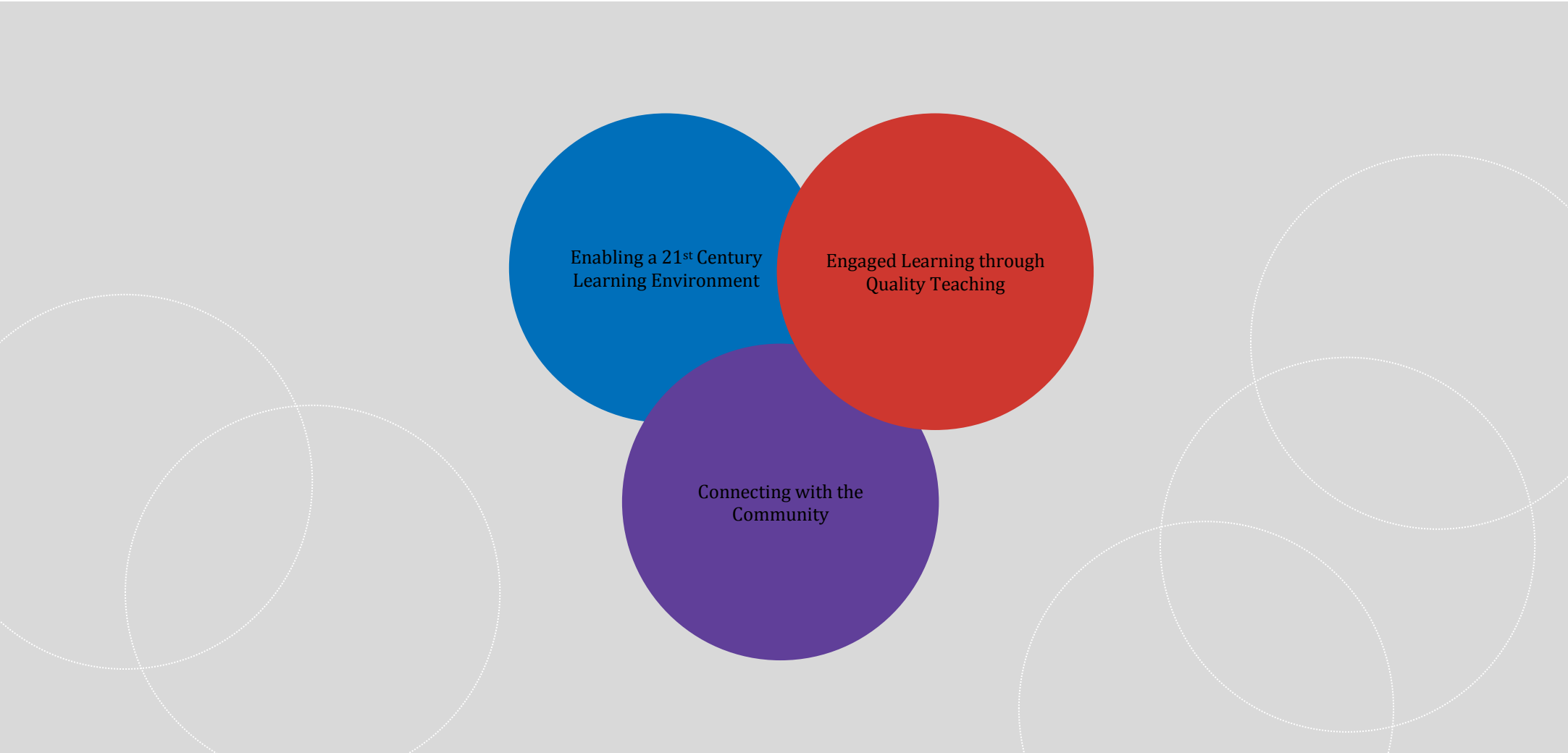


School plan 2015 – 2017

Epping Public School 1850



Enabling a 21st Century Learning Environment

Engaged Learning through Quality Teaching

Connecting with the Community



School vision statement

Our vision is to provide a happy, caring, safe and stimulating environment. Children will recognise and achieve their fullest potential. They will be prepared for their future and be able to contribute positively to society.

