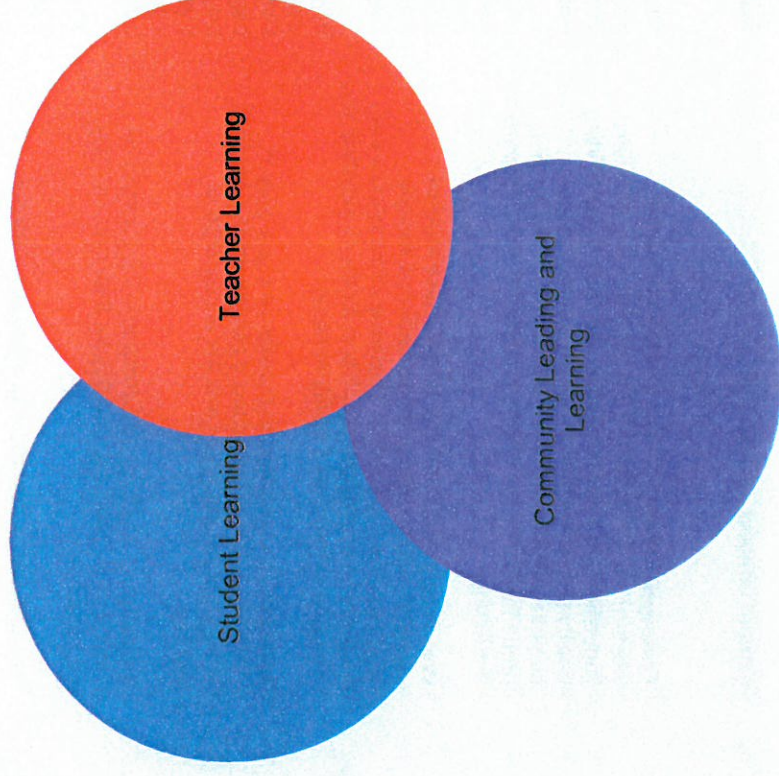


# School plan 2015 – 2017

## Erskineville Public School 4147



# School background 2015 - 2017



## School vision statement

To provide a high quality educational environment that brings community together and maximises opportunities for all students.

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

- Successful learners
- Confident and creative individuals
- Active and informed citizens

We want to provide a welcoming, safe, well-resourced and sustainable environment where high expectations are shared 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 375 students are enrolled with approximately 35% 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. It has successful links partnerships with universities and Gowrie NSW.

## School planning process

The school planning process was underpinned by consultation with all stakeholders; staff, students, parents/caregivers as well as our broader school community and partners.

Consultation included formal and informal processes including but not limited to staff meetings, written and electronic surveys, community forums, meetings, discussions, student and parent interviews. The consultation process gathered information in regard to our current practices and future directions.

Internal and external school evidence was analysed and examined to inform strategic directions. The School Excellence Framework and 'What works best: Evidence based practices to help improve NSW student performance' (Centre for Educational Statistics and Evaluation) were used to map current practice and provide a baseline for strategic directions that will provide continuous improvement.

The school planning process determined the following strategic directions:

1. Students learning
2. Teacher learning
3. Community leading and learning



# School strategic directions 2015 - 2017



**Purpose:**  
To maximise student learning by developing vital skills for flourishing now and in the future.



**Purpose:**  
To ensure that all learning continues to be underpinned by high quality, evidence based teaching and leadership.



**Purpose:**  
To enhance our strategic partnerships and lead the community in a sustainable environment.  
To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.

# Strategic Direction 1: Student Learning –Maximising Potential

## Purpose

To maximise student learning by developing vital skills for flourishing now and in the future.

## People

**Students** are active and self-reflective partners in learning.

**Teachers** are leaders and partners in learning.

**Leaders** lead learning and articulate and commit to school partnerships in learning.

**Families and community partners** understand the vital skills for students to flourish.

## Processes

### Autonomous and Innovative Learners

Students develop vital skills and general capabilities. Students will learn effort for learning and rise to challenge required for learning.

Students learn how to set goals and reflect on their learning.

Students engage in peer and self-assessment

Students engage in self-directed learning environments supported by personal devices including 1:1 device program for stage 3 students.

### Student Wellbeing

Whole school processes in place for "Knowing the learner"

Developing life-long habits for success.

Safe school – anti-bullying; resilience in friendships

Whole school approach

### Personalised Learning

Continued development of school learning and support practices and procedures to ensure every students needs are met.

### Evaluation

- Regular review and analysis of internal and external data;
- Regular reflection of practice;
- Regular review of students with PLaSP's;
- Feedback from staff, students and community.

## Improvement Measures

- ❖ Annual increases in expected value added results in NAPLAN.
- ❖ Annual increases in expected growth through PLAN and school based data.
- ❖ Performance for equity groups within the school is comparable to the performance of all students in the school.

## Products and Practices

### Product:

Annual increases in expected value added results in NAPLAN.

Annual increases in expected growth through PLAN and school based data.

100% students articulate learning goals and their progress towards them.

100% students achieve consistent progression along learning continuums.

