

# School plan 2015 – 2017

## Enfield Public School 1844





## School vision statement

Enfield Public School aims to provide an inclusive, equitable and stimulating environment for all members of the learning community. We actively value and encourage excellence, as well as strive to create tolerant, responsible and compassionate citizens with a passion for lifelong learning. We promote a culture and context which is underpinned by quality teaching and learning, providing opportunities for all students, ensuring engagement and success.

## School context

Enfield Public School is located in the inner west of Sydney and is situated in a quiet residential area close to parks, playing fields and the local swimming pool. Our school is supported by an active Parents and Citizen Association. The strong community feel of the school is an outstanding feature which is highly valued by parents and carers.

The student population of 286 is diverse with 65% from a language background other than English.

The school is organised into stage-based learning teams, led by three executive staff members and has a strong focus on integrating technology into the curriculum.

Students also have the opportunity to participate in a wide range of learning experiences such as choir, dance, debating, public speaking, excursions, camps, drama and sports programs.

Our staff provide a quality, balanced program which addresses the academic, social, sporting, artistic, recreational and personal needs of all students. We aim to ensure our students exit Year 6 as independent and caring citizens with strong academic foundations who are committed to lifelong learning.

## School planning process

The school has a planning Committee comprising the Principal and Executive. A number (5 sessions) of consultations have been undertaken with staff.

The parent community were surveyed in term 4 2014, and an online survey was also conducted through the schools website in term 1 2015

An analysis of Best start, NAPLAN, L3 and school based data has been used, as well as an analysis of school policies and procedures.

The Tell them from me staff survey was used to survey staff in term 3 2014 and students and the community will be surveyed in semester 1 2015.

The three strategic directions were refined and developed from this process of consultation as well as using the 5 p's

This includes focus groups/surveying students, staff and members of the parent community.

The Executive and Principal then completed the plan



## STRATEGIC DIRECTION 1

Quality Teaching and  
Learning to create  
strong, confident and  
successful learners

### **Purpose:**

To provide a learning environment that has high expectations and quality teaching and learning programs which add value to students' literacy and numeracy levels. To inspire and assist students to become, independent confident and successful 21<sup>st</sup> century learners.

## STRATEGIC DIRECTION 2

Develop a school culture  
that promotes a safe,  
respectful and positive  
learning environment.

### **Purpose:**

To work together as a learning community to encourage a positive culture and set of values based upon our 3 expectations, Learn for life, Show respect and Be safe. To use PBIS to achieve an inclusive culture where success is valued and a strong social conscience is developed. Students will be nurtured to become resilient and empathetic lifelong learners.

## STRATEGIC DIRECTION 3

Develop and build  
leadership capacity in  
all and to promote a  
professional learning  
community with a  
shared vision and  
purpose

### **Purpose:**

To develop highly effective and skilled staff, who regularly and continually reflect on their teaching practice, set goals and undertake steps to upskill and develop their practice. Secondly, to support teachers in their on-going professional development and build leadership capacity within the school. highly effective curriculum team.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

To provide a learning environment that has high expectations and quality teaching and learning programs which add value to students' literacy and numeracy levels. To inspire and assist students to become, independent confident and successful 21<sup>st</sup> century learners.

## Improvement Measures

- ❖ In Year 3 NAPLAN Reading and Spelling 75% achieve band 4 or above
- ❖ In Year 5 NAPLAN Reading and Spelling 80% achieving band 5 or above
- ❖ In Year 5 NAPLAN Writing 70% achieving band 5 or above and demonstrated growth by 2%
- ❖ In Year 5 NAPLAN 80% achieving band 5 or above in Numeracy
- ❖ 80% of students 2-6 working at appropriate levels according to PLAN data in literacy and Numeracy
- ❖ 75% of students in each stage achieving a C average or higher in school based assessments
- ❖

## People

### School Leaders

Executive staff who can lead whole school improvements which are based on school targets, data analysis and relevant to the needs of the community

### Staff

Reflective, informed teachers with a strong understanding of current pedagogy and quality teaching practises who will work together to assess, track and report upon student progress.

Strong classroom practitioners who provide differentiated, engaging, and relevant learning experiences to all students

### Students

Students to be engaged and motivated and to embrace new ideas and take risks with their learning. Students

### Parents

Informed to parents who are aware of and support the strategic directions of the school  
Parents to receive regular and meaningful feedback on their students' needs and progress

## Processes

In Stage teams teachers will assess, plan and deliver explicit, high quality teaching and learning programs which reflect the Quality Teaching Framework and the English and Mathematics syllabus.

Whole school approach to the collection and monitoring of student data and clear process for the moderation of assessment tasks to ensure consistent teacher judgement.

Ongoing analysis of internal and external data to set future targets and to provide meaningful and relevant feedback to students.

Learning and Support team to have a rigorous identification and monitoring process to ensure appropriate levels of support for students.

Integrate and update technology to ensure engagement and provide opportunities for innovative learning

Continually evaluate, maintain and supply quality multimodal resources to support school programs

## Products and Practices

- ❖ In Year 3 NAPLAN Reading and Spelling 75% achieve band 4 or above
- ❖ In Year 5 NAPLAN Reading and Spelling 80% achieving band 5 or above
- ❖ In Year 5 NAPLAN Writing 70% achieving band 5 or above and demonstrated growth by 2%
- ❖ 80% of students 2-6 working at appropriate levels according to PLAN data in literacy and Numeracy

❖ L3 instruction in years K-1  
High quality teaching and learning 2-6 reflecting FoR strategies and changes to pedagogy and curriculum.

