JAMES ERSKINE PUBLIC - 4579
SCHOOL PLAN
2015 – 2017

Engaging Student Learning

Quality Teaching

Community Connections
School background 2015 - 2017

School vision statement
At James Erskine Public School we take pride in preparing our students for a complex, rapidly changing world. We strive to have all stakeholders actively involved in our students' learning. We seek to create a challenging environment for our students to grow and where they develop a lifelong love of learning.

We are a school that recognises that there are many different styles of learning. Effective teaching practices and differentiated learning ensures the needs of the individual are being met and enhanced. Student achievement is the outcome of a quality partnership between home and school.

As a PBL school we promote school spirit and pride in ourselves through our commitment and accomplishments. We continue to build resilience in our students by supporting their physical and emotional development.

The world that our students will grow into will continue to be global and interconnected. Australia will continue to develop as a vibrant multi-cultural society. We must support and encourage our students to embrace all of the opportunities this will bring. Confident, creative, informed and active citizens need to adapt to a world that is ever changing.

Our success will continue to be supported by engaging with our local schools network and local community. It is vital that we participate in the life of the local community and draw on the strengths and capability of those around us to support our vision for James Erskine Public School.

School context
I am safe. I am respectful. I am a learner.

These three statements underpin the philosophy of James Erskine Public School, a Positive Behaviour for Learning (PBL) school. The values of NSW Public education are entwined into all programs offered throughout the school. An enthusiastic staff of experienced and early career teacher’s work, in unison with the highly committed community, to promote high expectations across the school in terms of academic and social achievement.

The student population of 568 is quite diverse in its composition with 27% of the students from a non-English speaking background and approximately 5% from an Aboriginal or Torres Strait Islander background. Excellence in Literacy and Numeracy is the main focus in all classrooms which is complimented with a high focus on the use of technology to support the teaching and learning programs. The school has a computer lab with a smaller lab in the library. All classrooms have interactive white boards including library and computer lab. This is complimented by a wide range of extra curricula activities with a strong emphasis on developing the whole child. The school is an integral member of the STEPS learning community. Joint programs have involved professional learning activities in Literacy and Numeracy, the implementation of Talented and Gifted-Top Steps and transition programs with Erskine Park High. Student interaction has been promoted through joint SRC, buddy classes and secondary students supporting primary based activities.

School planning process
The evaluation was led by the school principal and involved participation of and consultation with key stakeholders including staff, students, and community members. School executive and other staff had regular input into strategic directions.

The school planning process was underpinned by engaging all members of the school community.

This plan was developed in the following manner;

1. Staff meetings and planning sessions involving small group discussions, analysis of trends and future goal setting.
2. Interviews of parents assessing the aspects of the school they saw as strengths and incorporating suggestions for improvements.
3. Discussions with all stakeholders groups including students.
4. Reference groups operating within the school structures.
5. Parent Forums providing a direct opportunity for contributions from parents of all students at the school.
**Purpose:**
To improve student learning experiences that result in development of students’ abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

**STRATEGIC DIRECTION 2**
Quality Teaching
Developing quality leadership, management and professional learning practice

**Purpose:**
To strengthen leadership and management capacity of school staff and executive team to drive school improvement with increased staff capacity to meet the changing needs and diverse cohort of the contemporary learner.

**STRATEGIC DIRECTION 3**
COMMUNITY Connections
Enhancing organizational effectiveness with an inclusive and engaged community partnership

**Purpose:**
To ensure the wellbeing of students with high and complex individual needs and the foster the development of the whole child; resulting in students and parents who feel happy, engaged and connected to their learning and the school community.
## Strategic Direction 1: Engaged Student Learning - Creating a high performing and dynamic student centred learning environment

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| To improve student learning experiences that result in development of students’ abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware. | **Students:**
Increased opportunity for understanding the reasons for the content that they are learning
Engaged in their learning with an ability to know what they need to do to progress to the next level of learning.
Actively engage in their own learning based on high expectations
**Staff:**
Increased skills to identify student needs and have the ability to develop programs of work that will increase their student’s capabilities.
Develop engaging learning environments that are challenging and future focused.
**Parents/Carers:**
Increased knowledge of expected levels of attainment at each grade/stage level.
Capacity to assist their child at home.
Support, be aware of and be involved in their children’s learning.
**Community Partners:**
Communication of expected attainment levels with community partners, including STEPS schools and the local high school.
**Leaders:**
Ability to determine grade/stage attainment by students and assist staff in developing programs to assist student engagement. | Increased support at all levels which will allow for increased access and engagement
Improved teaching practice in all classrooms using new technologies, which creates an improved learning environment
Innovative teaching practice which ensures increased student engagement in their learning.
Provide a high quality, diverse curriculum for all students, including assessment and reporting procedures.
Provide comprehensive support for students in Literacy and Numeracy. | **Increased number of students at their expected level based on the literacy continuum (current 75% to 90%)**
**Increased number of students at or above expected stage level equivalent tracked against math syllabus**
**Increased number of students performing in Bands 4 to 6 in NAPLAN results for literacy and numeracy. (minimum standard 96 to 98%)**

### Evaluation Plan
Monitor student progress against expected levels of achievement at each stage of learning.
Review and monitor teacher programs and practice.
Monitoring and review of assessment practices.

