

# School plan 2018-2020

## Erskineville Public School 4147



### ERSKINEVILLE PUBLIC SCHOOL

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# School background 2018–2020

## School vision statement

To provide a high quality educational environment that brings community together and maximises opportunities for all students and is adaptive of a wide variety of pedagogical practices. To ensure students continually improve through programs and initiatives that are data driven and evidence based and collaboratively developed.

We aim to work in partnership with families, carers and community supporters to assist with the development of students to become:

- life long and engaged learners
- Confident, creative and risk taking individuals;
- Informed and conscientious citizens.

We want to provide a welcoming, safe, well-resourced and sustainable environment where high expectations are shared, practices reflect good pedagogical practice and achievements are celebrated.

Our school will continue to demonstrate a strong commitment to continuous improvement, equity, excellence and public education.

## School context

Erskineville Public School is located in the inner western suburbs of Sydney and serves a socially and linguistically diverse community. It has been providing quality public education with strong links to the community since establishment in 1882. We have a proud history and we value our past and look forward to the future.

We are a growing inner city school with a student population which reflects the cultural and lifestyle diversity of the community. Currently 396 students are enrolled with approximately 43% of students exposed to a language other than English at home.

The school is committed to excellence and equity in education. Basic to the school's philosophy is a belief in the worth of the individual and the acceptance of diversity.

Underpinning all policy and practice is the expectation of students to take responsibility for their own learning and behaviour.

The school is recognised and valued by teachers, parents and students as a safe, supportive and stimulating learning community.

We value our strong partnerships with our school community, local educational institutions (including The University of Sydney), the Erskineville community and Gowrie NSW.

## School planning process

School planning involves all stakeholders involved in every aspect of the school. Some of these approaches involve surveys, forums, professional learning and consultation sessions. The school utilises data provided by 'scout', school developed assessment measures, SMART data and annual review through the School Excellence Framework version 2..

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Adaptive Learners – Students and Teachers

### Purpose:

Students and teachers to be problem solvers who are able to utilise a range of skill sets and pedagogical approaches to best meet the task at hand, reflected through work samples, assessment data creatively engaged individuals



## STRATEGIC DIRECTION 2

Resilience – Student and staff wellbeing

### Purpose:

To ensure a range of strategies are implemented to allow both students and staff to build personal resilience in the physical, social and emotional domains.



## STRATEGIC DIRECTION 3

Creative community partnerships

### Purpose:

To enhance programs and initiatives with our wider school community. To work collaboratively with external agencies to enhance practices and improve educational experiences for students. To continue to develop sustainable practices.

# Strategic Direction 1: Adaptive Learners – Students and Teachers

| Purpose  | People   | Processes  | Practices and Products   |
|--|--|--|--|
| <p>Students and teachers to be problem solvers who are able to utilise a range of skill sets and pedagogical approaches to best meet the task at hand , reflected through work samples, assessment data creatively engaged individuals</p> | <p><b>Students</b></p> <p>More student centred and directed tasks, facilitated and supported by teachers</p>   | <p>targeted professional learning focused on curriculum based on strategic directions, SEF and staff PDP's</p> | <p><b>Practices</b></p> <p>consistency of approach from K – 6 for planning; through class, stage and whole school</p>  |
| <p><b>Improvement Measures</b></p>   | <p><b>Leaders</b></p> <p>More opportunities to engage with other stakeholders to make learning meaningful and personally engaging.</p>                                     | <p>assessment practices are consistent from k – 6 and data drives improvement</p>                              | <p>consistency of approach to assessing student progression to ensure learning continuums and assessment is completed across the school.</p>                           |
| <p>Evidence of differentiated pedagogical approaches to programming (HPC)</p>  | <p><b>Parents/Carers</b></p> <p>Greater knowledge of learning progressions to support teachers and students implement individual learning goals.</p>                       | <p>wide pedagogical approaches support the needs of 21st century learners</p>                                  | <p>Structured feedback and targeted professional learning to support learning pedagogies</p>   |
| <p>surveys – QT, staff and entry / exit surveys for students</p>   | <p><b>Community Partners</b></p> <p>understanding of the pedagogical approaches utilised by the school to ensure targeted support can be provided to initiatives K – 6</p> | <p><b>Evaluation Plan</b></p>  | <p>Use of QT rubric to assess individual learning goals</p>  |
| <p>NAPLAN targets as milestones</p>  |  | <p>regular review of NAPLAN data</p>   | <p>collaboration with external providers to implement innovative practice. eg. universities – digital tech., HPC</p>   |
| <p>stage identified goals that draw from the school strategic plan</p>   |  | <p>review of other data available and greater use of CESE materials as available</p>                           | <p><b>Products</b></p> <p>assessment profiles for students K– 6</p>  |
| <p><b>State target:</b> Increase proportion of students in top 2 NAPLAN bands for reading and numeracy.</p>  |  | <p>Review of PLAN and PLAN2</p>  | <p>more detailed individualised learning plans for students with greater emphasis on self assessment</p>   |
| <p><b>school target – Math:</b> 76% students from Year 3 to perform in top 2 bands by 2020, currently 72%</p>  |  | <p>implementation of learning progressions and associated assessment</p>                                       | <p>Changes to programming that will allow Instructional learning to centre on skills and 'big' focus questions for students to direct tasks to meet learning goals</p> |
| <p><b>school target – Math:</b> 60% students from year 5 in top 2 bands by 2020, currently 50%</p>   |  | <p>wider consistent use of PAT assessments from k – 6</p>  |  |
| <p><b>school target – literacy:</b> 80% of students in top 2 bands by 2020, currently 75%.</p>   |  |  |  |
| <p><b>school target – literacy:</b> 70% of students in top 2 bands by 2020, currently 64%</p>  |  |  |  |