All teaching programs provide evidence of personalised learning for all students.  
**Practice:**

High expectations by all where effort and challenge are part of daily learning.

Students participate in school-wide assessment and reporting practices

Teachers involve students and families in planning to support students as they progress through the stages of learning.

Students learning is characterised by core skills and habits articulated.

Students' talents and interests are fostered.

Well developed and current policies, programs and processes identify, address and monitor student learning needs.

Teachers involve students and families in planning to support students as they progress through the stages of learning



# Strategic Direction 2: Teacher Learning

## Purpose

To ensure that all learning continues to be underpinned by high quality, innovative, evidence based teaching and leadership.

## People

**Students** understand their responsibility as partners in their learning pathway.

**Staff** are committed to the values of public education and educational innovation.

**Leaders** ensure they model moral purpose and demonstrate innovation and risk taking as learners.

**Families and community partners** understand continuous improvement and contemporary teaching practice.

## Improvement Measures

- ❖ All students achieving a year's growth for each year of teaching.
- ❖ All teachers achieve professional learning goals based on personal and school goals.
- ❖ School performance measured against the School Excellence Framework.

## Processes

Through embedded evidence based practices and innovation that determine the strengths and learning needs of every student and supported by professional learning.

### 1 "What Works Best" Project

Collaborative Practice – lesson study, peer observations  
High Expectations - challenge

### 2. Data driven instruction:

- Best Start and PLAN
- Taking Off With Numeracy (TOWN)
- Targeted Early Literacy (TEN)
- Language Learning and Literacy (L3)
- Formative Assessment
- Data Skills and Use

### 3 Quality Teaching

- Syllabus Implementation
- Teacher accreditation and the Australian Professional Teaching Standards
- EAL/D Progressions/TELL
- Performance Development Framework

## Evaluation Plan

Staff, student and community reflections, conferences, evaluations, surveys and focus group sessions. Continued development of school Learning and Support practices and procedures.

## Products and Practices Product

All students achieving a year's growth for each year of teaching.

All teachers achieving professional learning goals based on personal and school goals.

All teachers collaborate to demonstrate innovation in their classrooms.

## Practice

The school budget aligns with local and system priorities.

High quality teaching and learning practices linked to 21<sup>st</sup> Century skills are evident in classrooms.

Whole school shares ownership and knowledge of the learning and achievement of all students.

The school identifies expertise within its staff and draws on this to further develop its professional community.

A school culture of leading learning and innovation.

Productive partnerships and learning relationships.



# Strategic Direction 3: Community Leading and Learning

Purpose	People	Processes	Products and Practices
<p>To enhance our strategic partnerships and lead the community in the continued development of a stimulating and sustainable environment.</p> <p>To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.</p>	<p><b>Students</b> are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.</p> <p><b>Staff</b> understand and embrace collaborative partnerships and contribution to well-being through environmental education.</p> <p><b>Leaders</b> value and facilitate strategic decisions around building the relationships and collective capacity of the school community.</p> <p><b>Families and community partners</b> leaders in sustainable environment strategies and committed to collaboration and learning relationships.</p>	<p><b>Learning Spaces</b> Whole community involved in the design and development of internal and external learning and teaching spaces.</p> <p><b>Sustainable Environment</b> SSRC and P&amp;C lead school and community in continuing to develop our school's commitment to a sustainable environment.</p> <p><b>Collaboration and Learning Partnerships</b></p> <ul style="list-style-type: none"> <li>- Continue and develop partnerships with Alexandria Park Community School, Sydney and UTS Universities, City of Sydney, Stephanie Alexander Kitchen Garden Project, Gowrie NSW.</li> <li>- Continue to provide pathways for families to be involved and understand their children's learning environment;</li> <li>- Develop social media strategy to support communication;</li> </ul> <p><b>Evaluation</b> Regular evaluation of plans and reporting against milestones; Feedback from all stakeholders.</p>	<p>All students indicate increased satisfaction in their environment and connection between home and school.</p> <p>All students can articulate their contribution to their school, their community and their world.</p> <p>Explicit processes are in place to ensure ongoing and effective communication across partnerships.</p> <p>All families indicate increased satisfaction with links between home and classroom.</p> <p>All families indicate increased understanding of the learning and teaching environments.</p> <p><b>Practices</b> Students are conduits between home and school and articulate the purpose of their learning, their learning goals and progress.</p> <p>The school leads sustainable practices that model and foster a highly respectful and responsible approach to our environment.</p> <p>Community learning and collaboration involves all staff.</p> <p>Families have an understanding of what their child is learning and how effectively support them to learn.</p> <p>Shared ownership of innovative learning and teaching spaces and evidence of positive impact of student learning, engagement and wellbeing</p>
<p><b>Improvement Measures</b></p> <p>School rated at Sustaining and Growing in 'Leading' - School Excellence Framework.</p> <p>All students indicate increased satisfaction in their environment and connection between home and school.</p> <p>Families indicate increased satisfaction with links between home and classroom.</p> <p>Families indicate increased understanding of the learning and teaching environments.</p>			