Ebenezer Public School Plan
2015 – 2017
School Code - 1813
### School vision statement
Ebenezer Public School is a strong, proud, inclusive school community with a focus on learning. We are committed to ensuring students reach their potential. We produce resilient, knowledgeable and respectful people who can look back with pride and nostalgia at their time here. The focus of the school is true to our values: our motto 'Ever Onward' requires that we will strive to be better at what we do every day. We hold high expectations to ensure students become aspirational, self-directed and collaborative learners who have the capacity to succeed in a dynamic 21st century society.

### School context
Ebenezer Public School has an enrolment of approximately 110 students. It is located in the town of Ebenezer in the Hawkesbury Area of Western Sydney. The school has a combination of modern and historical buildings, which provides a pleasant, welcoming and aesthetically pleasing learning environment. The school is respected for its ability to nurture and support the 'whole child' and providing innovative educational opportunities. The school community is very supportive, participating in many aspects of school life. Positive Behaviour for Learning is embedded into school practice and promotes a proactive school-wide plan to create an environment that fosters success. Our student welfare initiatives support the development of Safe, Responsible and Respectful Learners.

### School planning process
This plan has included community, staff and students in the development process.

#### Staff
A Staff Development Day was held in 2014 to prepare the groundwork using a planning model which included a close look at the story of Ebenezer Public School as an educational institution through time and where we believe the school should be in 3, 5 and 10 years’ time. Numerous revisions have taken place at staff and executive level throughout 2014 and early 2015.

#### Students
Students took part in a collaborative 'magic wand'/magic glasses' strategy to reflect on the Ebenezer Public School of the future. This gave an opportunity for student voice to be heard and for students to claim their stake in the future of the school. The 'Tell Them from Me' survey took place in Term 1 2015 and the data report was used to refine the final draft of this plan.

#### School Community
Ebenezer Public School staff have liaised closely with the school community to ensure our school plan reflects the aspirations and desires of our community. We have held numerous discussion sessions during well-attended P&C meetings and surveyed the wider community on learning and school culture.

#### Hawkesbury Learning Community
We have connected closely with the shared vision of local primary school principals and our local high school principal through the Hawkesbury Learning Community Network School Planning Team. This has enabled our plan to reflect the aspirational direction of our local educational network.
Purpose

Improve teaching and learning experiences resulting in the development of students’ abilities. We want students to become critical, creative and ethical thinkers who are literate, numerate and socially, environmentally and culturally aware.

Purpose

Actively engage and encourage improvement in all students. Students will be engaged in meaningful and challenging learning experiences through personalised and differentiated learning opportunities. We want to enable them to be successful learners in a rapidly changing world.

Purpose

Promote partnerships with parents, preschools and local schools. This will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride in the Hawkesbury.
Strategic Direction 1: Challenging, engaging teaching

**Purpose**
Why do we need this particular strategic direction and why is it important?
To improve teaching and learning experiences resulting in the development of students’ abilities. The aim is for students to become critical, creative and ethical thinkers who are literate, numerate and socially, environmentally and culturally aware.

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

**Staff**
- Staff develop a deep, working understanding of best-practice pedagogy for the teaching of literacy and numeracy supported by technology that closely reflects the post 2020 world.
- Staff develop a broad and deep knowledge of the new BOSTES syllabus documents.

**Leaders**
- Principal and curriculum leaders have the skills to support staff in developing these skills and knowledge.

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

**Professional Learning**
- Professional Learning in DEC Educational Services initiatives ‘Language Learning and Literacy’ and New Focus on Reading.
- All staff trained in and implementing new DEC BOSTES syllabus requirements.

**Professional Development Framework**
- Professional Development Framework implemented for all staff.

**Collaborative Planning Process - school level**
Collaborative Consistent Teacher Judgement sessions
- Entering PLAN data
- Innovative use of technology across the curriculum

**Collaborative School Network Initiatives**
- ‘Hawkesbury Learning Community’ ‘Hawkesbury Small Schools Network’ ‘Click, Connect, Collaborate’ ‘Making Accreditation Familiar’… a collaborative community of practice to enhance and expand staff skills.

**Evaluation Plan**
- ‘Tell Them From Me’ survey data.
- Use of technology in the classroom for enhancement of collaborative learning and support of DEC Educational Services initiatives monitored.
- PLAN Data is up-to-date and used to plan future learning.

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

**Products**
- Improvement in measurements of student engagement in the ‘Tell Them From Me’ Survey and yearly parent surveys.
- Staff have evidence to demonstrate their progress in Educational Services initiatives and plans to map out their own development.
- Teacher professional development applications and course attendance on MyPL@ maintains accreditation requirements.
- All staff fully implement the BOSTES syllabus.
- Regular meetings including staff and leadership are maintained in Collaborative School Initiatives.

**Improvement Measures**
- Improvement in measurements of student engagement in the ‘Tell Them From Me’ Survey and yearly parent surveys.
- Staff have evidence to demonstrate their progress in Educational Services initiatives and plans to map out their own development.

**Practices**
Teacher Professional Learning Plans
- Through strong engagement with research-driven professional learning backed by challenging professional dialogue, staff collaboratively develop responsive and rigorous professional learning plans that align with daily teaching practice and professional teaching standards.

