## School background 2015 - 2017

### School vision statement

In partnership with our school community, we strive to provide an equitable, supportive, rich and diverse learning environment where students develop the skills to become confident 21st Century learners who are critical thinkers, creative problem solvers and active global citizens.

### School context

Edensor Park Public School was established in 1989. There are approximately 300 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with approximately 83% from language backgrounds other than English. There are 28 languages represented within the school community with Vietnamese, Italian and Assyrian being the predominant groups.

The FOEI (Family occupation and employment index) for 2015 is 136, which is higher than the average of 100. The parent community values education and have high expectations for their children. Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy.

Most of the teaching staff is quite experienced with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellor and administrative staff including School Learning Support Officers.

### School planning process

Throughout 2014, the staff reviewed a range of data including school and external data. This data was shared amongst the community and feedback was sought throughout the process. This process included surveys and focus group meetings, involving students, staff and community.

Staff reviewed student results throughout the year and focussed on areas of strength and improvement. The staff delivered inquiry based learning presentations on a range of topics, including what skills our students will need to develop in the future. The National School Improvement Tool was also used in identifying areas of need.

After developing an understanding of the new planning process, staff worked in small teams to create the school vision and three strategic areas. Each group listed strategic directions and identified the purpose, then moved onto people, processes, practices and products.

Throughout the process all stake holders were consulted at each stage of the plan. This plan has been endorsed by the community of Edensor Park Public School.
Purpose:
To empower students to become literate, numerate and productive users of technology.

To encourage students to become critical, informed and effective communicators who work collaboratively in teams.

To provide opportunities for students to become confident and creative problem solvers who show initiative and embrace new challenges.

STRATEGIC DIRECTION 1
Empowering students to become successful lifelong learners in a global world.

Purpose:
To enable staff to rise to the challenge of teaching and learning in the 21st Century by engaging in professional learning aimed at achieving personal teaching goals and improved practices.

To inspire all members of staff to strive for innovation and improvement ensuring success. This will provide opportunities to undertake leadership roles.

STRATEGIC DIRECTION 2
Excellence in leadership, teaching and learning.

Purpose:
To enhance strong connections for an engaged community partnership where a positive culture is fostered and diversity valued.

To encourage genuine, open and informed communication and provide opportunities for promoting consultative decision making.

STRATEGIC DIRECTION 3
Effective partnerships creating a high performing and dynamic learning community.
## Strategic Direction 1: Empowering students to become successful lifelong learners in a global world.

### Purpose
To empower students to become literate, numerate and productive users of technology.

To encourage students to become critical, informed and effective communicators who work collaboratively in teams.

To provide opportunities for students to become confident and creative problem solvers who show initiative and embrace new challenges.

### People
How do we develop capabilities of our people to bring about transformation?

**Students:**
Through formative assessment practices students will develop the ability to extend upon their knowledge and skills to achieve clearly defined outcomes. Through differentiated practices students will increase their capacity in Literacy, Numeracy and technology.

**Staff:**
Will implement innovative and creative teaching and learning experiences and assessment practices, ensuring students are immersed in challenging and motivating environments. Teachers actively seek and engage with feedback through the implementation of “Hand in Hand”

**Parents/Carers:**
Will have opportunities to become involved in innovative programs which enable them to be informed and contribute to their children’s learning.

**Community partners:**
Will offer opportunities for staff to network and enhance each teacher’s professional development.

**Leaders:**
Will support teachers to implement best practice models within the school by maintaining and further developing their own professional development.

### Processes (Projects and Programs)
How do we do it and how will we know?

**Formative Assessment:**
- Professional development hour, in stages.
- Continued implementation of TEN and L3.
- “Hand in Hand” – observations by teachers.
- Use of PLAN data, Literacy and Numeracy continuums.
- Implementation and use of new syllabus documents.
- Introduce and revisit different assessment strategies to be implemented in the classroom.

**Differentiation:**
- Continued Professional Development: engagement, learning styles, critical thinking.
- Implementation and use of new syllabus documents.
- Inquiry based learning e.g. S.O.L.E and Spirals of Learning
- Cyclic programing
- Fluid and flexible groupings
- ICT skills and strategies integrated within targeted programs.

### Evaluation Plan
Evidence of formative assessment and differentiation in action, by professional discussion, teaching and learning programs, Hand in Hand observations, collection of school based and external data e.g. NAPLAN, PLAN.

### Products and Practices
What is achieved and how do we know?

**Products:**
- 20% increase of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data. Kindergarten, Yr1 and Yr2 - EAS 3 and 5 Number, Patterns and Algebra
- 20% increase of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data. K-6 Reading, Comprehension and Writing
- 100% of staff feel confident implementing a variety of assessment and differentiation strategies.

**Improvement Measures**
- 20% increase of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.
- 20% increase of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.
- 100% of staff feel confident implementing a variety of assessment and differentiation strategies.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Formative assessment practices are embedded in all teaching and learning experiences. Teachers engage in professional discussions to track student progress and monitor consistency in teacher judgement.

