School Plan 2015 – 2017

Emu Heights Public School 4442
School Plan 2015 – 2017

Emu Heights 4442

Belonging
Strong
Supportive
Relationships

Equipping
Successful
Engaged
Learners

Inspiring
Positive
Innovative
Community Leaders

Emu Heights 4442
School vision statement

Our school vision is best defined by 3 tenets we want all in our school family to experience.

- Equipping
- Inspiring
- Belonging

By this we mean our goal is to create a learning environment where children, parents, guardians and the community feel they belong and are equipped with 21st century knowledge, understanding and skills to bring about change in their own lives and the lives of others.

Our vision is to provide a warm, safe, caring and engaging learning environment rich in opportunity, which celebrates effort and achievement, builds respect and resilience and equips children to realise their potential to become lifelong learners who bring about positive changes in the 21st century and beyond.

- Belonging to the present
- Equipped for the future
- Inspired to make a difference

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 utilising advanced technology and enjoyed by 322 children.

The School’s Index of Community Socio-Educational Advantage ICSEA as calculated by the Australian Curriculum & Reporting Authority shows a broadly average socio-education spread with 19% in the lowest quartile and 17% in the highest quartile.

Data from the 2009 and 2012 Australian Education Development Index confirms school based assessments in language that indicate an average 20% of children each year enter Kindergarten demonstrating with significant receptive language issues.

As a result Literacy and Numeracy receive priority emphasis across all Key Learning Areas.

Information and Communication Technology (ICT) skills are embedded in teaching and learning through the use of interactive whiteboards in all teaching areas. The modern computer lab and recent purchase of 30 iPads further enhances children’s learning opportunities in ICT.

NAPLAN performance is consistently at or above that of statistically similar schools.

Effective student welfare is achieved through positive teaching, clearly defined student welfare and discipline expectations and procedures and close community relationships.

Our children consistently demonstrate a co-operative, positive approach to learning and each other.

We pride ourselves on a caring atmosphere developed in-part through a range of programs and extra curricular initiatives in sport, dance, music, debating, choir, recorder and student welfare.

One of the many outstanding features of our school is the dedicated and committed staff and their harmonious working relationships with each other, the children and the community.

School planning process

As part of our annual school self-evaluation process and Management Plan evaluation we used a variety of quantitative and qualitative data to redefine our vision statement and development our strategic directions for 2015 – 2017.

Significant in this process were parent, staff and children surveys and forums to develop an accurate situational analysis. The surveys and forums were built around 4 questions.

- What are the things you like most about our school?
- What do we currently do that is good but could be improved (and how?).
- What do we currently do that has limited / no value and we should we consider not doing?
- What don’t we currently do that we could consider doing?

The data from these surveys was considered with the findings of more specific staff / parent surveys on discipline and student welfare, our Stage 3 children’s responses to the Primary School Life Survey and the results of S.R.C and P&C discussions.

As a result strategic directions that enhance current highly valued procedures and practices, refine and improve existing programs and identify new strategies, directions and resource priorities were developed around our vision tenets, Belonging, Equipping and Inspiring.
Purpose:
Develop strong foundations for holistic development and achievement that cultivate individual potential and life-long learning.

To build strong, positive relationships as an educational community and develop, enhance and maintain a genuine sense of ownership and belonging for students, staff and community.

At Emu Heights learning will take place in environments that are welcoming, caring, respectful and rich in opportunity. These environments will be supported through the involvement of parents and the broader educational community, celebrate individual and collective effort and achievement, promote a love of learning and develop within our students the personal qualities of respect, responsibility, self-control and resilience.

Purpose:
Build engaging learning environments rich in opportunity, acknowledgment, respect and resilience.

To equip our students for a constantly changing world through their engagement in explicitly designed but differentiated teaching and learning experiences that focus on the development of high standards of literacy and numeracy and the knowledge, skills and understandings to be 21st century learners, leaders and global citizens.

Students at Emu Heights Public School will become confident, passionate and engaged learners who set personal learning goals, are critical and creative thinkers, possess 21st century ICT fluencies excellent literacy and numeracy skills.

Purpose:
Model and build quality leadership that results in efficient management and positive growth and development.

To promote, develop and sustain a dynamic professional team of staff in all aspects of school operations where high quality leadership and capacity is embedded in all aspects of school operations, aligns with DEC policies, maximises effectiveness, realises potential and brings about lasting positive individual and corporate growth and development.

Staff will be supported through targeted, explicit and innovative professional learning to improve their collective capacity to support, inspire and meet the educational, social and emotional needs of needs of our students and provide them with a wide range of opportunities to reach their full potential.
### Strategic Direction 1: **Belonging** – Building relationships and community partnerships

#### Purpose
To build strong, positive relationships as an educational community and develop, enhance and maintain a genuine sense of ownership and belonging for students, staff and community.

