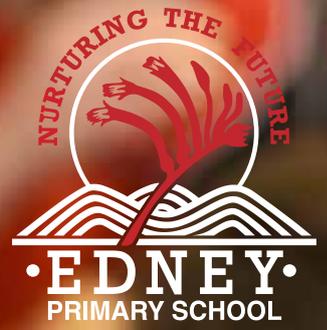


EDNEY 2020 OUR PLAN



The Way **Forward**

Edney 2020 is our plan for the future. It lays out our school's broad targets and milestones to achieve improvement in student outcomes over the coming years. This plan has been developed by and in consultation with the Edney Primary School Community comprising staff, students, parents and the School Board. It is our road map and key guiding document for all school operations, and the measure against which all activity in our school will be judged and assessed.

Our plan is underpinned by operational and support documents including our Literacy Plan, Mathematics Plan, Early Childhood Operational Plan, Middle Childhood Operational Plan, Human Resources Management Plan and Corporate Services Operational Plan. Our achievement is monitored and reported to all in our community through Annual Reports, and, through our Independent Public School Review to be conducted by the Department of Education Services.



Our Values - **Respect and Excellence**

Respect and Excellence is the Edney Way and the guiding principle of our school culture and tone. Edney is a safe, happy and positive school, where all members of our community, staff, students and parents feel valued, listened to and supported to be their best.

Respect (v) - we show respect by speaking and acting with courtesy. We treat others with dignity and honour the rules of our family, school and nation.

Excellence (n) - excellence is doing your best, giving careful attention to every task and every relationship. Excellence is effort guided by a noble purpose. When you practice excellence, you bring your gifts to fruition. Excellence is the key to success.

STUDENTS

Students come to school to learn and to have fun. Students are supported to show respect to themselves, each other, the staff, school community and the environment. Students strive for excellence in all activities, academic, artistic, sporting and social.

STAFF

The staff come to school to teach and to have fun. Staff are supported to focus on teaching in classrooms, developing nurturing and inclusive classroom environments and dynamic and responsive teaching programs.

COMMUNITY

Parents and the community support our students and staff through ensuring children are equipped with the necessary equipment, care and partnership with our school to maximise outcomes for students.

Our **Priorities**

We are
EXCELLENT at Teaching & Learning

The staff of Edney Primary School display excellence in teaching and learning through a high level of professional knowledge, engagement and practice in context, to meet the needs of all students, and improve student achievement.

We are
LEADERS of Innovation & Sustainability

We care for, interact with, protect and enhance our environment, creating active and considerate citizens with the necessary knowledge and skills for success in the 21st Century.



OUR VISION

Children are at the **heart** of our school.



We are
NURTURING the Future

We provide a seamless transition from home to school and beyond, supporting children at each stage of development, and laying strong foundations through quality Early Childhood practice.

We are
BUILDING a Strong Community

We work for children, and they are at the heart of our school. Our work is done through consultation and with the support of our community.

We are **EDNEY**

Excellence in Teaching & Learning



All NAPLAN performance will be at or above Like Schools



Teacher judgements will be consistent within and across schools



The high progress / high achievement quadrant will be evident in NAPLAN



All students will achieve a minimum of a C grade in each learning area

By the year 2020, you will see:

- Whole school approaches to teaching English and Mathematics embedded in school practice
- Full implementation of the Western Australian Curriculum in all learning areas
- An articulated set of high expectations and standards for student and staff performance and achievement
- Expert, explicit teaching and instruction in all classrooms, in all learning areas
- A comprehensive review of time allocation to curriculum areas and a strategic approach to timetabling human, physical and financial resources
- Collaborative planning, programming and evaluation processes in place and resourced to allow staff to work together to achieve common outcomes
- Further development of Arts program to incorporate both visual and performance arts
- Strengthening of the school Music Program and extension of instrumental instruction
- Further development of Science and HASS curriculum to ensure connected and consistent practice across the school, using an inquiry approach
- A Health and Physical Education program that develops skills to a high level, through expert teaching and support in partnership with Darling Range Sports College
- Italian Language program extended to Pre-primary students for at least one hour per week, with language reinforced in classrooms
- Continuation and expansion of peer observation and feedback as a preferred method of staff development
- Professional learning opportunities made available to all staff and aligned to school priorities
- A clear school assessment policy, outlining expectations and support for making fair and valid judgements
- Brightpath process in place for supporting consistency of teacher judgements
- Moderation activity in all learning areas within the school and Network
- Block and Phase learning plans in place with explicit improvement targets and strategies appropriate to each phase of learning.



