

School plan 2015-2017

Eastwood Public School 7416



School background 2015–2017

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 2015 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 (DoE) priorities.

School strategic directions 2015–2017



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.



STRATEGIC DIRECTION 2

Accomplished and Dedicated Staff

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.



STRATEGIC DIRECTION 3

Positive Community Connections

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

- 85% of students in Year 5 achieving expected growth in spelling and mathematics.
- Evidence in teaching programs, classroom observations and students work samples of students exercising creativity in their work.
- High levels of student engagement and authentic use of technology in classrooms.
- Individual and whole school wellbeing is improved as validated by data collected from the Tell Them From Me survey
- PLAN (Planning Literacy and Numeracy) data shows all students making progress along the continuum.

People

Staff

- Staff demonstrating an understanding of and professional capacity, differentiated teaching and learning opportunities.
- Staff demonstrating an understanding of, and commitment to explicit teaching / learning for students in the area of Critical and Creative Thinking.
- 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 HSIE syllabus, supportive of the syllabus and skilled in implementation.

Students

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

Parents/Carers

- Community support and value extracurricular opportunities that enhance student development.

Processes

- Review K to 6 Spelling program.
- Targeted Mathematics and Spelling support based on refined student assessment and differentiated activities.
- Ongoing procurement of mobile technology.
- Continue to expand opportunities in expressive and performing arts.
- Ongoing support for teacher use of Critical and Creative Thinking in Key Learning Areas.
- Review programming policy to ensure planned classroom activities meet syllabus requirements and ensure high levels of student engagement.
- Finalise school plan, resourcing and implementation new K to 6 HSIE syllabus

Evaluation Plan

Practices and Products

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 with Maths skills provided with specific and explicit support.
- Revise the use of assessment tools to informed practice and to guide planning
- Provide opportunities to extend student learning in the areas of Mathematics and Spelling.
- Use of geographical tools as basis for implementation K–6 of new geography syllabus.

Plan and implement teaching / learning activities to engage and challenge students.

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

Products

- Increased access to mobile technologies redefining and expanding learning spaces.
- Increasing numbers of students engaging in curriculum and extracurricular expressive/performing arts
- Activity / experiential based science program K 6 implemented using syllabus and Primary Connections

Strategic Direction 2: Accomplished and Dedicated Staff

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.

Improvement Measures

- All staff engaged in setting and monitoring goals identified in their personalised learning plans.
- All staff implementing new syllabus K–6 as outlined by DoE policy.
- All staff use self–evaluation and reflections as tools to improve classroom practice.
- All staff use a range of formative and summative assessment data to determine student needs.
- School implementation team coordinate deployment of LMBR across the school finance and SALM.

People

Staff

- Staff aware of and committed to school and DoE priorities.

Staff

- Staff committed to individual professional development and learning, self–evaluation and setting goals.

Staff

- Staff capable in generating quality data and effective data analysis to inform.

Staff

- Staff knowledgeable and skilled in implementing new HSIE syllabus.

Leaders

- Build the capacity of staff to use many forms of data to inform school improvement.

Leaders

- School leadership team demonstrate instructional leadership, promotes and models effective evidence–based practice.

Leaders

- Exec informed and committed to professional development of their teams.

Processes

- Implementation of expanded formal process of staff induction to school and DoE.
- Revise of DoE Performance and Development Framework to ensure they reflect school priorities
- Assistant Principals and Curriculum coordinator providing more direct and flexible in class support
- TPL on new syllabus implementation as per DoE requirements and timeframes.
- Ongoing support for staff in the use of the new finance and student wellbeing system
- Professional learning and support for library and classroom staff on the implementation of the new DoE library system, Oliver

Evaluation Plan

Practices and Products

Practices

- Staff increasingly engaged in setting and monitoring goals driven by school, DoE and personal priorities.
- Staff increasingly confident and skilled in implementing new syllabus.
- Staff sharing competencies, ideas, and activities with confidence and professionalism
- Explicit system for collaboration, classroom observation and feedback to sustain ongoing improvement

Products

- Self–evaluation and reflection becoming increasingly evident in staff practice.
- Staff increasingly validating judgements with data and student information
- Staff increasingly skilled and competent in applying technologies to improve student learning.

Strategic Direction 3: Positive Community Connections

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.

Improvement Measures

- Community engaged at a greater level in planning for a school library more suited to 21st century learning.
- Students access and utilise effective transitions to high school programs.
- ‘Tell them from Me’ survey indicates the school strives for excellence and is focussed on student.

People

Staff

- Committee well informed of library potential and open to innovative ideas and suggestions.

Staff

- Community informed and supportive of class, stage and school directions.

Parents/Carers

- Aware of the value of creative, expressive and performing arts in the development of students.

People

- Staff and community willing and able to use evolving technologies to better effect.

Processes

- 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
- Investigating opportunities for student involvement in community activities
- Processes are embedded for parents / carers to engage and understand the learning progress of their children and how to effectively support them.
- Expanded school participation in Tell Them From Me survey

Evaluation Plan

Practices and Products

Practices

- Students and their achievements being acknowledged in the wider community
- School communicating – strategically, timely and in a targeted manner – through use of technologies.
- School collaborating with local preschools and high schools on effective transition programs

Products

- Community assistance to establish a modern library more responsive to the student needs.
- School more formally connected with local high schools and students more prepared for high school