# Strategic Direction 2: Resilience – Student and staff wellbeing

| Purpose   | People  | Processes  | Practices and Products  |
|---|---|--|---|
| <p>To ensure a range of strategies are implemented to allow both students and staff to build personal resilience in the physical, social and emotional domains.</p> | <p><b>Students</b></p> <p><b>Students</b> participate in a range of activities that enhance and promote overall resilience.</p>   | <p>Students are provided with programs and opportunities that develop emotional wellbeing that they apply to their personal circumstances.</p>                                     | <p><b>Practices</b></p>   |
| <p><b>Improvement Measures</b></p>  | <p><b>Staff</b></p> <p><b>Staff</b> Share in practices and partnerships with peers and community that promote healthy, holistic well being.</p>                                   | <p>Programs that focus on physical pursuits and processes to enhance whole of student wellbeing are implemented</p>  | <p>Student school leadership develops a higher profile from K – 6 through a greater variety of targeted programs, initiatives and external opportunities.</p> |
| <p>* Trend data of less students in reflection time</p>   | <p><b>Leaders</b></p> <p><b>Leaders</b> take a proactive approach to ensuring the well being of staff and students through collaborative practice and enhanced communication.</p> | <p>School initiatives that promote and sustain positive social partnerships between students, staff and the wider community are strategically and as appropriate, implemented.</p> | <p>Sport as a priority for fitness and enjoyment is expanded as more opportunities to participate are provided.</p>   |
| <p>* Greater school representation in a wider range of sports</p>   | <p><b>Parents/Carers</b></p> <p><b>Parents / carers</b> support school initiatives and assist in delivering program content where appropriate.</p>                                | <p><b>Evaluation Plan</b></p>  | <p>Greater emphasis on QTSS funds to support both beginning teachers and pre 2004 teachers entering into accreditation.</p>                                   |
| <p>*All teachers to reach proficiency within time frame</p> <p>* = 10% staff to acquire highly accomplished / lead status in NESA process</p>                       |   | <p>Formalised sports administration i.e. committees, and expanding school sports profile and practices.</p>  | <p><b>Products</b></p>  |
| <p>State target: Increased number of teachers accredited at the lead teacher / highly accomplished level.</p>   |   | <p>Implementing wellbeing practices through external agencies with a focus on K–2</p>  | <p>students have a designated leadership role supervised by executive staff and ongoing mentoring</p>   |
|   |   | <p>Expanded collaborative practice between staff to improve teaching and support wellbeing</p>   | <p>School sport is expanded and programs focused on pre teaching explicit gross/fine skills are taught</p>  |
|   |   |  | <p>Expanded leadership opportunities supporting new teachers in developing pedagogical approaches.</p>  |

# Strategic Direction 3: Creative community partnerships

## Purpose

To enhance programs and initiatives with our wider school community. To work collaboratively with external agencies to enhance practices and improve educational experiences for students. To continue to develop sustainable practices.

## Improvement Measures

School excellence in the leadership domain of management practices and processes.

An increase in collaborative practice with parents / community to support the learning environment

Increased collaborative practice with the community to support teaching / learning.

Strengthened communication links between school and the wider community

## People

### Students

Students are able to make connections with all stakeholders to support their own learning goals.

### Staff

Staff actively engage in collaborative partnerships within an expanded community cohort.

### Leaders

Leaders value and develop strategic partnerships with the community to enhance learning.

### Parents/Carers

Parents/Carers support school practices and are willing to share expertise where appropriate.

## Processes

Whole community partnership working together to develop improved learning spaces/environment including increased emphasis on sustainable practices that provide flexibility for future learning opportunities.

With increased community collaboration / partnerships, more pathways and opportunities are provided to staff, students and community to provide flexible learning outcomes for all stakeholders.

## Evaluation Plan

Commitment to new initiatives as available and applicable.

Ongoing, regular evaluation of the school's different learning environments.

Consistent feedback from community/stakeholders.

## Practices and Products

### Practices

Increased co-operation with Tertiary institutions to support new pedagogical approaches

Professional learning that reflects future focused pedagogical approaches.

Community engaged in school supported information sessions promoting school learning directions.

Working with P&C and external providers to optimise learning spaces.

### Products

More Universities involved with pedagogical initiatives.

Information sessions provide increased understanding of current educational approaches/opportunities

Infrastructure projects developed in collaboration with the community to improve learning spaces.