

School plan 2018-2020

Enfield Public School 1844



School background 2018–2020

School vision statement

Enfield Public School prepares young people for rewarding lives as engaged citizens in a complex, dynamic society. Children are at the centre of all decision-making and we ensure all students get the best start in life in a supportive and diverse school context. We actively value and encourage excellence through our high expectations and quality teaching and learning, which is underpinned by data and research-based best practice. Our students think critically and creatively, communicate effectively and authentically collaborate, preparing them for the real world in the 21st Century.

School context

Enfield Public School is located in the inner west of Sydney and is situated in a quiet residential area close to parks, playing fields and the local swimming pool. Our school is supported by an active Parents and Citizen Association.

The student population of 294 is diverse with 66% from a language background other than English.

The school is organised into stage-based learning teams, led by three executive staff members and has a strong focus on future-focused learning.

The school offers a wide range of learning experiences; choir, dance, debating, public speaking, excursions, camps, drama and sports programs.

School planning process

A rigorous and authentic process was used to assess the needs of Enfield Public School and form the basis of the 2018–2020 School Plan.

School performance measures in the 2015–2017 School Plan were assessed through analysing internal and external data, surveys and focus groups. Using this data, the community conducted a needs analysis which aligns with the School Excellence Framework. Trends from the analysis formed the basis of the school vision and strategic directions. Feedback on decisions was continuously collected from all sectors of the school community.

Members of the community were consulted through surveys, focus groups and meetings to provide specific and personal feedback about school improvement. Processes, products and practices were designed based on this method of data collection and extensive research into current improvement measures. These were shared and agreed upon by all stakeholders and the new projects were mapped against the School Excellence Framework, to enable the community to work together to achieve excellence in all areas by the end of 2020.

School strategic directions 2018–2020

**Purpose:**

Differentiated, challenging learning experiences which are tailored to student needs and underpinned by high expectations, evidence and data.

**Purpose:**

Students are engaged, active and resilient learners who are equipped with the skills for today and tomorrow.

**Purpose:**

Highly valued relationships are strengthened through an inclusive and connected school community enhancing the learning opportunities and outcomes for all.

Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
Differentiated, challenging learning experiences which are tailored to student needs and underpinned by high expectations, evidence and data.	Staff Consistently analyse and interpret data, and collaboratively use this to inform planning, identify interventions and modify teaching practice.	Teachers: Design and implement consistent school-wide Literacy and Numeracy pedagogical practices that reflect research and ongoing data analysis from a range of sources. A culture of high expectations will be fostered through high quality, differentiated teaching and learning, meeting the needs of diverse learners.	Practices Teachers provide opportunities for students to make thinking visible.
Improvement Measures	Students Students are engaged in learning experiences which are differentiated in content and skill, resulting in improved student outcomes.	Implement a whole-school approach where thinking is productive, purposeful and intentional, and at the centre of effective learning. It is valued, visible and actively promoted.	Teaching and learning programs show evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
Increased percentage of students show evidence of expected/above expected growth in Literacy and Numeracy	Community Partners Parents and community partners have an understanding of, and are committed to, the purposes and objectives of quality teaching practices.	Evaluation Plan Progress towards improvement measures will be evaluated through:	Products School based observations are embedded in staff professional learning plans and the teaching and learning cycle.
Increased percentage of students feel engaged and challenged		Walk-throughs Instructional Rounds (IR) Classroom displays Learning Progressions (PLAN) Personalised Learning Plans (PLPs) NAPLAN EaL/D Progresssion tool Performance Development Plans (PDPs) Tell Them From Me surveys	Teachers collaboratively analyse literacy and numeracy data to inform and differentiate teaching and learning experiences.
All teaching programs reflect differentiation and the use of data to inform practice			Learning spaces show evidence of student thinking and self regulation.

Strategic Direction 2: Connecting, Succeeding and Thriving

Purpose	People	Processes	Practices and Products
Students are engaged, active and resilient learners who are equipped with the skills for today and tomorrow.	Staff Committed to nurture, guide, inspire and challenge students in their learning, to build their skills and understanding, and to make sense of their world.	Build capacity of all staff to deliver future-focused programs, underpinned by pedagogy and research, to all students.	Practices Teachers embed future-focused, evidence based pedagogy in their programs and practice to encourage student-centred learning.
Improvement Measures	Students Demonstrate increased confidence, resilience and skill in creative and critical thinking, collaboration and effective communication.	Consolidating whole school Positive Behaviour for Learning (PBL) practices to ensure all students are known, valued and cared for, resulting in greater student ownership and engagement.	Ongoing consultation with all stakeholders to ensure sustainable and continual improvement to enhance wellbeing.
Reduction in SENTRAL incidents	Community Partners Parents and broader school community actively participate in supporting and reinforcing student learning.	Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.	Products Creation of fluid and flexible learning spaces which encourage collaboration and investigation.
Increase in BLAST stickers		Evaluation Plan Lesson plans/programs Tell Them From Me survey Parent workshops/showcases Personal Learning Plans (PLPs) Learning Support team minutes Student engagement SENTRAL data BLAST charts NAPLAN/PLAN data	Quality teaching and learning experiences are collaboratively planned and result in engaged and active learners with a global perspective.
Increased usage of common learning spaces			The school consolidates and enhances, consistent and supportive processes and practices to promote wellbeing
Increased confidence in teachers to deliver future-focused learning experiences			
All programs show evidence of critical and creative thinking processes.			
Improvement in NAPLAN data			

Strategic Direction 3: Partnerships in Learning

Purpose

Highly valued relationships are strengthened through an inclusive and connected school community enhancing the learning opportunities and outcomes for all.

Improvement Measures

Increased parent voice

Increased community participation/involvement at school events

Increased participation in Tell Them From Me survey

Increased take-up of See-Saw and other digital avenues

People

Staff

Strengthen relationships with parents and the wider community through effective two-way communication.

Students

Engage with the community for authentic learning opportunities. Students have an increased voice in school initiatives and greater ownership of their own learning.

Community Partners

Greater understanding of their role as active partners in education.

Processes

Enhance community engagement by strengthening sustainable relationships with the local community to improve student learning and wellbeing outcomes.

Continue to prioritise participation in our Community of Schools (Wingara) initiatives, with a commitment to ongoing collaborative projects.

Evaluation Plan

Frequency and attendance at P & C

School website visits

Enrolment

Parents trained to support learning

Practices and Products

Practices

Build capacity amongst the community to actively contribute in the delivery of learning programs.

Regularly update and inform the community of school initiatives and programs through information workshops.

Employment of a community liaison officer to strengthen the partnership between the school and our diverse community.

Products

Greater opportunity for parents and community to share learning through showcases, workshops, meetings and digital sharing.

Community of Schools (Wingara) regularly engages in school-based workshops and events.

Parents provide input into the implementation of inclusive school practices and school improvement plans.