

# Strategic Improvement Plan 2021-2024

## Emu Heights Public School 4442



# School vision and context

## School vision statement

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At Emu Heights Public School we will further develop a warm, safe, caring, future focused and engaging teaching and learning 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

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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 with a current enrolment of 293 students. 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 cooperative, positive approach to learning and each other and embrace cultural diversity. Our school is on Darug land and we currently have 5% of students who identify as Aboriginal. The integration of Visible Learning and IT skills are embedded in teaching and learning across our future focused curriculum. We also enjoy a modern IT 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 the introduction of PBL, Smiling Minds, Bounce back, Peer Support, Leadership opportunities, Kindergarten Buddies, Child Protection and Bike Safety. We also offer a wide range of extra-curricular activities, particularly in sport and the performing arts areas of dance, choir, debating and public speaking and our annual talent quest. In addition, Aboriginal cultural education, the school vegetable garden and chess club 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.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To increase the number of students achieving expected growth in Reading and Numeracy NAPLAN through curriculum delivery, assessment and student performance measures.

## Improvement measures

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### Target year: 2022

A minimum of 52.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system-negotiated target).

### Target year: 2023

A minimum of 65.3% of Year 3 and 5 students achieve expected growth in NAPLAN reading. (Lower bound system-negotiated target).

### Target year: 2022

A minimum of 43.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated target).

### Target year: 2023

A minimum of 64.4% of Year 3 and 5 students achieve expected growth in NAPLAN numeracy. (Lower bound system-negotiated target).

### Target year: 2024

Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target for all students.

## Initiatives

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### Reading

In Reading, we will embed a whole school explicit approach to teaching reading strategies. We will embed sustainable whole school processes for consistently collecting and analysing data on reading growth. The evaluation of the reading data will be used to inform:

- The selection of explicit reading strategies in relation to student learning needs
- Analyse the effectiveness of selected reading strategies on student learning
- Teacher professional learning
- Where to next

### Numeracy

In Numeracy, we will embed a whole school explicit approach to teaching of Numeracy strategies. We will embed sustainable whole school processes for consistently collecting and analysing data on numeracy growth. The evaluation of the numeracy data will be used to inform:

- The selection of explicit numeracy strategies in relation to student learning needs
- The effectiveness of selected numeracy strategies on student learning
- Teacher professional learning
- Where to next

## Success criteria for this strategic direction

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Teachers are skilled at explicit, evidence-based teaching strategies in reading instruction and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice; Explicit teaching; Data skills and use)

## Evaluation plan for this strategic direction

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Have students achieved expected growth in reading and numeracy? Our school will collect internal and external student progress and achievement data. Data sources will include Naplan results, Check In assessment results, PAT data, PM benchmarking, Plan2 and SENA testing. Student assessment data will identify gaps that drive future focus areas including teacher professional development.

# Strategic Direction 2: Wellbeing and attendance

## Purpose

To have a planned and consistent approach to wellbeing using PBL as a focus and to improve the percentage of students attending school above 90% of the time.

## Improvement measures

### Target year: 2022

Improve our Wellbeing baseline from 84.9% to the upper bound of 94.4% based on Tell Them From Me, Compass and other internal data

### Target year: 2024

Improve our attendance rate of students that attend school 90% of the time from a baseline of 83.5% to an upper bound of 87% using SCOUT data and Compass to monitor the progress.

### Target year: 2024

The school has a planned approach to implementing evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

## Initiatives

### A planned, consistent approach to wellbeing using PBL as a focus

Our school will implement evidence informed change to develop whole school practices that result in measurable improvements in wellbeing and engagement of students. Activities will include:

- Introduction of a whole school approach to create consistency in behaviour expectations.
- Utilising the Wellbeing Framework when targeting key wellbeing initiatives, with a particular focus on the Student Wellbeing Policy.
- Implement strategies used to support the social, emotional and mental wellbeing of students.
- Individual learning needs addressed through streamlining learning support at our school.

### Improve the percentage of students attending school >90% of the time

We will monitor the attendance rate of our students using SCOUT and COMPASS. Principal and executive staff will make attendance review as a part of ongoing practices to improve the overall attendance of our students attending school to above 90%. Contact with parents and monitoring individual students will be a focus that will be supported by HSLO, LST team, School Counsellor and other agencies.

## Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices using COMPASS as a platform to collect our data, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing - Excelling)

Positive, respectful relationships are evident and widespread among students, staff and parents and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF - Wellbeing - Excelling)

Teachers, parents and the community work together to support consistent and systematic process that ensure student absences do not impact on learning outcomes.. (SEF - Learning Culture - Attendance - Excelling)

## Evaluation plan for this strategic direction

Was a planned and consistent approach to wellbeing implemented across the school? Was the percentage of students attending school more than 90% of the time increased?

Our school intends to use a range of evaluative practices when analysing progress within the Strategic Improvement Plan. This includes wellbeing evaluations and evidence-gathering and assessment systems. Evaluations through the QDAI model and COMPASS, will also provide reflections on programs and activity success. We will gather feedback from stakeholders through Tell Them from Me and other feedback initiatives.

Data collected will be used for ongoing monitoring of student attendance. Student wellbeing data will identify students requiring additional support and future targets/initiatives.

# Strategic Direction 3: Excellence in teaching and leading

## Purpose

To identify, develop and improve the skills of all leaders and teachers to use data to inform teaching and learning, develop consistent judgement with internal and external assessment measures to deliver explicit teaching to all students using differentiation of the curriculum

## Improvement measures

### Target year: 2022

Explicit teaching and Effective Feedback strategies are used to improve classroom practice .

### Target year: 2023

The leadership team maintains a focus on distributed instructional leadership using data analysis 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.

## Initiatives

### Embed data driven practices across the school.

Collaborative practice across our school will lead to evidence informed practice, knowledge and problem solving. Effective collaborative practice features improved teacher quality and ultimately improved student outcomes. Activities in this initiative will include:

- Creation of a data wall
- Collaborative practice and sharing days of data and student achievement
- Using What Works best to support teachers
- School improvement tool to assess teacher capabilities

### Implement instructional leadership opportunities to improve effective classroom practice

To achieve sustained whole school improvement through a culture of high expectations. Activities within this initiative will include:

- Developing leadership for leaders, aspirants, staff & students
- Leading Evidence, Evaluation and Data program
- Professional Learning on instructional leadership to sustain a focus on effective, evidence informed practice.
- Collaboration and community engagement

## Success criteria for this strategic direction

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

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. This drives ongoing, school wide improvement in teaching practice and student results (SEF - Learning and Development)

## Evaluation plan for this strategic direction

Are teachers and leaders using data to inform teaching and learning? Are teachers using internal and external assessment measures to make consistent judgments?

Our school intends to use a range of evaluative practices when analysing progress within the Strategic Improvement Plan. This will include:

- School improvement tool
- Classroom observations
- Program monitoring
- Leading Evidence, Evaluation and Data program
- Tell Them from Me surveys; Evaluations through the QDAI model.

Analysing the use of data will provide reflections on programs and activity success.