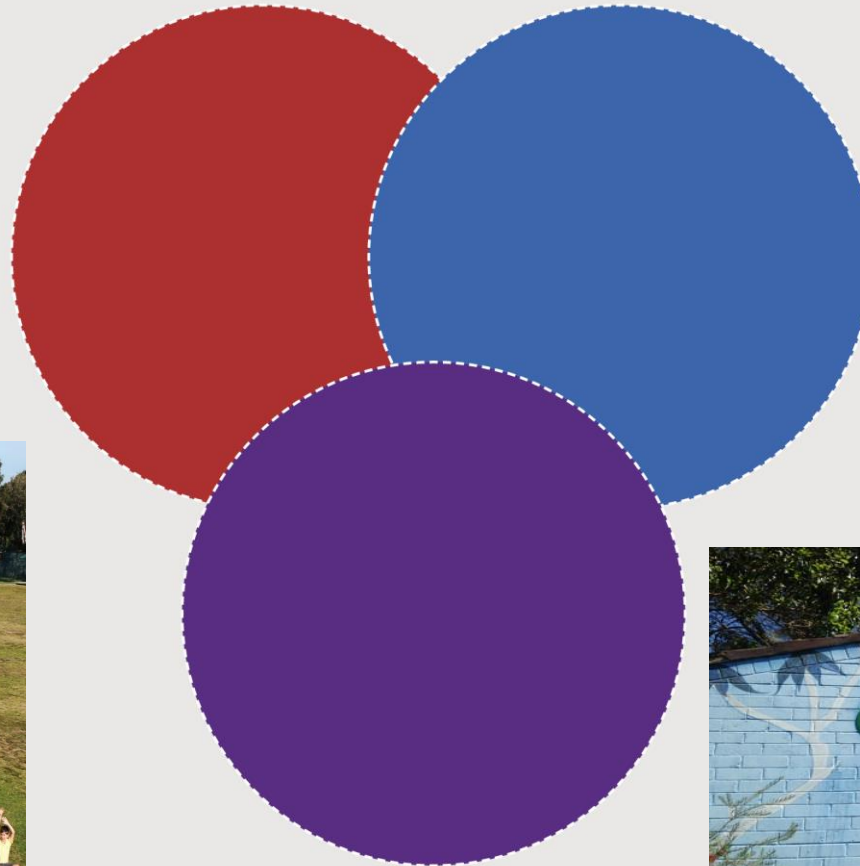


School plan 2015 – 2017



Engadine West P.S.

School background 2015 - 2017

SCHOOL VISION STATEMENT

The Engadine West School
Community
seeks to work together to provide
educational programs
which will allow its students
to live happily and work
successfully
in the 21st century.

SCHOOL CONTEXT

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. We are a foundation member of the "Community of Schools on the Park" which strives to maximise student learning opportunities and showcase public education.

Our professional staff demonstrate dedication and commitment to quality 21st century education. We provide an extensive range of highly, engaging programs K-6 that cater for the needs of all students. Engadine West Public School prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C who work in partnership with the school.

The social, emotional and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to reach their full potential through their participation in a variety of educational programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with special learning needs and strong partnerships between home and school maximise student outcomes.

Our school has clear expectations for all school community members. We follow a positive behaviour for learning model where expectations are explicitly taught and positive outcomes are constantly celebrated.

SCHOOL PLANNING PROCESS

Various school community groups were consulted throughout the planning process using the strategies mentioned below. Following this, the information and ideas were collated to inform Executive and assist in determining the three key Strategic Directions for 2015 – 2017.

Staff, students and parents completed an online survey regarding what the school is good at, where the school can improve, what programs are successful and how future planning can further improve the products and practices of the school for all stakeholders.

The school's P & C were also presented with information gathered and given the opportunity to discuss ideas and opinions focussing on future directions for the school.

Current data that is being utilised in the school was also considered during the planning process ie: IEP's, PLP's, NAPLAN results, SENA and TOWN testing including PLAN data for Literacy and Numeracy, as well as information on teacher experience, including their knowledge and skills.

