

# Strategic Improvement Plan 2021-2025

## Emerton Public School 4422



# School vision and context

## School vision statement

At Emerton Public School, our students are challenged and engaged in classrooms which create optimal conditions for learning in order to develop their full potential. High expectations for our students is a shared vision for everyone in the Emerton Public School community and we encourage higher levels of well-being by promoting the values of respect, cooperation, responsibility and a pursuit of academic excellence.

Emerton Public School strives to ensure a continuous cycle of improvement to maximise student learning outcomes.

## School context

### BACKGROUND

Emerton Public School is a small K-6 primary school located in Western Sydney and has a student enrolment of 230. Students are from predominantly low socio-economic backgrounds with 22% of students identifying as Aboriginal or Torres Strait Islander and 48% from an English as an Additional Language or Dialect (EAL/D) background. There are 2 Multi-Categorical support classes with a total of 14 students. The school culture at Emerton Public School is one that provides a safe, supportive, encouraging, inviting and challenging environment for students and staff, which in turn allows students' academic achievement to evolve over time. In NAPLAN Reading in 2019, 5.3% of students achieved in the Top 2 bands (or equivalent) and 37% of students achieved expected growth. In NAPLAN Numeracy, 1.8% of students achieved in the Top 2 bands (or equivalent) and 21.4% of students achieved expected growth.

### SCHOOL EXCELLENCE

Deeply embedded practices are the cornerstone for the future success of each individual child at Emerton Public School. By examining school practices through our **situational analysis**, and connecting authentically with students, staff, parents and the AECG, we have identified a number of key focus areas and practices, which will allow all students to Connect, Succeed and Thrive. These include;

- Collaboration - Effective collaboration is key to sharing successful and innovative evidence informed practices across the school. We need to focus on creating a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.
- Feedback - Feedback is one of the most powerful influences on student achievement. Focusing on student self-assessment and establishing practices where comprehensive and structured feedback is provided to teachers, will provide them with a deeper understanding of the effectiveness of their teaching and ability to select and adapt strategies to meet students' needs.
- High Expectations - All students need to be challenged and engaged in order to fully develop their potential. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs.
- Data Driven Instruction - Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development. Ensuring that time is dedicated to routinely and systematically collecting data and putting systems and structures in place to record and analyse data is a priority for the school.
- Assessment - The primary role of assessment is to establish where individual students are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. The school will focus on making student assessment part of everyday practice designing and delivering high-quality formal assessment tasks.

# School vision and context

## School vision statement

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# Strategic Direction 1: Student growth and attainment

## Purpose

Explicit teaching and effective classroom practice will provide opportunities to maximise student learning outcomes, with a focus on reading and numeracy. By identifying, understanding and implementing the most effective explicit teaching methods, with a focus on evidence based strategies we will ensure continuous improvement for all students.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2024..

## Initiatives

### Systematic and Explicit Numeracy Instruction

Systematic and explicit numeracy instruction is:

- embedded in all numeracy programs through the establishment of Stage Based Expectations of the Numeracy session. This is based on the Gradual Release of Responsibility Model and Effective Numeracy Practice Guides.
- strengthened and visible in classroom environments to drive student achievement.
- using data to strengthen high expectations and differentiations.
- assessed through a range of formative and summative internal and external assessments.

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- using data to strengthen high expectations and differentiations.
- assessed through a range of formative and summative internal and external assessments.

## Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students through quality differentiated learning. Student growth is regularly monitored, tracked and reviewed through data talks.
- Provide opportunities for modelled, guided, and then independent, practice as students gain proficiency and understanding of concepts and skills and progress towards mastery.
- Teachers reflect on the balance of teacher-directed, teacher-guided and student-directed learning within a lesson and across a unit of study.
- Plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge.
- Regularly provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria of the unit of work.

## Evaluation plan for this strategic direction

Is there evidence of improved student progress in literacy and numeracy?

Are evidence-based effective teaching strategies evident in all programs?

Is there evidence of differentiation in literacy and numeracy teaching programs?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN/ Check-in assessment
- SCOUT
- Student work samples
- Best Start data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Plan 2 data
- Assessment data collected as part of the School Assessment Schedule
- Personalised Learning Pathways
- Student focus groups
- School Excellence Framework Self-assessment
- Teaching and Learning programs
- Teacher Surveys

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Embedded Practice

### Purpose

Collaboration is key to sharing successful and innovative evidence informed practice centred on student individual needs and improving learning outcomes. We will develop, implement and monitor new whole-school approaches that ensure all staff are collaborating effectively and confidently to embed evidence-based teaching strategies into their teaching programs.