### Improvement Measures
- Increased numbers of students operating at their expected level of learning in literacy and numeracy.
- Increased numbers of students obtaining higher levels of achievement above the expected norm for their respective stage level.
- Increased numbers of students accessing the correct support for engagement and improvement in learning.
Strategic Direction 2: Quality Teaching- Developing quality leadership, management and professional learning practice

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| To strengthen leadership and management capacity of school staff and executive team to drive school improvement. Including the improved professional practice linking to the professional standards | How do we develop the capabilities of our people to bring about transformation? | How do we do it and how will we know? | All staff will have a full understanding of the teaching standards.  
All staff will have a knowledge of the new professional development framework and the PDP. They will be able develop monitor and review a Professional Development Plan (PDP)  
Increased knowledge and understanding of how to implement curriculum into programs for classroom delivery. |
| Increased staff capacity to meet the changing needs and diverse cohort of the emerging learner. | Students will; Increased engagement in learning as teaching practice is more focussed on child centred learning. | Supervisors are provided with training and time to assist staff in developing and maintain PDP’s. | Product:  
All staff have an increased knowledge of the teaching standards (BOTES) and the evidence required to support their level.  
All staff will have a PDP to monitor professional progress across all levels of teaching standards. |
| | Staff will; Engage in processes to develop sustainable leadership patterns and develop leadership capabilities at all levels | Provision of time to reflect and continue to develop PDP’s. | What are our newly embedded practices and how are they integrated and in sync with our purpose?  
Practice:  
All staff will follow the schools program assessment and professional learning policies as a requirement of meeting the teaching standards. |
| | Engage in regular reflective practices, using formal and informal processes to develop their practice | Staff undertaking planned professional learning linked to school plan. | Supervisors will understand the process assisting staff with their PDP’s  
Improved quality programming and teaching practices are imbedded in classroom practice  
Staff have evidence to demonstrate their progress towards personal goals and whole school strategic directions. |
| | Monitor and evidence their professional growth linked to teaching standards | Leadership opportunities are taken up by staff. | |
| Improvement Measures | Parents/Carers will; Increased understanding that all teaching staff have a PDP, which requires professional learning by staff to maintain teaching standards. | Improved pedagogy in classroom practise. | |
| | Community Partners will have; Consistent application of the PDP across schools in the STEPS community through collegial discussion and reflection. | Create systems for the development of PDP, including mechanisms to engage in a wide variety of PL opportunities, both internal and external to the school. | |
| | All staff to have developed a professional learning plan and undertaking planned professional learning based on their PDP which will linked to their goals. | Continued development of ongoing, effective and collaborative links with the STEPS Community of schools, targeting the sharing of professional learning. | |
| | All staff have knowledge and understanding of all relevant syllabi for implementation into classroom practise. | Evaluation Plan | |
| | | Review all PLD’s for common needs for professional planning | |
| | | Survey staff on views of professional learning process | |
### Strategic Direction 3: **Community Connections** - Enhancing organizational effectiveness with an inclusive and engaged community partnership

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| Enhance school performance by providing inclusive partnership with our school and parent community | **How do we develop the capabilities of our people to bring about transformation?** | **How do we do it and how will we know?** | • Decreased student wellbeing issues from playground situations  
• Increased number of students accessing higher awards through PBL  
• Increased communication through positive interaction with parents and staff |
| | **Students:** | Provide a social skills program based on play to develop student interaction. | Product:  
Increased number of students on top of awards system for PBL  
Decreased playground slips and students receiving reflection time. |
| | Awareness of the criteria of PBL and how they are responsible for the choices they make in the playground | Staff are trained in social skills program and provide support and training for students. | What are our newly embedded practices and how are they integrated and in sync with our purpose? |
| | Capable to play and relate well to their peers in the playground | Employ a trained staff member in social skills to assist students in the playground by developing games and activities | Practice:  
Improved monitoring of student behaviour stemming from playground issues  
Improved playground plans used by students that decrease the playground behaviours  
Increased engagement in classroom activities  
Collaborate with staff in establishing and maintaining a safe workplace.  
Identify and develop opportunities for community organisations to utilise school facilities.  
Provide effective communication for parents and community, whilst implementing strategies to strengthen parental engagement in our school.  
Engage all students in welfare programs that are strategically planned to the needs of each cohort |
| | **Staff:** | Create a playground plan of designated areas for usage by students | |
| | Consistent application of school playground policy by all staff. | Provide appropriate equipment for use in the playground | |
| | Proactive teaching staff in playground supervision. | **Evaluation Plan** | |
| | Build and maintain positive relationships with parent body. | Review student behaviours entered on Sentral. | |
| | **Parents/Carers:** | Monitor student use of playground equipment. | |
| | Awareness of the playground plan and the expectations for student behaviour. | **Monitor and evaluate through survey students able to resolve conflicts in the playground** | |
| | Greater understanding of the PBL system and how it applies to all students. | **Improvement Measures** | |
| | **Community Partners:** | • To reduce the number of students receiving reflection each week and reduce the number of playground blue slips through the delivery of a skills based wellbeing program. | |
| | Liaison with schools in the STEPS community to review and compare the effectiveness of existing social skills programs and rewards systems to develop the best possible model for implementation. | • To increase the desirability and success rate of students in regard to the school award system and to create a more positive community response. | |
| | **Leaders:** | • To improve communication with the parent community by increasing the number of parents accessing the school website and increasing the readership of the school newsletter. | |
| | Monitor student behaviour and engagement in the playground. | |