

# School plan 2015 – 2017

## Eastern Creek Public School 1808





## School vision statement

The students, staff and families of Eastern Creek Public School will teach and learn in an environment that is welcoming, positive and supportive. Personal achievement will be encouraged through recognition of personal best, citizenship and a willingness to have a go in personal and team based challenges. The school environment is inclusive and welcoming and be reflected in the school playgrounds, parent and family gatherings and staff working agendas.

Our school is a place where everyone can succeed, do well and be passionate about their teaching and learning and be proud of not only their own but other's achievements. With a view to looking forward to the future for learning but to reflect on the past and to be proud of our achievements is an environment everyone in the school community can share.

## School context

Our school community is a rich, warm and culturally diverse group of families who reside in a suburban environment close to the M7 expressway. Sporting facilities, such as the Rooty Hill Soccer Club, the Eastern Creek Raceway and the Olympic Park Sporting Complex are close by.

Historically wealthy, the Eastern Creek area once contained wheat farms, dairies, grain crops and vegetable fields, an army barracks and vineyards. There are significant historical sites in the area including the Rooty Hill which hosts community functions.

In 2015, 289 students, including 40 preschool students, were enrolled in our school. Families, boys and girls, staff and the community all support the school to make it a close, family orientated and friendly environment.

Our students are recognised for their talents in academic competitions, sport, dance, singing, art and literacy as well as their citizenship, friendliness and support displayed towards each other.

Historically, student enrolments enable eleven to twelve classes to be formed into either across grade or single grade classes. There are twelve classrooms which can be used as well as a large school community hall, modern library; computer assisted learning facilities in each classroom, a large playing field and preschool supporting enrolments for children four years of age. An active Learning Support Team monitors, assesses and provides support to students and staff.

Our students live in a suburban environment of which 63.5% come from a language background other than English, with Tagalog, Urdu, Hindi and Samoan being the predominant language groups. 4% of our students are of Aboriginal or Torres Strait Islander descent.

## School planning process

Three statistically important groups were identified and surveyed-students in Years 4-6, Parents/families and staff. Surveys focused on gathering opinions to questions that garnished an interest and focus on what is valued, what are the strengths, what would be future directions and what areas can be enhanced within the school and its educational programs being currently offered.

Of the surveys, students returned 100%, 14.5% of parent surveys were returned and 100% of staff surveys were returned.

Information from the surveys indicated three strategic directions as well as noted areas for enhancement, further delivery of existing programs and an investigation into possible future student and community activities:-

- positive leadership is a strength and a direction for all
- progression to technology assisted learning and teaching
- Provision of opportunities for students to explore talents and interests apart from academic excellence
- Emphasis placed on literacy and numeracy skills in teaching and learning for all students
- maintain the positive recognition of effort and achievement
- increase in the inclusion of parents in the decision making process, an understanding of school syllabus and how teaching processes work in relation to their own child and in helping in school activities.
- Increase in the level of resources the children can use when at play and in sport
- increase in opportunities to play against other school in competitions or activities
- building capacity for a children to learn, understand and live and a healthy lifestyle
- an increase in recognition and exposure to the multi-cultural background of the school, indigenous heritage and other languages.
- improvement in student and staff facilities, resources and infrastructure.



## STRATEGIC DIRECTION 1

### 21<sup>st</sup> Century Learning

**Purpose:**

To prepare and encourage our students, families and teachers to engage technology in teaching and learning activities and programs. Through professional learning staff can incorporate data of student performance to monitor learning progress, inform parents and measure school based programs against performance standards in order to encourage quality teaching and learning, intercultural understanding, promotion of life-long learning and skill development and to embrace new and emerging teaching and learning strategies.

## STRATEGIC DIRECTION 2

### Student Well Being

**Purpose:**

To expose and encourage our students, families and teachers to adopt healthy living practices which incorporates current research evidence about nutrition and medication, healthy diets, an active and fitness based physical exercise regime and the need to develop emotional maturity, resilience and positive self esteem in everyday learning and teaching. A safety awareness program strengthens the need to reinforce child protection as a whole community concern. Through a partnership between the school and community based resources, students, families and staff, Student Well Being can be seen as everyone's responsibilities.

