

School plan 2018-2020

Emu Heights Public School 4442



School background 2018–2020

School vision statement

At Emu Heights Public School we will further develop a warm, safe, caring, future focused and engaging environment. We will focus on providing a learning environment, rich in opportunity, celebrating effort and achievement, building respect and resilience and equipping students to realise their potential to become lifelong learners.

School context

Nestled in the foothills of the beautiful Blue Mountains west of Sydney, Emu Heights Public School enjoys beautiful, spacious grounds in a well-maintained park-like setting.

Opened in 1972 with a student population of just 69, the school has grown to become a modern centre of learning with outstanding programs and resources.

Our school prides itself on its positive family atmosphere and is highly regarded by the local community as a friendly, caring school and inclusive in which personal excellence is nurtured and valued. Our students consistently demonstrate a co-operative, positive approach to learning and each other and embrace cultural diversity. Currently we have 5% of students who identify as Aboriginal.

The integration of STEM education, project based learning and ICT skills are embedded in teaching and learning across our future focused curriculum. We also enjoy a modern ICT infrastructure and access to a range of technology to support teaching and learning.

A wide range of student welfare programs support student well-being including Peer Support, Leadership opportunities, Kindergarten Buddies, Kids Matter, Child Protection, Bike Safety, Life Education and Interrelate.

We also offer a wide range of extra-curricular activities, particularly in sport and the performing arts areas of dance, music, choir, debating and public speaking and our annual talent quest. In addition, Literacy and Numeracy week celebrations, Aboriginal cultural education, the school vegetable garden, chess and coding clubs ensure a rich tapestry of learning opportunities for our students.

Significant in every program and initiative is the close partnership between our staff, children, parents, the wider community and other local schools.

School planning process

As part of our annual school self-evaluation process we used a variety of quantitative and qualitative data to redefine our vision statement and develop our 2018 – 2020 strategic directions.

This process commenced with a review of our 2015–2017 strategic plan and analysing the school's performance against the School Excellence Framework. Also significant in this process was consultation with parents, staff and students through variety of means including school and TTFM surveys.

Other data sources include: NAPLAN data , Best Start data , Smart Data / PLAN , Performance and Development Framework.

As a result, strategic directions were developed around our vision tenets, Belonging, Equipping and Inspiring focusing on the areas of engagement and wellbeing, teaching and learning and leadership and innovation.

School strategic directions 2018–2020



Purpose:

To strengthen the social and emotional well-being of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued.

Purpose:

To equip our students and teachers through differentiated teaching and learning experiences that focus on the development of high standards of literacy, numeracy and assessment.

Purpose:

To promote innovation and a focus on developing our learners for the future and to provide leadership opportunities for students and staff.

Strategic Direction 1: Engagement and Well-Being

Purpose

To strengthen the social and emotional well-being of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued.

Improvement Measures

All staff to consistently implement Student Welfare Policy.

Parents and the Aboriginal Community members to attend more events at our school and to become active partners.

Increased student/Parent satisfaction as compared to 2017 baseline data.

People

Students

Understand how to be a Safe, Respectful, Learner, set personal learning goals and develop an understanding of growth mindset.

Engage in student welfare programs developing respect and tolerance of cultural difference.

Staff

Understand the student welfare policy, the principles of growth mindset and embed the procedures and strategies to ensure consistency in response to student welfare issues.

Develop skills and knowledge to support personal health and well-being.

Embrace cultural diversity and encourage community and cultural groups to become more involved in school programs. Build professional networks and partnerships with the wider educational community.

Parents/Carers

Develop an understanding of school priorities and what their child is learning and actively participate in community engagement activities.

Community Partners

Support student learning with their expertise and resources.

Leaders

Develop strategies to strengthen student,

Processes

Implement a whole school integrated approach to well-being in which all stakeholders connect, succeed and thrive to enhance positive relationships

Create networks of shared responsibility for the on-going growth and development of the school community

Evaluation Plan

- Student, parent and staff surveys will be conducted each year to evaluate and gain feedback for further directions.
- Tell Them From Me or Kids Matter Parent Surveys.
- School and Community engagement matrix Data on student attendance and behaviour will be analysed each year to track trends and improvements.

Practices and Products

Practices

Effective well-being programs are implemented and supported across the school for students and staff

Implementing strategies to increase community engagement and involvement.

Improving attendance rates by engaging students in future focused learning programs, sporting and cultural opportunities and ICT programs.

Products

Individual and cultural diversity are celebrated and a harmonious, supportive and socially cohesive school culture exists.

Students have a growth mindset, improved emotional well-being and set personal learning goals.

Local schools, parents and community organisations (including Aboriginal families and the AECG) are actively engaged as partners in student learning

Professional learning and school practices support staff well-being.

Strategic Direction 1: Engagement and Well-Being

People

family and community engagement and student and staff Well-being.

Strategic Direction 2: Teaching and Learning

Purpose

To equip our students and teachers through differentiated teaching and learning experiences that focus on the development of high standards of literacy, numeracy and assessment.

Improvement Measures

100% of students set personal goals and can measure their progress along the literacy and numeracy continuums (LP).

