p>Community engaged at a greater level in planning for a school library more responsive to the needs and preferences of students.</p> <p>Parents caregivers more aware of the key learning expected of students each term.</p> <p>Community participation in, and valuing of, creative and practical arts, enhanced.</p> <p>School more formally connected with local high schools and students more prepared for high school</p> <p>School is recognised as excellent, responsive to community and focussed on students</p>			