## STRATEGIC DIRECTION 3

### Leadership for All

**Purpose:**

To provide opportunities for students, parents and staff to practise leadership through programs both within the school environment, the local community and more broader social settings. Leadership skills such as role modelling, high quality communication skills of verbal, written and digital, team work, collegial and peer support, financial management and conflict resolution are necessary skills that all members of the school community can utilise and aspire to develop in the context of the school.

# Strategic Direction 1: 21st Century Learning

## Purpose

To prepare and encourage our students, families and teachers to engage technology in teaching and learning activities and programs. Through professional learning staff can incorporate data of student performance to monitor learning progress, inform parents and measure school based programs against performance standards in order to encourage quality teaching and learning, intercultural understanding, promotion of life-long learning and skill development and to embrace new and emerging teaching and learning strategies.

## Improvement Measures

- ❖ Data driven student results and improvement in literacy and numeracy individual growth scores can be documented through use of statistical analysis of standardised tests, use of Literacy and Numeracy Continuum and development of within school data collection. The implementation of new school based assessment tools will drive collection of student, staff and school performance in programs developed in the life of the school plan.

## People

Students and Teachers to be self directed learners and innovative teachers whose input into the learning process embeds change and cultural shift in learning and educational achievement.

Family and community will be actively involved in the learning process in order to encourage and support the cultural shift of learning away from a classroom based teacher directed to one of life-long learning, experience in relevant educational goal setting and the enhancement of collegial, cooperative, mentoring and resilience building practices.

School Leaders will encourage and promote practices that extend learning opportunities beyond the confines of the classroom

Application of the School's Excellence Framework from staff will enable a clearer understanding of what defines an excellent school environment for student learning.

## Processes

Community business links, educational opportunities through within school programs and external providers will provide a canvas of opportunities for students, staff and parents to teach and learn. The adoption of emerging technologies such as software, hardware, within school applications and external DEC platforms will enable teaching and learning to be monitored, enhanced through the use of data driven results. Flexibility in teacher expectation and student goal setting provide the motivation to adopt new practices that encourage self evidence learning as well as personal goal setting and achievement standards. Already staff will need to incorporate and adopt DEC accreditation expectation in their own learning profiling and school based training modules will also reflect this mode of self analysis and professional reflection exercises. The use of digital and technology resources at an early stage in the student's learning will enhance the ease of technology as an immediate aid to learning from preschool to Year 6 and beyond as well as the expectation that learners and teachers operate as members of teams in order to achieve personal goals.

## Products and Practices

- Data driven student results and improvement in literacy and numeracy individual growth scores.
- Improvement in student participation in across curriculum activities.
- Community sponsored, teaching and learning projects, community activities, charities and workshops.
- Community involvement through visiting school incursions and learning activities.
- Parent involvement in teaching and learning activities with leadership from parents being a more prominent role.
- Evidence of a data flow indicating student growth in scores, personal goal setting and responsibility for learning, data driven descriptors and analysis of learning patterns and an increase in teacher accountability for developing class based teaching learning problem solving activities.
- Technology driven learning tools being utilised in the classroom such as hand held devices, information collection tools, project based learning programs and online work projects.
- Upgrade in within school educational resource materials and hardware devices with the aim of connecting to live online learning programs.
- School based assessment of learning programs and capabilities of the school in reference to the NSW DEC Excellence Framework.

## Strategic Direction 2: Student Well Being

### Purpose

To expose and encourage our students, families and teachers to adopt healthy living practices which incorporates current research evidence about nutrition and medication, healthy diets, an active and fitness based physical exercise regime and the need to develop emotional maturity, resilience and positive self esteem in everyday learning and teaching. A safety awareness program strengthens the need to reinforce child protection as a whole community concern. Through a partnership between the school and community based resources, students, families and staff Student Well Being can be seen as everyone's responsibilities.

### Improvement Measures

- ❖ Collection of data on student achievement in PBL/STAR goal setting and awards will provide a basis for overall student well being in the school environment but the inclusion of the new school well being programs will come online as they are developed in the life of the school plan. In addition, overall student, staff and community expectations for areas of well being can be assessed and documented. The inclusion of community based resources will be noted.