Community groups outside the school who are involved in current programs at Engadine West P.S were also consulted ie: Kids Hope, Local Aboriginal Elders, Local Pre-schools and High Schools and the Community of Schools for the area.



STRATEGIC DIRECTION 1

Staff will have the capacity to provide high quality, systemic and explicit teaching practices in all learning areas

To promote a shared professional culture of excellence through the provision of challenging and engaging 21st century learning experiences that enable students to achieve their full potential.

STRATEGIC DIRECTION 2

Students will be successful life-long learners and responsible global citizens in the 21st century.

To ensure that students have the capabilities to contribute positively to an ever changing world in which they think respectfully, logically, and creatively as confident, active and informed citizens of the future.

STRATEGIC DIRECTION 3

Strong, positive school **community** partnerships

To ensure all members of the school community are working in partnership towards the common goal of nurturing the intellectual, physical, social, emotional, ethical, spiritual and aesthetic development of every student.

Strategic direction 1: **Staff** will have capacity to provide high quality, systemic and explicit teaching practices in all learning areas

PURPOSE

To promote a shared professional culture of excellence through the provision of challenging and engaging 21st century learning experiences that enable students to achieve their full potential.

IMPROVEMENT MEASURE/S

5% increase in the top three skill bands for year 3 and year 5 students in Literacy and Numeracy.

Analysis of PLAN data indicates that students demonstrate individual growth along clusters annually.

Increased implementation by teachers of the Quality Teaching Framework.

PEOPLE

Students:

Engage students in high quality learning experiences which encourage excellence and cater for a range of learning styles.

Staff

Develop staff knowledge and understanding of the Australian Standards for Teachers and NSW DEC Performance and Development Framework.

Parents

Utilise staff expertise to deliver targeted parent information workshops.

Promote parental involvement in the delivery of educational programs within the school.

Provide opportunities for parents to learn about the school's performance and development system.

Community partners

Involve community partners, through sponsorship, to support the school's resource development.

Strengthen community partnerships in the delivery of educational programs within the school.

Leaders

Maintain, monitor and adapt the current Three Year School Plan according to DEC initiatives.

Build capacity of staff through the sharing of learning derived from attendance at conferences and involvement in professional leadership programs.

PROCESSES

Successfully complete the Performance and Development Process.

Use the Quality Teaching Model and action research to further enhance classroom teaching practices. Utilise teacher expertise through mentoring and inter-class visits.

Evaluation plan

Regular reporting against milestones by the leadership group: feedback from project teams, focus group sessions and staff, student and community group surveys.

PRODUCT AND PRACTICES

Product 1

Teaching staff embed research based, current educational practises in all teaching and learning, assessment and reporting programs.

Practice 1

Staff lead and participate in high quality teacher professional learning.

Product 2

By the end of 2017 all teachers and non-teachers will collaboratively develop and implement whole-school scope and sequences; with an emphasis on consistent student assessment, data and reporting practices; to ensure consistent teacher judgement.

Practice 2

Learning teams collaboratively plan and implement assessment practises based on consistent teacher judgement.

Strategic direction 2: Students will be successful life-long learners and responsible global citizens in the 21st century.

PURPOSE

To ensure that students have the capabilities to contribute positively to an ever changing world in which they think respectfully, logically, and creatively as confident, active and informed citizens of the future.

IMPROVEMENT MEASURE/S

100% of students annually demonstrate individual growth in all learning areas.

5% increase in the top three skill bands for year 3 and year 5 students in NAPLAN by 2017.

Annually, 100% of students individually move forward on the Literacy and Numeracy continuums.

PEOPLE

Students

Develop skills, knowledge and understandings that enable them to:

- Direct their own learning
- Develop exceptional ICT capabilities
- Be creative and critical thinkers
- Be risk takers and problem solvers

Staff

Develop skills, knowledge and understandings that enable them to empower students to:

- Direct their own learning
- Develop exceptional ICT capabilities
- Be creative and critical thinkers
- Be risk takers and problem solvers

Parents

Develop awareness and understanding of the changing educational landscape and the processes that the school undertakes to meet the needs of all students

Community partners

Share staff expertise between the local community of schools.