At Emu Heights learning will take place in environments that are welcoming, caring, respectful and rich in opportunity. These environments will be supported through the involvement of the broader educational community, celebrate individual and collective effort and achievement, promote a love of learning and develop within our students the personal qualities of respect, responsibility, self-control and resilience.

#### Improvement Measures

- **100% of students and parents have a clear understanding of school rules, behavioural expectations and comply with expectations.**
- **100% of staff are consistent in their approach to reinforcing the expectations outlined in the Student Welfare Policy and non-compliance is tracked and recorded in remediation practices.**
- **All parents have an improved understanding of curriculum and school policies and an increase in community engagement in school activities is evident.**
- **All aspects of the school’s physical environment supports children’s welfare and provides for safe, responsible play options.**
- **Enhanced curriculum, extra curricula and transition programs exist through strong learning alliances which enhance children’s learning opportunities.**

#### People

**Students:** Through explicit teaching, students develop and apply their understanding of being a Safe, Respectful, Learner and principles and procedures outlined in our Student Welfare Policy in a conducive environment.

Through involvement in targeted programs, students develop the knowledge, skills and understandings necessary to make a smooth transition into High School.

Through opportunities created through COS projects students participate in a wide variety of extra-curricular opportunities including those offered through Nepean CAPA High and the Glenmore Park Learning Alliance.

Through Kindy / Year 6 Buddy programs, Peer Support and other school initiatives provide support networks for peers and develop cross-stage relationships.

**Staff:**
- **Through TPL, staff understand and embed the procedures and strategies outlined in the Student Welfare Policy to ensure consistency in response to student welfare concerns.**
- **Through collaborative projects, teachers build professional networks with the Glenmore Park Learning Alliance and Nepean CAPA High to enhance teaching and learning opportunities.**
- **Embrace and promote opportunities for community involvement in class and whole school programs.**

**Parents:**
- **Through the dissemination of information, parents understand and support Student Welfare and Discipline procedures.**
- **Through involvement in opportunities parents develop an understanding of what their child is learning, are actively involved in a range of school activities and contribute to school planning and decision making through a range of formal and informal avenues.**

#### Processes

**Review data and findings of 2014 student welfare, staff and parent surveys to refine school discipline and playground procedures and implement a Student Welfare Policy with clearly defined behavioural expectations which supports consistency and maintains a positive teaching and learning environment that enhances student well-being and tolerance.**

**Conduct policy launch and implement associated lessons to ensure awareness by children and parents.**

**Promote positive relationships, acceptance and tolerance by developing programs and activities to support the ideals of Harmony Day / NAIDOC Week.**

**Install new playground markings and fixtures to support safe play.**

**Establish teams to collaborate with and draw upon the expertise of colleagues at Nepean CAPA High and Community of Schools to strengthen relationships and support the provision and implementation extra-curricula and transition programs in a variety of ways.**

**Use a range of communication strategies including information session, newsletters, School Enews and the school website to inform and engage parents and community with school programs.**

**Evaluation plan:**
- **Conduct Primary School Life survey with Stage 3 children.**
- **Conduct student forums to determine success of Student Welfare Policy and areas for future development.**
- **Survey staff and community to evaluate the effectiveness of parent and community partnerships.**
- **Analyse engagement with the school website, eNews and the school newsletter.**

#### Products and Practices

**Key Products:**
- **100% of students and parents have a clear understanding of school rules, behavioural expectations and comply with expectations.**
- **100% of staff are consistent in their approach to reinforcing the expectations outlined in the Student Welfare Policy and non-compliance is tracked and recorded to inform remediation practices.**
- **All parents have an improved understanding of curriculum and school policies and an increase in community engagement in school activities is evident.**
- **All aspects of the school’s physical environment supports children’s welfare and provides for safe, responsible play options.**
- **Enhanced curriculum, extra curricula and transition programs exist through strong learning alliances which enhance children’s learning opportunities.**

**Key Practices:**
- **Staff collaboratively develop a new Student Welfare Policy to provide greater consistency in Student Welfare practices.**
- **All staff explicitly teach and reinforce positive behaviours using a consistent approach and track compliance using devised processes.**
- **Staff work collaboratively to introduce new learning experiences which enhance and celebrate cultural diversity.**
- **Staff develop new relationships and participate in joint teaching, learning and professional development experiences with Nepean CAPA High and our Community of Schools to enhance school programs.**
- **Staff and community develop positive and effective partnerships which are maintained through effective communications and the provision of opportunities for parents and community to be partners in educational programs.**
## Strategic Direction 2: **Equipping** - Building Strong Foundations

### Purpose

To equip our students for a constantly changing world through their engagement in explicitly designed but differentiated teaching and learning experiences that focus on the development of high standards of literacy and numeracy and the knowledge, skills and understandings to be 21st century learners, leaders and global citizens.