### People

Students, families and staff are educated of current trends in nutrition, medication and healthy living practices.

Providers are to ensure that nutrition and healthy diet are the prime focus of service delivery in the canteen.

Community Health Services provide information, workshops and services to the families of the school.

DEC and WHS provide current support for all staff to ensure they are fully capable of meeting the needs of everyday work requirements.

Physical Exercise and sport programs are available for students both school based and outsourced for differing requirements of skills and knowledge.

Mental health services and consultants in cooperation with the classroom teachers and the Learning Support Teams work together with families.

Staff participate in Professional Learning activities to develop their own knowledge and skill development to better program activities for their students.

Staff become familiar with the General Capabilities framework to better program for student learning.

### Processes

Professional Learning opportunities are utilised when available to improve staff and parent knowledge.

Parents and teaching staff develop their partnership to better provide education and support for the students/children.

Community services are interlinked into the school learning support network.

Data driven goal setting from students in conjunction with the school's PBL/STAR provides information on student achievements.

Canteen service provider contract emphasises and mandates the need to continually improve the provision of nutritious lunches for students.

Learning Support Team coordinates support roles of community based agencies such as OT, ST and medical services for students.

### Products and Practices

-collection of data on student achievements in PBL/STAR goal settings and awards.

-use of community based service providers to support students specialised needs such as speech, occupational therapy, mental health and medication.

-provision of mental health programs that develop specific knowledge and skill sets for students needs such as resilience building, coping with bullying, conflict resolution and team building skills.

-provision of PE and fitness programs through sport and other activities.

-provision of cultural and expressive programs aimed at developing dance, drama, music and oral expression activities and non-academic programs which can be achieved through school based programs or utilisation of external providers.

-utilisation of General Capabilities Framework.

# Strategic Direction 3: Leadership for All

## Purpose

To provide opportunities for students, parents and staff to practise leadership through programs both within the school environment, the local community and more broader social settings. Leadership skills such as role modelling, high quality communication skills of verbal, written and digital, team work, collegial and peer support, financial management and conflict resolution are necessary skills that all members of the school community can utilise and aspire to develop in the context of the school.

## Improvement Measures

- ❖ Leadership programs specifically developed for students are implemented for specific goals are continued and encouraged. Staff and community members will also be encouraged to participate in opportunities for leadership and involvement will be recorded. In the light of the School Excellence Framework and Accreditation of Teachers, the need to develop leadership skills is an important measurement of growth.

## People

Students, Parents and Staff will engage in developing programs and projects that enhance learning and leadership opportunities. Current school programs encouraging student leaders in a range of activities will continue but be enhanced for other opportunities linked to the 21<sup>st</sup> Century Learning Strategic Direction. Access of community based programs will be additional activities student can engage in that will have additional bonus of development a sense of community pride and accomplishment. Staff and students, in the LMBR world of financial management will be encouraged to be active as part of management teams of school budgets and programs, fund raising and community projects. Staff through engaging in professional learning activities and professional associations will have opportunities to develop and experience leadership and team building skills.

## Processes

Through engaging in a range of professional learning activities, the staff will develop particular skills and capabilities linked and described in the mandated NSW Teachers Accreditation process and capabilities framework. Students, through participation in programs have opportunities to engage in leadership activities based around school projects, working in peer support roles and mentoring. Through team based activities in formal and informal learning situations students will be engaged in leadership roles. Staff through a variety of committee and team based projects will have the opportunities to engage in leadership roles. School Executives will be encouraged to participate in out of school based professional association work and professional learning in order to link with leadership roles. Report based communication meetings will encourage leaders of groups and teams to actively assess the progress of their projects.

## Products and Practices

-Leadership programs specifically developed for students are implemented for specific goals are continued and encouraged.  
-Staff has opportunities to lead teaching programs and collegial professional development through curriculum implementation, research practices, student welfare and support programs, teaching and learning projects.  
-Parents are encouraged to participate in school community projects and official duties in the Parents and Citizen's Association and the Friends and Community Support Group of Eastern Creek Public School, special school projects and activities.  
-Students actively engage in programs and activities that are aimed at developing cultural and social skills within school and community based activities.