School context

Epping Public School has existed on its present site for over one hundred years. Presently the school has 16 classes and nearly 400 students. Epping has an NESB population of over 80%. This has risen from 63% six years ago. The predominant cultures are Chinese and Korean. Many of our families live in medium or high density housing. The school has a mobile population.

A significant number of our parents have a tertiary background, value education and have a high expectation of success for their children. Many of our families have both parents working and our before and after school care facilities are well patronised. The majority of our parents are supportive of the school.

Epping Public School has a professional staff, which is well balanced in terms of experience. The executive is quite stable and three of the four members have now been at Epping School for at least six years. The staff is committed to achieving high quality outcomes, and providing a range of experiences.

The school prides itself on its ability to deliver quality programs and has embraced technology as an important learning tool.

School planning process

Epping Public School initiated a comprehensive and highly consultative planning process. Initially a driving committee of four executive and four classroom teachers was established. The committee devised the following process to collect data from the whole school community.

Students were surveyed for responses about what was good at school and what could be improved. Discussion sessions on the same topics were organised for our older students.

Staff members attended meetings which analysed the strengths and weaknesses of the school, opportunities which could be explored and barriers on route to achieving our set goals.

Parents were invited to focus meetings which discussed the same topics as analysed by staff. Surveys were also sent home in various languages to collect data.

Local community members were invited to a forum held jointly by Epping North and Epping Public Schools. This meeting collected data from the community.

The driving committee then collated, analysed and interpreted all of the data to draft Strategic Directions. These were presented to staff and the community. Once ratified by the school community, processes were developed to achieve goals identified in our strategic directions.



STRATEGIC DIRECTION 1

Enabling a 21st Century Learning Environment

Purpose:

To develop a school learning environment in which students, staff and community members work and achieve as 21st Century learners.

STRATEGIC DIRECTION 2

Engaged Learning through Quality Teaching

Purpose:

To provide opportunities for students to optimise their academic, physical, social and emotional development and to ensure they recognise the significance of this learning in real-world contexts.

STRATEGIC DIRECTION 3

Connecting with the Community

Purpose:

To ensure meaningful connections exist between all school community members, thus providing substantial benefits for the students of Epping Public School.

Strategic Direction 1: Enabling a 21st Century Learning Environment

Purpose

- To develop a school learning environment in which students, staff and community members work and achieve as 21st Century learners.

Improvement Measures

- ❖ Harmonious and aesthetic learning areas have been created in the school.
- ❖ Educational programs that foster creative, critical and reflective thinking are planned, programmed and implemented in all teaching and learning environments.

People

- **Staff:** Participate in establishing alternative solutions for the outdoor learning environment.
- **School Leaders:** Interact with the community to review the school environment.
- **Students:** Engage student leaders in the development of a student perspective on the current learning environments.
- **Staff:** Analyse and evaluate current skillsets then network with other educational settings to explore and promote rich tasks and project based learning.
- **Staff:** Investigate opportunities across the curriculum, especially in Literacy and Numeracy, to incorporate technology providing exciting and stimulating lessons.

Processes

- Create aesthetic, harmonious and stimulating learning spaces which support the holistic development of all students.
- Promote a creative, critical and reflective culture that supports confident and independent 21st Century learners.
- Incorporate technology based practices in authentic learning tasks.
- **Evaluation Plan:**
Internal - Regular reporting against milestones by the leaders of the focus committee group; feedback from committee; school self-assessment. Satisfaction rating completed by all staff.
External validation – Survey community to review possible changes to the learning environments, validation of the 5P Plan (School Excellence Framework)

Products and Practices

- Product – Harmonious, healthy and aesthetic learning spaces support 21st Century learning.
- Practices – Staff, parents and students value and utilise the creation of improved learning spaces.
- Product – Students who are creative, critical and reflective learners.
- Practices – Staff have a thorough understanding of creative, critical and reflective thinking which will inform their planning and implementation of educational programs.
- Product - Technology will be available and utilised to support all students in their learning.
- Practices – Staff integrate technology advancements into core teaching across all Key Learning Areas.