Add value to student learning by promoting participation in wider community programs.

Leaders

Collect and analyse school data.

Monitor teacher programming and teaching effectiveness ie: Performance and Development Process

Monitor student progress and support teachers through the learning support team.

PROCESSES

Effective implementation of qualitative and quantitative data driven teaching and learning programs, specifically, the new NSW Syllabuses incorporating student self-reflection practices.

Adjusted learning programs are provided for students of Aboriginal and Torres Strait Islander descent and students with additional learning needs ie PLP's, ILP's and Gifted and Talented.

Staff lead the whole school community in adapting to ever-changing global technological advancements through quality teaching and learning workshops and information sessions.

Positive behaviours are embedded by integrating PBL values into a student well-being and engagement policy.

Evaluation plan

Internal regular reporting against milestones by the leadership group: feedback from project teams, focus group sessions and staff, student and community group surveys.

PRODUCT AND PRACTICES

Product 1

100% of classroom programs address cross-curricular priorities and general capabilities.

Practices 1

Supervisors regularly monitor teacher programs and observe lesson delivery to ensure that all learning perspectives are being taught effectively.

Product 2

Students actively participate in PBL and demonstrate the values of being safe, respectful learners in all that they do.

Practice 2

Students act with moral and ethical integrity building positive relationships with others.

Product 3

Students are confident users of technology and can self-direct their skills and knowledge in all learning situations.

Practices 3

Students effectively utilise technology throughout all learning programs.

Strategic direction 3: Strong, positive school **community** partnerships

PURPOSE

To ensure all members of the school community are working in partnership towards the common goal of nurturing the intellectual, physical, social, emotional, ethical, spiritual and aesthetic development of every student.

IMPROVEMENT MEASURE/S

Increased parent understanding of what teachers do, reflected in positive community feedback.

Greater links established with the community in supporting student learning, as reflected in the school organisation, management and educational practices.

PEOPLE

Students:

Develop their capabilities integrating skills and learning experiences that are underpinned by the school's Positive Behaviour for Learning system.

Staff

School systems and practices promote staff development in providing feedback and contributions across school network projects.

Staff skills are regularly updated on the use of new media advancements to assist in effective communication with all stakeholders.

Staff participate in the establishment of ongoing PBL goal setting.

Parents

Opportunities for involvement in providing feedback/input into the development of the school wide expectations ie: survey feedback, workshops.

Community partners

Opportunities for involvement in providing feedback/input into the development of the school wide expectations.

Access to accurate and timely notices of school events and initiatives.

Leaders

Model the skills and processes required to positively promote the school.

Network with leadership teams across the wider school community to enhance opportunities for valuable input to school programs.

PROCESSES

Promote school initiatives and successes across the wider community and provide opportunities for school team members to participate and lead local community of schools and wider community projects.

Communicate with staff, parents and community groups in the management of events, programs and policies; community members are aware of teacher observations and PDP processes.

Staff to play an active role in the PBL process and communicate their commitment to the wider community.

Evaluation plan

Analysis of student well-being and behaviour data recorded in Student Tracking And Reporting (STARS).

Improved feedback to parents through regular documented meetings and biannual reporting systems.

PBL data (SET, BoQ, EBS and other school wide surveys) demonstrate an improvement in student behaviour.

PRODUCT AND PRACTICES

Product 1

Partnerships are strengthened by fostering clear and consistent communication between all representatives of the school community.

Practices 1

Various digital media is used to ensure effective and timely two-way communication.

Product 2

Quality public education is extensively promoted and celebrated throughout the community.

Practices 2

School events and achievements are showcased for the community and parents are offered opportunities to attend information workshops throughout the year.

Product 3

Positive Behaviour for Learning (PBL) systems and practices are evident in school policies and culture.

Practices 3

The whole school engages in the continued implementation and reinforcement of PBL