### Improvement measures

Achieve by year: 2025

A range of evidence supports the schools assessment/validation in the element of learning and development theme collaborative practice and feedback at excelling.

Achieve by year: 2025

A range of evidence supports the schools assessment/validation in the element of data skills and use, theme data use in teaching at excelling.

Achieve by year: 2025

A range of evidence supports the schools assessment/validation in the element of Effective Classroom Practice at excelling.

### Initiatives

#### Developing Strong, Collaborative Practice

Authentic and effective collaborative planning involves:

- regularly engaging in professional learning and collegial discussions to improve and implement successful and innovative teaching practices
- embedding innovative and successful teaching practices into teaching and learning programs that leads to improved growth and performance in students
- implementation of the Learning Walks process to ensure evidence based practices are effectively implemented in all classrooms.
- actively participating in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.

The school executive team will work with all staff to embed authentic and effective collaborative planning into everyday practice.

#### Data to Inform Practice

Effective analysis of student data involves:

- high quality assessment practices
- adapting and adjusting teaching and learning based on data analysis of student outcomes
- accessing tools, skills and training to support interpreting and using data effectively and leads to improved growth and performance in students.

The school executive team will collaboratively lead all staff to ensure that effective strategies and processes for data collection, analysis and reflection are embedded in their daily practice.

### Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- All teachers will be able to effectively analyse student and cohort data to identify areas in which student learning needs require additional attention and development.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is authentically utilised by teachers.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

### Evaluation plan for this strategic direction

To what extent has the quality of teaching practice improved as a result of teachers having engaged with Learning Walks?

To what extent has the collaborative culture across the school improved?

To what extent has Learning Walks improved student growth and attainment in reading and numeracy?

Are teaching and learning programs reflecting the use of data analysis to inform practice?

The school will use the following data sources to regularly

## Strategic Direction 2: Embedded Practice

### Evaluation plan for this strategic direction

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analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Pre and post teacher surveys focusing on strength and impact of learning sprints on collaboration, explicit teaching and high expectations.
- Schedule for Early Number Assessment & Interview for Student Reasoning
- NAPLAN/Check-in Assessment
- Benchmark assessment
- PLAN 2 data
- Teaching and Learning Programs

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Building Connections

## Purpose

We will ensure that every student is provided with opportunities to Connect, Succeed and Thrive by building strong relationships and connections across all levels of the school community. By adopting a consistent approach to student wellbeing and maintaining high levels of student attendance and engagement, our students will have the opportunity to develop to their full potential.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate of the school will increase from 84.3 in 2023 to 85.9 by 2027.

### Wellbeing

Achieve by year: 2025

### Wellbeing

Achieve by year: 2025

A range of evidence supports the schools assessment/validation in the element of Learning Culture at Excelling.

## Initiatives

### Improving Wellbeing

Positive wellbeing is enhanced by:

- making connections and drawing on the expertise, contributions and support of the community.
- staff and students building social and emotional skills to nurture positive, caring and respectful relationships.
- providing students with a voice, promoting active learning and developing strong character qualities that will enable them to connect, succeed and thrive and leads to improved growth and performance in students.

The Assistant Principal Wellbeing and Learning Support Coordinator will collaboratively lead all staff, including key stakeholders such as the Community Liaison Officer and Aboriginal Education Officer in ensuring positive wellbeing outcomes across the school.

### Improving Attendance

A whole school approach to consistent attendance will:

- support families to recognise the importance of education and to address barriers to active participation.
- develop strategies and interventions appropriate to our school context to assist with non-attendance concerns and leads to improved growth and performance in students.

The Assistant Principal Wellbeing will support all school staff, including key stakeholders such as the Home School Liaison Officer, Aboriginal School Liaison Officer and Aboriginal Education Officer in ensuring positive attendance and engagement outcomes across the school.

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of students engagement and responsibility for learning.

## Evaluation plan for this strategic direction

Is Tell Them From Me data showing an increase in positive wellbeing?

Are positive, respectful and caring relationships evident throughout the whole school community?

Have student attendance rates been maintained?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future



## Strategic Direction 3: Building Connections

### Evaluation plan for this strategic direction

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directions:

- Tell Them From Me data
- Community surveys
- Teacher evaluation of wellbeing program
- Attendance data
- Home School Liaison Officer data
- Communication records.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.