**Groupwork and Technology**
- Teachers engage students in working strategically and inclusively in groups towards a mutually agreed purposeful goal, utilising recent technology to enhance the process.
## Strategic Direction 2: Successful, engaged learners

### Purpose
Why do we need this particular strategic direction and why is it important?
To actively engage and encourage improvement in all students. Students will be engaged in meaningful and challenging learning experiences through personalised and differentiated learning opportunities. To enable them to be successful learners in a rapidly changing world.

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

#### Students
- Students learn to use technology in engaging and collaborative inquiry-based learning to assist them in transforming knowledge and skills into products, solutions and new information.
- Students use literacy skills to engage confidently with all aspects of the curriculum. They see the integration between literacy and numeracy and real world experiences.
- Students show deep and broad understanding of Live Life Well - Healthy Lunchbox, Green and Gardening Group, Environment and Sustainability Education.

#### Staff
- Teachers embed in their teaching practice and philosophy explicit and systematic teaching of literacy.
- Teachers evaluate student success in their observable classroom practice.
- All staff understand the importance of Live Life Well and focus content and practice on Healthy Lunchbox, Green and Gardening Group, Environment and Sustainability Education.

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

#### Professional Learning
- Professional Learning in DEC Educational Services initiatives ‘Language Learning and Literacy’ and ‘New Focus on Reading’.

#### Technology in Classrooms
- Implement P&C and RAM funded ‘Technology in Classrooms’ project.
- Teacher participation in ‘ICT in the Classroom’ Macquarie University sessions.

#### Live Life Well Committee
- Live Life Well Committee regularly meet with the executive and focus goals to closely match school plan.

### Improvement Measures
- Students are achieving school identified Language, Learning and Literacy (L3), New Focus on Reading and TEN targets on the Literacy and Numeracy Continuum.
- Skills / Challenge marker in ‘Tell Them for Me’ survey shows 10% decrease in students observing they did not feel challenged in their English and Maths classes.

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

#### Products
- Students are achieving school identified Language, Learning and Literacy (L3), New Focus on Reading and TEN targets on the Literacy and Numeracy Continuum.
- Skills / Challenge marker in ‘Tell Them for Me’ survey shows 10% decrease in students observing they did not feel challenged in their English and Maths classes.
- Student growth between K to 6 on the continuum matches or is higher than state growth.

#### Practices
- Staff collaboratively analyse PLAN data to personalise learning plans in their classroom.
- Teachers are regularly engaging learners in real-world experiences - i.e writing / reading for a purpose in their observable classroom practice with sustainability education, healthy living and environmental education a focus.
- Students are regularly engaged in working strategically and inclusively in groups towards a mutually agreed purposeful goal, utilising recent technology to enhance the process.
Strategic Direction 3: Strong community connection

**Purpose**
Why do we need this particular strategic direction and why is it important?
Promote partnerships with parents, preschools and local schools. This will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride in the Hawkesbury.

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

**Staff**
- Through participation in PL in 'Engaging the School Community' executive staff develop capacity to further promote Ebenezer PS.
- Through increased engagement processes develop staff capacity in engaging school community in decisions and learning.
- Staff understand the importance of detailed communication of teaching and learning to parents via technology.

**Parents / Community**
- Parents and community understand the school’s purpose and processes through increased communication processes.

**Students**
- Students understand that collaborative decisions between stakeholders enhance their learning opportunities.
- Students are deeply and broadly aware of the Aboriginal story of the area and Ebenezer Public School’s connection to the Portland area community from the early 1800’s.

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

**P&C Promotion Committee**
- P&C promotion team created on P&C committee - flyers, come-and-chat afternoon (during open day / fun run etc.)

**Open Days**
- Open Day where parents participate in collaborative lesson with their children.

**Community Hub Meeting**
- Establish and develop Community Hub Meeting - meaningful community relationships with local businesses and education providers.

**Technology at home and at school**
- Mathletics and Reading Eggs provides opportunities for parents and students to work together on learning goals.

**Ebenezer PS History Unit**
- Stage 2 teacher and Principal/LaST teacher collaboratively design Ebenezer History unit helping students attain Stage 2 History BOSTES outcomes.

**Evaluation Plan**
- An evidence base, drawn from the collection and analysis of High Performance surveys on school culture and learning, is used to review performance annually.

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

**Products**
- 20% (of total families) parent/community attendance at P&C meetings. (Currently 15%)
- Increase in parent involvement in classrooms by 10%. (Currently 9 regular Term 1 2015)
- An increase of Kindy enrolments from preschools close to Windsor.
- Increased teacher and parent participation in community and working partnership events.
- 15% increase of parents surveyed access School Enews.
- 2 Ebenezer Community Hub meetings per year [school (HHS & EPS)/ business/community group (Peppercorn)].

**Practices**
- Staff regularly attend preschool information evenings promoting the Ebenezer Kindy program

**Meaningful use of school website**
- Teachers regularly update class page on website or use collaborative web tools to engage students and their parents.

**Ebenezer PS History Unit**
- Stage 2 Unit of work embedded in History Scope and Sequence on the Aboriginal history of Ebenezer and the history of Ebenezer Public School dating back to Ebenezer Church.

**Links with broader Educational Community**
- Productive professional relationships between Ebenezer PS and the local business community. Hawkesbury Learning Community and other Principal Network initiatives.

**Improvement Measures**

- 20% (of total families) parent/community attendance at P&C meetings. (Currently 15%)
- Increase in parent involvement in classrooms by 10%. (Currently 9 regular Term 1 2015)