

# School plan 2015-2017

## Elanora Heights Public School 4199



# School background 2015-2017

## School vision statement

An effective, collaborative and engaged community that develops creative, highly-motivated and successful lifelong learners.

## School context

Elanora Heights Public School (EHPS) had an enrolment of 578 students at our 2016 census date. 276 boys and 302 girls were enrolled across K-6, allowing us to form 23 classes.

Elanora Heights Public School is a high performing school with a tradition of excellence across a number of areas.

We are a co-educational school offering students strong academic, sporting, creative and performing arts programs.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds.

Elanora Heights Public School is supported by an active and involved parent community.

## School planning process

Planning for the school plan began in Term 4 2014, through a series of consultations, and continued in Term 1 2015.

Consultation included meetings with staff and community members, discussions at P & C meetings and through focus group sessions.

Parents and community members were asked to provide feedback via the school newsletter and through online surveys.

Staff provided feedback via regular Teacher Professional Learning sessions.

The school vision was developed through workshop sessions with the staff with input from the community.

A school planning committee, consisting of parents and teachers, was formed to develop a draft school plan. This plan was then presented at P & C and staff meetings for endorsement by the school community.

# School strategic directions 2015-2017



**Purpose:**

To develop literate, numerate and socially, environmentally and culturally aware students by providing learning experiences that engage them and develop their ability to think critically, creatively and ethically.

**Purpose:**

To foster an innovative, inspiring culture of collective efficacy and to develop collaborative, reflective teachers whose practice is informed by student data and current research.

**Purpose:**

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

# Strategic Direction 1: Creative Engaged Learners

## Purpose

To develop literate, numerate and socially, environmentally and culturally aware students by providing learning experiences that engage them and develop their ability to think critically, creatively and ethically.

## Improvement Measures

Improved average NAPLAN performance for all students

Increased student engagement and satisfaction

## People

### Students

Engage with community experts and agencies to identify issues to be addressed.

### Students

Develop problem solving strategies and skills to work collaboratively through workshops with community/teacher mentors.

### Staff

Engage in Teacher Professional Learning based on project based and relevant problem solving strategies.

### Parents/Carers

Engage in information sessions and classroom observations to develop an understanding of the Australian Curriculum, project based learning and problem solving.

### Community Partners

The broader community will be informed through promotional initiatives and community expertise will be utilised to support student and teacher learning.

## Processes

Implementation of the Australian Curriculum - This project will focus on quality teaching, rich tasks and innovative technologies as learning tools to deliver the Australian Curriculum.

Student Projects - These projects will focus on expanding learning opportunities for students to raise cultural, social, environmental, creative and critical awareness e.g. PCS Science Fair, Leadership programs, NAIDOC celebrations and Harmony Day.

SRC Leadership Initiative - This project will focus on developing leadership skills among school leaders.

## Evaluation Plan

Regular monitoring and evaluation by students and staff as to the effectiveness of problem based programs as a strategy to develop creative higher order thinking skills and problem based learning skills.

## Practices and Products

### Practices

Students demonstrate confidence as learners and reflect on their progress against their personal goals.

Positive respectful relationships are evident among students and staff, promoting student well-being and ensuring an optimal learning environment.

Students take responsibility for their own learning.

Students engage in tasks that require collaborative problem solving to develop creative solutions.

### Products

Improved NAPLAN performance for all students.

Tell Them From Me survey will show an increase in student engagement and satisfaction.

Rich authentic tasks are developed and implemented in all stages.

Achievement of learning goals.

# Strategic Direction 2: Innovative Inspiring Teachers

## Purpose

To foster an innovative, inspiring culture of collective efficacy and to develop collaborative, reflective teachers whose practice is informed by student data and current research.

## Improvement Measures

Increasing the number of teachers seeking accreditation at highly accomplished and lead.

Professional learning plans incorporating professional goals developed and implemented for all teachers.

## People

### Students

Access real world learning opportunities and engage in project based and problem solving learning.

### Staff

Work collaboratively to design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

### Staff

Establish a program of personalised, professional development using a range of strategies.

### Staff

Participate in professional learning that will increase their skills in differentiated learning.

### Staff

Analyse and use a range of data to develop teaching programs.

### Parents/Carers

Families will engage with children's learning and new and innovative programs will continue to build expectations of parents.

### Leaders

Initiate specific and whole school programs to lead successful quality teaching and leadership programs.

## Processes

Teacher Accreditation - This project focuses on ensuring an effective induction program for teachers who are new to the school, support for beginning teachers and teachers seeking accreditation at Highly Accomplished and Lead levels.

Professional learning programs and professional goal setting - This project will focus on utilising the Performance and Development Framework to collaboratively work with teachers and provide mentoring and support them to develop professional learning plans and to set professional goals.

Project based and problem solving learning - Undertake collaborative programming to provide challenging, rich learning environments for the National Curriculum.

## Evaluation Plan

Whole school data will show an increasing level of engagement in authentic tasks linked to real world problems and issues within the community.

Regular evaluation and monitoring of school based and external Teacher Professional Learning in relation to school goals and priorities and teachers' professional growth.

## Practices and Products

### Practices

Teachers are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.

Teachers use and analyse a range of data to inform their teaching practice.

Staff understand the importance of feedback on their practice and use it to improve their teaching.

Staff appropriately integrate innovative technologies into their classroom practice to improve student learning engagement.

The teaching of rich tasks incorporating project based and problem solving learning is evident in classroom practice.

### Products

Increasing the number of teachers seeking accreditation at highly accomplished and lead.

Professional learning plans incorporating professional goals developed and implemented for all teachers.

Differentiated programs aligned to the Australian Curriculum with rich assessment tasks incorporating problem based learning and problem solving developed and implemented across all stages.

# Strategic Direction 2: Innovative Inspiring Teachers

**Improvement Measures**

**People**

**Processes**

**Practices and Products**

# Strategic Direction 3: Committed Collaborative Community

## Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

## Improvement Measures

Increased whole school participation in volunteer work throughout the year at school.

Increased parent and community engagement.

## People

### Students

Access other learning opportunities through broader community experiences to provide a real world context.

### Students

Engage and actively participate in leadership and learning through a variety of curricular and extracurricular programs to achieve our purpose.

### Staff

Undertake teacher professional learning and design and implement rich tasks that incorporate project based and problem solving learning.

### Staff

Work collaboratively to develop professional learning plans that support and empower them to take on leadership roles.

### Parents/Carers

Work together to establish meaningful and proactive partnerships to engage our students in real world activities.

### Leaders

Provide meaningful Teacher Professional Learning to promote the value of community engagement and provide purposeful opportunities for the community to enrich student learning.

## Processes

Whole School Leadership Development Plan - This plan will focus on developing student, staff and parent and community leadership initiatives.

Students projects - These projects will engage students to develop collaborative projects based on authentic real world situations.

## Evaluation Plan

Tell Them From Me surveys will inform the direction and improvement required.

Data will show an increase in the members of the school community taking on leadership roles.

## Practices and Products

### Practices

Teachers, students, parents/carers and community members:

- work cooperatively and take on leadership roles to create a collaborative, empowering learning environment
- work collaboratively with the broader community to engage in authentic, real world project based and problem solving learning.

Student leaders show initiative and responsibility for leading and driving Student Representative Council directions.

School leaders foster distributed leadership by empowering and supporting teachers to assume leadership roles.

### Products

Increased parent and community engagement.

School priorities that are underpinned by the work of the whole school community.

Whole school community leadership development plan developed and implemented.