

School plan 2018-2020

Emerton Public School 4422



School background 2018–2020

School vision statement

Our vision is to ensure we successfully prepare our students to engage productively in an increasingly complex society. We will do this by nurturing, guiding and challenging the school community by inspiring a deep passion for learning.

School context

Emerton Public School, a dynamic, friendly school located in Western Sydney, provides a welcoming and supportive environment for students, staff, parents and the broader community.

The school is committed to meeting the individual needs of every student in nine mainstream classes, one class for students with a moderate intellectual disability and one class for students with Autism. Approximately twenty one percent of the students are Aboriginal and/or Torres Strait Islander. Strong cultural ties evident in the community are represented in school programs and practices.

Teachers at Emerton hold high expectations of students in both learning and behaviour, and work in partnership with parents and the community to set and maintain high standards. These high standards extend across the curriculum and are grounded in a culture of trust and cooperation in which every child can succeed.

Specialised music, cooking and gardening programs run alongside and support quality teaching of English, Mathematics and other Key Learning Areas. Support for individual students is provided through targeted programs, including English as an Additional Language or Dialect (EAL/D) in addition to support programs for students with learning difficulties. The school also provides access to speech and occupational therapists.

Emerton Public School has a strong literacy and numeracy focus and is included in the Phase 2 Early Action for Success initiative and has maintained an Instructional Leader at Deputy Principal level who has led the improvement of teacher learning with a view to improving student learning outcomes in Literacy and Numeracy for Kindergarten to Year 2.

School planning process

A positive and engaged school community is committed to a shared approach towards the achievement of identified school priorities. In planning and creating the 2018–2020 School Plan, the planning committee used a variety of methods during the planning process.

- Tell Them From Me
- Analysis of student achievement data including NAPLAN and PLAN data
- Staff Surveys
- Student Welfare Data
- Learning Support Team Data
- Student Attendance Records
- Classroom Observations
- Community Sources

Using this evidence the school executive and whole school staff, along with members of the community undertook a collaborative and consultative process to determine current school strengths and identified directions and areas for improvement.

The school community, staff, students and parents will continue to be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to adjust future planning.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching

Purpose:

At Emerton Public School we will ensure that all teachers are committed to utilising effective teaching practices driven by relevant and purposeful data.



**STRATEGIC
DIRECTION 2**
Quality Learning

Purpose:

Through the provision of a quality learning environment the whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.



**STRATEGIC
DIRECTION 3**
Quality Relationships

Purpose:

To enhance community participation in school leadership, well being and family partnership projects and support student's development of strong identities as learners.

Strategic Direction 1: Quality Teaching

Purpose

At Emerton Public School we will ensure that all teachers are committed to utilising effective teaching practices driven by relevant and purposeful data.

Improvement Measures

100% of staff effectively articulate and reflect on their professional learning and its impact on pedagogy in order to refine and improve their practice.

Increased percentage of students demonstrating expected growth in literacy and numeracy.

Increased percentage of ATSI students demonstrating expected growth in literacy and numeracy.

People

Students

All students understand the assessment approaches used in the school and the benefits for their learning.

Parents/Carers

Parents and carers regularly engage with teachers to improve their understanding of student learning to strengthen outcomes.

Staff

All teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods with the highest priority given to evidence based teaching strategies.

Staff

Non teaching staff develop an understanding of how their role supports effective teaching in the classroom.

Leaders

School leaders will develop a program of high quality professional learning with a relentless focus on improved student achievement and highly effective pedagogy.

Processes

Ensure implementation of effective teaching methods through quality, differentiated professional learning, informed by the contextual knowledge of the whole school community and current research.

Teachers clearly understand, develop and apply a full range of assessment strategies to identify student achievement and progress, and reflect on teaching effectiveness.

Evaluation Plan

Progress towards improvement measures will be evaluated through supervision of teaching and learning programs, evaluation of professional learning activities, evaluation of consistent use of school processes and procedures and the regular analysis of student performance data.

Practices and Products

Practices

Every teacher analyses and uses data to inform and differentiate their teaching and learning as based in the syllabus documents and learning progressions.

All teachers have expert, contemporary content knowledge and deploy effective teaching strategies.

Teachers clearly understand, develop and apply a full range of assessment strategies including assessment for learning, assessment of learning and assessment as learning.

Teachers make accommodations and adjustments to suit student learning needs as they arise.

Products

Teaching and learning programs are data driven, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Strategic Direction 2: Quality Learning

Purpose

Through the provision of a quality learning environment the whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Improvement Measures

Students are continuously challenged through the high expectations of the whole school community.

There is school wide responsibility for collaborative learning processes which is shared by parents, teachers and students.

People

Students

Students will actively engage in collaborative learning processes with the classroom and will consistently strive to embrace all challenges.

Parents/Carers

Parents and carers will understand and support the need for high expectations to improve students engagement and outcomes.

Staff

Staff will create positive learning environments that promote collaboration and high expectations

Leaders

School leaders will support consistent and systematic processes that ensure high expectations and collaborative processes across the whole school community.

Processes

Create learning environments across the school that foster collaborative learning processes and promotes critical thinking, creativity and communication.

Create a whole school culture of high expectations that challenges students to succeed and thrive at each stage of their learning.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating teaching and learning programs, walkthroughs/observations, Tell Them From Me surveys and evaluation of classroom teaching environments.

Practices and Products

Practices

Teaching and learning programs reflect a variety of strategies that challenge students and promote high expectations.

Students will be actively engaged in future-focussed learning spaces that promote a culture of collaboration.

Teachers are supported to trial innovative and evidence based future-focussed practice.

Products

100% of teaching and learning programs and school environments show evidence of strategies that provide opportunities for collaborative learning.

Students express an understanding of the high expectations the school community have for them.

Strategic Direction 3: Quality Relationships

Purpose

To enhance community participation in school leadership, well being and family partnership projects and support student's development of strong identities as learners.

Improvement Measures

Increase in parent attendance and engagement at school functions and events.

Positive and respectful relationships are evident across the whole school community and promote student well being to ensure optimum conditions for learning.

People

Students

Students develop and maintain positive relationships within the school in order to connect, succeed and thrive in learning and life outcomes.

Parents/Carers

Parents and carers are supported and actively encouraged to engage in school based initiatives and support the school to enhance and promote student well being.

Staff

Staff develop an understanding of school wide well being systems and commit to increasing engagement of parents within the school.

Staff

Staff develop, maintain and model positive, productive and mutually respectful and responsive relationships within the school community.

Processes

Implement a whole school approach to support and engage parents in programs and decision making processes within the school.

Implement a whole school integrated approach to student well being in which students can connect, succeed and thrive.

Evaluation Plan

Progress towards improvement measures will be evaluated through; Tell Them From Me data, parent interviews and forums, focus groups, observations of parent attendance, feedback from Community Liaison Officer and meeting minutes from Parent and Citizens Association.

Practices and Products

Practices

There will be a shared school-wide responsibility for the positive well being of students.

The school actively provides opportunities for parents to be engaged in school programs and planning processes.

Products

Systems and protocols will be established to support positive relationships within the school environment.

There is a measureable increase of parent attendance and participation in school activities across the year.