100% of teachers use data, research-based teaching and assessment

35% of students achieve in the top 2 bands of Literacy and Numeracy tests in NAPLAN and Premier's Priorities are met.

Data indicates one year's growth for one year's learning for each student and 90% of Stage 1 students achieve reading milestones RR18 (Yr1) RR26 (Yr2).

People

Students

Develop their knowledge and understanding of Learning Progressions / Continuums and be able to plan and track their progress in Literacy and Numeracy.

Develop future focused learners and improve ICT fluencies across all Key Learning Areas.

Know how, when and why assessment is undertaken.

Staff

Remain abreast of current educational research. Develop a deep understanding and knowledge of NSW syllabi and the school's scope and sequence documents, TEN and Multi-lit.

Use quality assessment practices and data analysis to evaluate and inform teaching and learning.

Support and monitor student progress and assist students in developing personal learning goals.

Parents/Carers

Actively participate in curriculum and student well-being workshops and programs.

Support their child's learning and are actively involved in developing and supporting IEPs and PLPs with their child's teacher.

Community Partners

Processes

Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for teaching and learning.

Utilise evidence based research to develop and implement high quality professional learning in literacy and numeracy.

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Evaluation Plan

- Conduct Tell Them from Me/ Kids matter surveys
- Analysis of school data triangulated with NAPLAN & PLAN/ Learning Progressions data.
- Conduct School Excellence Framework self-assessment to map progress and identify future priorities.

Practices and Products

Practices

Students are effectively setting their own learning goals.

Every teacher effectively uses a wide range of data to track student performance against Learning Progressions.

Revised assessment procedures to support G&T, Aboriginal and students with learning needs.

Products

Revised assessment and reporting procedures.

Teacher's programs reflect the integration of STEM, ICT, 21st Century skills & revisions based on feedback & assessment.

All students set personal goals against learning progressions and are confident users of ICT and 21st Century skills.

Strong learning community partnerships developed through consultation

Flexible classroom spaces and agile furniture compliment future focused teaching and learning

Strategic Direction 2: Teaching and Learning

People
Support student and professional learning.
Leaders
Model, build and promote effective, evidence based practice and lead / coordinate professional learning and facilitate improvement and collaborative practice.
Support and lead programs in literacy, numeracy, ICT and 21st Century learning fluencies and strategies

Strategic Direction 3: Leadership and Innovation

Purpose

To promote innovation and a focus on developing our learners for the future and to provide leadership opportunities for students and staff.

Improvement Measures

Increase in the number of teachers working towards and gaining accreditation at Proficient, Highly Accomplished, Lead and Principal Credentials and teacher PDP's are aligned to the school plan.

Increase professional learning opportunities for executive and aspiring leaders to support personal aspirations, school targets, priorities and strategic directions from 2017 baseline.

Innovative programs trialled and evaluated to offer opportunities for future focused learning.

A focus on ICT and flexible learning spaces across the school meet changes in teaching strategies.

People

Students

Develop, utilise & embed a range of learning strategies and opportunities which enhance their ability to be more effective learners and leaders. Enabling them to be critical & creative problems solvers with strong literacy, numeracy and ICT skills.

Staff

Teachers use future– focused teaching and learning strategies in Literacy, Numeracy and STEM to equip students with general capabilities and 21st Century skills.

Teachers develop a clear understanding of NESA accreditation procedures, work towards and gain accreditation at Proficient, Highly Accomplished, Lead & Principal levels.

Actively participate in professional learning and develop leadership skills through professional learning, research, relieving in higher positions and / or leading programs.

Parents/Carers

Contribute to School Planning, support community initiatives and improve their understanding of learning processes, STEM and PBL by attending forums and parent teacher information sessions.

Leaders

Ensure school's leadership strategy promotes succession planning, distributed leadership, collaboration and professional learning. Enhance ICT capability, playground facilities and ensure the availability of adequate resources.

Processes

Build a systemic organisational culture that is creative and innovative to expose and promote opportunities for staff and students.

Develop collaborative processes with staff and community to increase leadership opportunities

Utilise evidence based research to develop and implement future focused learning and facilities.

Evaluation Plan

- Conduct Tell Them from Me and School Plan and 360 surveys
- Evaluate ICT and its ability to meet teaching, learning and administrative programs
- Review and monitor teaching practices and programs, PDPs. milestones and strategic directions
- Conduct School Excellence Framework self–assessment to map progress and identify future priorities

Practices and Products

Practices

Support quality, future focused teaching and learning strategies

Leaders support teachers with NESA and DEC programming requirements, school priorities and Improvement Measures.

Procure quality ICT resources to maximise teaching and learning opportunities

Leadership opportunities are maximised and support structures for accreditation and promotion are developed & implemented.

Products

STEM education and developed units and expertise are shared across the school, our network of schools and STEM action schools

Teaching programs reflect the integration of Multi–lit, TEN, STEM, PBL, 21st Century learning skills and ICT.

ICT is enhanced and effectively integrated into teaching and learning programs.

All teaching staff hold NESA accreditation. Increased leadership opportunities and facilitating succession