Students at Emu Heights Public School will become confident, passionate and engaged learners who set personal learning goals, are critical and creative thinkers, possess 21st century ICT fluencies excellent literacy and numeracy skills.

### Improvement Measures

- **90% of students achieve or are working beyond PLAN benchmarks in literacy and numeracy.**
- % of students achieving in the top two bands of NAPLAN tests exceeds state averages.
- Growth for all students in literacy and numeracy is equal to exceeds expected growth in NAPLAN.
- Differentiated teaching and learning programs reflect best practice, are data driven, well-resourced and meet the needs of all students in literacy, numeracy and 21st learning practices.

### People

| **Students:**       | Understand that learning growth is achieved by setting and working towards the achievement of learning goals.  
|                    | Engage in explicit class teaching / learning programs differentiated to meet individual needs.  
|                    | Develop skills in 21st century fluencies across all Key Learning Areas.  
| **Staff:**         | Through TPL staff deepen their understanding on how to utilise and analyse NAPLAN and PLAN data to inform teaching and learning.  
|                    | Through collaborative effort, staff develop quality units of work and implement targeted, differentiated programs to meet specific learning needs.  
|                    | Through reflective practice and targeted TPL staff effectively integrate the QTF, ICT and 21st century learning practices and fluencies into teaching programs.  
| **Parents:**       | Through active participation in curriculum and student well-being workshops parents develop a deeper understanding of how they can support their child’s learning at home.  
|                    | Through strong home-school partnerships and opportunities created by the school, parents share support class and school programs and share their expertise.  
| **Community of Schools:** | Through the development and maintenance of collaborative practices, staff work with COS colleagues and share expertise to develop and implement new learning experiences and joint professional learning.  

### Processes

- Develop personal learning goals and monitor their progress and achievement  
- Extend the use of NAPLAN, PLAN and school based data to increasingly inform teaching and learning priorities.  
- Develop a series of rich literacy to successfully achieve the outcomes of the new English Syllabus and implement strategies including across grade writing tasks analysis, Writing Coaches and SLSO programs to meet identified learning needs in writing.  
- Celebrate World Maths Day with whole school competitions and special events. Embed TENS Program in K-2 classes, broaden use of Maths Interviews, TOWN strategies, short sharp lesson introductions and the SLSO program to increase teaching/learning strategies and support targeted children.  
- Work with colleagues from the GPLA to develop a new scope and sequence and units of which address the requirements of the new Science and History syllabus.  
- Provide teacher professional learning in the QTF, ICT & 21st Century pedagogies to build innovative 21st Century learning practices.  
- Develop a 3 year plan to upgrade ICT infrastructure and resources and create new opportunities to utilise mobile technologies, by purchasing 30 additional iPads and reassigned existing laptops and classroom computers.  
- **Evaluation plan:** Analysis of school Reading and Maths data triangulated with NAPLAN & PLAN data.  
- Evaluate students’ fluencies in ICT and 21st Century learning skills.  
- Survey of staff to identify successful utilisation of ICT and 21st Century practices in teaching and learning and increased ability to resolve technology problems independently.  
- Review and monitor teaching practices and programs.

### Products and Practices

- **Products:** 90% of students achieve or are working beyond PLAN benchmarks in literacy and numeracy.  
- % of students achieving in the top two bands in all areas of NAPLAN assessments exceeds state averages.  
- Growth for all students in literacy and numeracy is equal to exceeds expected growth in all areas NAPLAN assessments.  
- Differentiated teaching and learning programs reflect best practice, are data driven, well-resourced and meet the needs of all students in literacy, numeracy and 21st learning practices.

- **Practices:** Students are engaged learners who track their progress against personal learning goals and confidently use ICT and 21st century learning practices.  
- Staff access and use a wider range of internal and external data sources to guide explicit teaching and learning and targeted programs.  
- Teachers increase capacity to integrate QTF, 21st Century teaching and learning practices in all key learning areas and have an increased capacity to resolve technology problems independently through the professional learning and the development of additional school based support structures.  
- Targeted school programs support the development and implementation of key products through whole school events e.g. World Maths Day, Performance and Development procedures, targeted professional learning and the provision of workshops to assist parents to support their child’s learning.
Strategic Direction 3: **Inspiring**: Fostering quality teaching and leadership

**Purpose**
To promote, develop and sustain a dynamic professional team of staff in all aspects of school operations where high quality leadership and capacity is embedded in all aspects of school operations, aligns with DEC policies, maximises effectiveness, realises potential and brings about lasting positive individual and corporate growth and development.