- Staff provide differentiated learning activities that cater to the student’s strengths but work towards exposing all students to the same learning objectives.

- Students demonstrating 21st Century Learning skills across the curriculum.
Strategic Direction 2: Excellence in leadership, teaching and learning.

**Purpose**
To enable staff to rise to the challenge of teaching and learning in the 21st Century by engaging in professional learning aimed at achieving personal teaching goals and improved practices.

To inspire all members of staff to strive for innovation and improvement ensuring success. This will provide opportunities to undertake leadership roles.

**People**

How do we develop capabilities of our people to bring about transformation?

**Students:**
Through quality teaching, inquiry based learning and formative assessment, students will be given greater opportunities to achieve improved results.

**Teachers:**
Through professional discussions, deeper understanding of new pedagogy and reflection upon the standards, teachers will improve practices to enhance teaching and learning programs across the school.

**Parents:**
By making parents aware of whole school programs, they will have a deeper understanding of the programs and pedagogy implemented within the school to cater for their child’s needs.

**Leaders:**
Improvement of student outcomes through supporting the ongoing development of teachers within the school.

**Processes**

How do we do it and how will we know?

**Quality Classrooms**
Professional learning is essential to maintain a high level of quality within the classroom. It will focus on:

- Inquiry Based Learning
- EAL/D Pedagogy to be integrated into mainstream classes.
- Formative Assessment

**Teacher performance**
To improve teacher quality, knowledge and practices, staff will reflect on their own career development and formulate personal professional goals using the Australian Professional Standards for Teachers.

- “Hand in Hand” program
- Accreditation on all levels
- TPL
- Beginning teacher programs

**Evaluation Plan**

- Evidence in their teaching and learning program and classroom practice.
- Sharing constructive feedback through the “Hand in Hand” program.
- Accreditation process.

**Products and Practices**

What is achieved and how do we know?

**Products:**
All staff will reach their appropriate accreditation level.

All staff create a quality classroom that reflects innovative pedagogy.

Staff demonstrate progress towards accomplishing their professional learning goals by measuring their performance against the Australian professional standards of Teachers.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

ESL pedagogy is embedded within Literacy and Numeracy programs.

Staff have a greater awareness and are becoming increasingly confident in using Inquiry based learning promoting critical thinking amongst students.

Staff reflect upon the ongoing constructive feedback received through the “Hand in Hand” program and revise teaching practices to improve the quality of learning experiences.

Staff use a variety of strategies to improve programming and assessment.

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**Improvement Measures**

- All staff will reach their appropriate accreditation level.
- All staff create a quality classroom that reflects innovative pedagogy.
- Staff demonstrate progress towards accomplishing their professional learning goals by measuring their performance against the Australian professional standards of Teachers.
### Strategic Direction 3: Effective partnerships creating a high performing and dynamic learning community.

**Purpose**
To enhance strong connections for an engaged community partnership where a positive culture is fostered and diversity valued.

To encourage genuine, open and informed communication and provide opportunities for promoting consultative decision making.

**People**
**How do we develop capabilities of our people to bring about transformation?**

**Students:**
Students participate in a range of activities to showcase school achievements.

**Teachers:**
Teachers are encouraged to maintain and enhance open communication with the parents of students in their class and within the whole school.

Teachers build upon/broaden existing professional networks to form links with new learning partners.

**Parents:**
Parents contribute to the school planning process in a range of forums e.g. surveys, focus groups, parent meetings.

**Leaders:**
Leaders support and enhance connections between members of the school community and beyond Edensor Park Public School.

**Processes**
**How do we do it and how will we know?**

**Engagement**
Parents and staff will work together to maximise student learning outcomes. Parent engagement will be increased by:
- Planned workshops based on the needs and interests of parents.
- Including parents in the decision making process, inviting them to open forums and discussions so they can be heard.
- Increase special days e.g. Grandparent days.
- Improve communication of special events encouraging parents to attend and ensure parents have all the information they need.

**Community of Schools Network**
To further develop the teaching/learning programs within the school and professional development, the level of interaction between staff and other schools will increase by:
- Annual staff development day between six schools, involving guest speaker and numerous workshops presented by teachers from the schools.
- Planning visits to other schools and planning days to enhance/develop teacher’s personal professional goals.

**Evaluation Plan**
Parents complete ‘Tell Them From Me’ survey. Increase attendance by parents to school activities/events.

**Products and Practices**
**What is achieved and how do we know?**

**Product:**
- Increase in the number of parents accessing information from the school and taking every opportunity to get involved in their child’s learning.

- Increased parent participation in whole school events.

- Staff develop strong networks to enhance professional goals.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Encourage parents to be open about their needs, thereby contributing to the development of workshops which will enable them to maximise their child’s learning.

**Improvement Measures**
- Increase in the number of parents accessing information from the school and taking every opportunity to get involved in their child’s learning.

- Increased parent participation in whole school events.

- Staff develop strong networks to enhance professional goals.