Strategic Direction 2: Engaged Learning through Quality Teaching

Purpose

- Staff members implement best practice to provide opportunities for students to optimise their academic, physical, social and emotional development and to ensure they recognise the significance of this learning in real-world contexts.

Improvement Measures

- ❖ All teachers are effectively delivering the NSW Syllabuses for the Australian Curriculum to enhance student outcomes.
- ❖ Quality sequential PD/H/PE programs are embedded within the school's educational program.

People

- **Students:** Participate and are actively involved in the changing NSW Syllabuses for the Australian Curriculum through lessons that are delivered by staff.
- **Staff:** Actively involved in professional learning to develop the capability to effectively deliver the new curriculum in a manner that engages students in their work.
- **Staff:** Maintain and enhance teaching programs to reflect current DEC practices and NSW Syllabuses for the Australian Curriculum.
- **Parents:** Actively support and value teaching programs that are implemented in class and through homework.
- **Community partners:** Delivery of sports programs to promote the value of physical education.

Processes

- Implementing, monitoring and evaluating NSW Syllabuses for the Australian curriculum by ensuring high quality assessment, planning, programming and teaching models across K-6.
- Improving knowledge and understanding of personal development and health choices supported by increased skill levels in physical education activities.
- Refining school systems, including DEC requirements and levels of accreditation, to inform teaching and learning.
- **Evaluation Plan:**
 - Internal** - Regular reporting against milestones by the leaders of the focus committee group; feedback from committee; school self-assessment
 - External validation** – Survey to assess changing culture and attitudes towards physical education. Ensure we are meeting DEC requirements through audits, registration process and validation of the 5P Plan (School Excellence Framework).

Products and Practices

- **Product** - A K-6 Scope and Sequence for NSW Syllabuses for the Australian Curriculum is developed which will incorporate quality assessment for data collection, reporting and to guide future planning and teaching.
- **Practice** - Staff are engaged in high quality learning and teaching practices within the delivery of the NSW Syllabuses for the Australian Curriculum.
- **Product** - A school community culture that values physical education.
- **Practice** - Staff maintain skill levels to ensure that effective PD/H/PE lessons are delivered within the education program.
- **Product** - Effective school and DEC systems which support student learning.
- **Practice** - Staff members will utilise their knowledge of school and DEC systems to plan, inform and enhance their teaching.

Strategic Direction 3: Connecting with the Community

Purpose

- To ensure meaningful connections exist between all school community members, thus providing substantial benefits for the students of Epping Public School

Improvement Measures

- ❖ Links are established with three new organisations. The links impact positively on teaching and learning.
- ❖ Ninety per cent of parents acknowledge that the communication they receive from the school is more efficient and of a higher quality, based on a parent survey.

People

- Staff:** Implement initiative as a mentoring school with students from Macquarie University.
- Staff:** Manage and organise electronic communications.
- Staff:** Plan and present information to parent and community meetings
- Community Members:** Effective working relationships are established with Epping Public School.
- Community Members:** Access additional and current information about Epping Public School.
- Parents:** Access information to gain a better understanding of Epping Public School.
- Parents:** Access information to support and foster their child's education.

Processes

- Enhancing communication for all parents and community members, ensuring there are opportunities for all to access quality information.
- Exploring and strengthening connections with cultural groups and community organisations.
- Providing parents with quality information regarding their child's education.

Evaluation Plan:

Internal – Regular reporting against milestones by the leaders of the focus committee group; feedback from committee; school self-assessment; list of policies and support information distributed to parents; parent/carer attendance at parent information sessions.

External validation –Community consultation to assess initiatives, validation of the 5P Plan (School Excellence Framework)

Products and Practices

- Product** - Parents and community members have access to relevant school information, in a timely manner, enabling parents to be involved in a quality partnership with the school.
- Practices** - Relevant school information is communicated to the school community promptly and in a form that is readily accessible to members of our community.
- Product** - Constructive links are established between Epping Public School and local organisations and cultural groups in our community.
- Practices** – To actively seek and establish links with cultural groups and organisations and then continue to build on those links.
- Product** - Parents are provided with current and quality information about their children.
- Practices** - The school regularly seeks parent input to ensure the quality, format and scope of information communicated to parents is relevant.