Staff will be supported through targeted, explicit and innovative professional learning to improve their collective capacity to support, inspire and meet the educational, social and emotional needs of needs of our students and provide them with a wide range of opportunities to reach their full potential.

**Improvement Measures**
100% of staff share innovative practice and have PDP’s that are aligned with school priorities, demonstrate reflective practice and are aligned with the SMP and APST to guide professional learning, practice and capacity to meet accreditation requirements and improve student learning.

100% of teachers utilise the QTF, internal and external data in the planning and delivery of teaching and learning programs

All school programs and assessment tasks reflect changes in curriculum and pedagogy.

New LMBr, LMS, DEC reforms and policies, teacher accreditation, NCCD data collection procedures and DEC accountabilities are successfully integrated while maintaining a sustained a focus on learning.

**People**

**Students:**
Learn in well managed learning environments that model quality teaching and leadership and engage in well organised efficient programs that meet identified needs and individual learning goals.

Develop, utilise & embed a range of learning strategies which enhance their ability to be enquiring, critical & creative problems solvers with strong literacy and numeracy skills.

**Staff:**
Through reflection on professional practice aligned with the QTF/ APST and data staff develop individual Performance and Development Plans to guide professional learning which supports the school’s strategic direction, individual aspirations and improved learning outcomes.

Through the development of a clear understanding of the procedures for BOSTES accreditation staff work towards and gain accreditation at Proficient, Highly Accomplished and Lead

Through active engagement in TPL aligned with APST, the QTF, syllabus requirements, personal learning goals and school strategic directions and staff develop and implement quality, data informed, 21st Century focused lessons

Through involvement at varying levels, staff work collaboratively and supportively with our Community of Schools and its related projects

**Leaders:**
Identify and implement TPL opportunities locally and through the Community of Schools that are aligned to school priorities and individual learning plans.

**Parents:**
Support their children’s learning and are well informed through forums, P&C meetings, newsletters and school website.

**Processes**
Implement the Performance and Development Framework and develop new program supervision practices that better informs TPL priorities, supports teacher accreditation and enhances staff performance.

Develop new procedures and practices to support successful transition of all teachers through BOSTES teacher accreditation including understanding of ‘Highly Accomplished’ and ‘Lead’ accreditation.

Complete system ‘cleansing’ and known procedural requirements to prepare for introduction of new DEC Learning Management and Business Reform LMBr software and procedures.

Develop policies and procedures to meet the data collection and key accountabilities of the National Disability Data Collection Program.

Increase involvement in Community of Schools and local high school initiatives.

Increase leadership and capacity building opportunities that develop joint understanding of effective organisation, resource management and professional learning.

Provide principals and school leaders time to effectively lead, manage and administer DEC reforms, school projects. TPL, student welfare, financial/resource management and school/community partnerships.

**Evaluation plan:**
School leaders become familiar with and utilise the School Excellence Framework to complete internal audits and prepare for external evaluation of our work.

Engage in professional dialogue and review and monitor teaching practices and programs and PDP’s.

**Products and Practices**

**Key Products:**
100% of staff share innovative practice and have PDP’s that are aligned with school priorities, demonstrate reflective practice and are aligned with the SMP and APST to guide professional learning, practice and capacity to meet accreditation requirements and improve student learning.

100% of teachers utilise the QTF, internal and external data in the planning and delivery of teaching and learning programs

All school programs and assessment tasks reflect changes in curriculum and pedagogy.

New LMBr, LMS, DEC reforms and policies, teacher accreditation, NCCD data collection procedures and DEC accountabilities are successfully integrated while maintaining a sustained a focus on learning.

**Practices:**
Leaders undertake program reviews and supervision practices that are aligned with school priorities and the School Improvement Measures

Leaders are proactive in the organisation, development and timely delivery of regular TPL activities that are aligned to the SMP, DEC policy, APST, QTF, and BOSTES syllabus to support quality teaching and learning.

Teachers develop quality lessons that are data informed, have explicit learning intentions and support student learning outcomes and individual goals.

Community of Schools initiatives support increased teacher and leadership capacity, successful syllabus implementation and enhance professional learning.

Leadership opportunities for teachers aspiring to executive/ principal positions and accreditation at ‘Highly Accomplished’ and ‘Lead’ Teacher level are maximised.

Quality organisation and leadership of all school programs and events by all staff.