Leaders of Innovation & Sustainability



By the year 2020 you will see:

- A reliable, stable mix of personal, fixed and portable devices for use by students and staff
- High standard professional learning for staff and development of a professional learning community within the school with a focus on technology
- A scope and sequence for Digital Technologies teaching and learning articulating desired skills and supports for each phase of schooling
- A dedicated solution for Early Childhood classes, particularly Kindergarten and Pre-primary to introduce appropriate technology devices and skills
- Maintaining and expanding the focus on design and technology alongside digital technologies
- Working towards 1:1 provision of personal devices in upper primary years
- All Primary students receiving touch-typing instruction
- Coding and robotics opportunities explored and made available to students, with appropriate support and staff development
- A school-wide approach to reducing our negative impact on the environment
- Reduction of wastage through purchasing, rubbish, recycling, reuse and strategic procurement
- Conservation practices both within the school and wider community - electricity, water, gas, flora and fauna
- Equipping students with the skills and understandings to inform, educate and involve the wider community in support for both school initiatives and community actions
- All classes involved in sustainability initiatives, with triple-bottom line evaluation, including mandatory curriculum follow-up
- Integration of sustainability practices and content developed in learning area plans
- Community agreements developed outlining our environmental and social commitments
- Professional learning and support for staff.



100%
of classes involved
in Sustainability
projects



25%
reduction in
wastage and
utilities costs

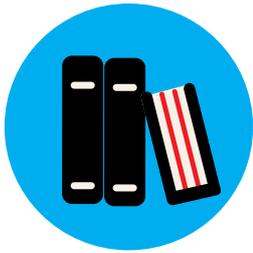


1:1
devices for all
Primary students



Staff innovation
nurtured and
supported

Nurturing the Future



100%
of children reading
with an adult daily



All students
requiring
intervention receive
support



100%
of National Quality
Standard areas met



Arts, Language and
Physical Education
specialist for all PP
- Year 6 students



By the year 2020, you will see:

- Every child in the school having access to an adult to read to and with, every day
- Structured, responsive and adaptable educational support in all learning areas in the school by skilled para-professionals
- A school-based speech and language intervention program, led by a consultant speech pathologist and upskilled staff
- Development of stronger community links and looking to establish a pre-school program for children 3 years and younger
- A highly skilled Early Childhood staff and centre that demonstrates continuous improvement in addressing all areas of the National Quality Standard
- Maintenance of a balance between play-based and more explicit teaching in Early Childhood
- Strong specialist programs in the Arts, Health and Physical Education and Languages that nurture talents and build student skills and enjoyment
- Nature and enriched play experiences available to all students
- An integrated approach to the total health and wellbeing of students, staff and community
- A dedicated program and approach to supporting staff wellbeing and professional development
- Investment in school facilities, fittings and grounds to create an environment that is welcoming and adaptive to the changing needs of students
- Enhanced transition processes for pre-school, Kindergarten, Pre-primary, Year One and Year Six in to secondary schooling
- An increased opportunity for the student voice to be heard and considered in shaping school programs, policy and directions
- A strategic and planned approach to fostering student independence, resilience and leadership
- Continued focus on standards of respect and excellence, with a whole school approach to positive behaviour support, intervention and bullying prevention
- A team approach and clear process in place for identifying and supporting Students at Educational Risk.

Building a Strong Community

By the year 2020, you will see:

- A strong, effective School Board with a strategic plan in place that supports the school priorities
- Clear, available and responsive communication between the school and parents and community on a variety of platforms
- Further improvement in the school attendance rate for students and strong understandings in our community of the importance of regular attendance
- Increased engagement with building community and citizenship for students through engagement with local, national and global initiatives
- A volunteer program to link expertise with the needs of students, drawing together tertiary students, staff, parents and community
- Stronger relationships established both with Darling Range Network schools and schools in other regions and areas of expertise
- Provision of development and information sessions to engage parents and community in topics relevant to school, child and community needs
- Further event based opportunities for engagement that celebrate our students and school
- An annual “Edney Day” to reinforce our school and community values
- Informal opportunities for parent and community engagement through social events, community evenings and P&C initiatives
- Increased opportunities for use of the school site and facilities by community groups and offering extended services to children and families
- Further opportunities to expand school events to include and involve community members and parents
- A school marketing and engagement plan developed to build the school brand and understand and deliver upon community expectations
- A strategic focus on engaging with pre-school children and families, through playgroup, exploration of 0-3 programs, availability of facilities, sharing expertise and partnerships
- Exploration of extension and enrichment classes before and/or after school for arts, sports and study.



Parent event attendance improves each year



Enrolment increase to sustain at least **3** Kindergarten groups



National surveys reflect parent and community satisfaction



All members of the community are familiar with the Edney School Board



We are **EDNEY**

WE ARE EDNEY

AN INDEPENDENT PUBLIC SCHOOL

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