Teachers providing quality differentiated learning environments which use real texts, rich talk, problem solving, higher order thinking and student centred learning.

Explicit success criteria and assessment rubrics developed for students in all KLAS and made evident to the students

Students with disabilities or high needs provided with personalised learning plans.

Teachers displaying confidence in using PLAN data authentically to teach, assess and track students.

Students demonstrating competence in using technology to enhance and enrich their learning

## Strategic Direction 2: Culture and Values

### Purpose

To work together as a learning community to encourage a positive culture and set of values based upon our 3 expectations, Learn for life, Show respect and Be safe. To use PBIS to achieve an inclusive culture where success is valued and a strong social conscience is developed. Students will be nurtured to become resilient and empathetic lifelong learners.

### Improvement Measures

- ❖ 85% of students showing positive behaviours for effective learning.
- ❖ 100% of staff meaningfully connecting with the BLAST welfare program.
- ❖ 10% increase in parental feedback and involvement in school programs.

### People

#### Staff

Teachers explicitly and effectively deliver the BLAST program. Teachers comprehensively develop PLP's for students at risk and regularly review and reflect on the success of the plans. Teachers will clearly explain the purpose of the 'Tell them from me' survey to students to achieve an honest reflection of their schooling satisfaction. Teachers will diligently record and track student behaviour and welfare on Sentral.

#### Students

Learners will demonstrate their knowledge of our 3 expectations Learn for life, Show respect and Be safe. Learners will complete the 'Tell them from me' survey honestly and effectively.

#### Community

Parents will volunteer and participate in community events. Parents will participate in the 'Tell them from me' survey.

### Processes

### Products and Practices

- ❖ 85% of students showing positive behaviours for effective learning.
- ❖ 100% of staff meaningfully connecting with the BLAST welfare program.
- ❖ 10% increase in parental feedback and involvement in school programs.

## Strategic Direction 3: Professional Learning and Leadership

### Purpose

To develop highly effective and skilled staff who regularly and continually reflect on their teaching practice, set goals and undertake steps to upskill and develop their practice. Secondly, to support teachers in their on-going professional development and build leadership capacity within the school.

### Improvement Measures

- ❖ 85% of teaching staff participating in ongoing lesson observations and reflective feedback
- ❖ 90% of teaching programs reflecting Focus on Reading including explicit instruction, planned differentiation and rich, quality texts.
- ❖ 100% comply with the Great Teaching, Inspired Learning reform
- ❖ 20% classroom teaching staff delivering Professional Learning sessions within school
- ❖ 10% classroom teaching staff delivering professional learning sessions for community of schools

*Note: this links to the first bullet-points (❖) in the **Products and Practices** column]*

### People

All staff need an awareness and understanding of their own professional learning and development. The Quality Teaching Framework and Australian Teaching Standards will be used as guideline and a framework for professional growth. Our staff will need to be open and reflective with themselves and others through a culture of constructive feedback and respect. Executive staff requires an awareness and understanding of the needs and aspirations of the teachers which they supervise. They need to understand the principles of reflective practice and constructive collegial feedback in order to facilitate the process with others. Professional Relationships between staff within our Community of Schools will need to be developed as a support network.

### Processes

We will achieve our purpose through undertaking Focus on Reading training for all teaching staff in the school. Teachers will develop professional learning goals and map out individual areas for development in an on-going process. We will develop staff knowledge of the Professional Development Framework as well as the Quality Teaching Framework and Australian teaching Standards to scaffold and guide teachers with their professional development. We will develop reflective practices with staff through a process of lesson observations and constructive feedback sessions, initially with a trusted colleague. The future aim to enable classroom walk throughs from multiple members of class within a culture of continual school improvement and respect. Professional learning opportunities will be shared within our Community of Schools, with knowledge and expertise within literacy, numeracy, technology and reflective practices being shared amongst the schools. Annual staff development sessions will enhance and grow the relationship.

### Products and Practices

- ❖ 85% of teaching staff participating in ongoing lesson observations and reflective feedback
- ❖ 90% of teaching programs reflecting Focus on Reading including explicit instruction, planned differentiation and rich, quality texts.
- ❖ 100% comply with the Great Teaching, Inspired Learning reform
- ❖ 20% classroom teaching staff delivering Professional Learning sessions within school
- ❖ 10% classroom teaching staff delivering professional learning sessions for community of schools

Our staff will be able to deliver effective teaching across all key learning areas through implementing the principles of Focus on Reading. Clear and explicit teaching will be evident along with the use of rich and varied texts which are relevant to our students and community. The practice of reflecting on teaching as well as providing and receiving constructive feedback will be embedded within our school culture of continual professional learning and development. This will be evident through the use of lesson observations and feedback sessions, moving to classroom walkthroughs and subsequent feedback. All staff will demonstrate a knowledge and understanding of the Australian Teaching Standards and comply with the Great Teaching, Inspired Learning reform. Leadership capabilities with staff will develop, ensuring sustainability of programs and the enhancement of careers.

