

# School plan 2018-2020

## Erina Heights Public School 1856



# School background 2018–2020

## School vision statement

**Our vision is to provide a quality education system which promotes equity and excellence so that all students become happy, healthy, successful lifelong learners.**

It is our mission to provide a holistic learning program, which meets the changing needs of all individuals. Our aim is to educate our students to become confident, creative, critical and informed citizens in preparation for today's complex and dynamic society.

Our school infrastructure and policy enables innovative teaching and learning where resilient learners develop a strong foundation in literacy and numeracy. Quality teaching and learning programs enable all students to reach their full potential and develop a sense of self-confidence and self-worth as learners. These opportunities are designed to motivate and challenge the students, whilst enriching the teaching and learning cycle.

Erina Heights Public School is a positive, inclusive and supportive environment where all students are valued and inspired to learn. Our success is built on the foundations of our school's core values, which are embedded throughout the whole school community – developing strong partnerships in order to establish *Respectful* and *Responsible* relationships, where all stakeholders strive to achieve their *Personal Best*, ensuring that everyone's wellbeing and 'quality of life' remains pivotal to school success.

## School context

Erina Heights Public School was first established in 1892 and still boasts a beautiful sandstone building which holds significant social and historical significance to the local community, originally associated with the "Gosford Model Farms Estate" and the early settlement and subdivision of the Erina Heights district. Nestled amongst bushland, Erina Heights PS proudly sits on Darkinjung land and is part of the Gosford network of schools and a member of the Terrigal Learning Alliance (TLA).

Our school population has remained steady over the past five years, maintaining between 340 – 350 students annually. Our Aboriginal student population is 4% and the school has strong links with the local Kuriwa AECG.

Our school offers a broad range of extra curricular activities which support and enhance a holistic learning program. These include, but are not limited to – band, NSWPSA sporting knockouts and various local gala days, BYOD (Stage 3), before and after school Spanish and French lessons, Student Elected Engagement groups and various Student Leadership opportunities.

At Erina Heights PS, the mix of experienced and early career teachers enables our staff to provide a diverse, enriching and differentiated curriculum where all students are encouraged to take 'Responsibility' for their own learning, to be 'Respectful' and to always strive for their 'Personal Best' – these core values underpin our Wellbeing Policy as a Positive Behaviour for Learning (PBL) school.

A strong focus on improving literacy and numeracy outcomes and integrating technology into the teaching and learning cycle are major aspects of future school planning. Providing opportunities for all students to '*Connect, Succeed & Thrive*' will be central to our school's strategic directions, as we strengthen their cognitive, physical, social, emotional and spiritual wellbeing.

## School planning process

Erina Heights PS has been involved in an extensive self-evaluation process throughout the 2015–2017 planning cycle; allowing the school community the opportunity to reflect upon the school's strengths and improvement areas, with the view of identifying best practice to drive the school's future directions.

Key to the success of this process, has been the continued implementation of the previous School Plan (2015–2017) and the critical evaluation of existing practices and processes to provide a strong evidence-based platform for the next phase of planning. This included a number of staff meetings throughout Term 4 (2017), where staff engaged in a rigorous review of those elements which best support quality teaching and learning. The examination of key documents including, The Melbourne Declaration and the School Excellence Framework were pivotal in developing a shared vision and inspirational directions for our school.

Throughout Term 4, the Strategic Direction Team Leaders led the staff, P&C, broader parent community and student body in a number of focus groups, surveys and forums. Data was gathered to review the school's previous vision statement with the purpose of establishing a new shared vision for the next phase of our school's journey towards 'excellence'. This ensured a high-level of collaboration and authenticity as we aspire to meet the changing needs of the student population and the high expectations of the wider school community.

Throughout Term 1 (2018), our team leaders have continued to collaborate and consult with the parent body, staff, the Principal School Leadership team and other schools within the wider education network in order to critically review and refine our new plan. This process has been crucial in ensuring that our School Plan 2018–2020 is authentic, purpose-driven and inspirational.

# School strategic directions 2018–2020



**Purpose:**

To provide teaching and learning programs that are innovative, dynamic and challenging in order to maximise student engagement, growth and performance, with an emphasis on literacy and numeracy.

**Purpose:**

To provide a purposeful and planned approach to support the cognitive, social, emotional, physical and spiritual wellbeing of all staff, students and parents.

**Purpose:**

To provide quality systems, structures and policies that underpin ongoing school improvement, and support a culture of high expectations whilst promoting positive partnerships across our school community.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

To provide teaching and learning programs that are innovative, dynamic and challenging in order to maximise student engagement, growth and performance, with an emphasis on literacy and numeracy.

## Improvement Measures

The number of students (Years 3, 5 & 7) achieving in the proficient bands for reading will increase by 10% (Yr. 3 from 52% to 62%, Yr. 5 from 34% to 44% and Yr. 7 from 26% to 36%) as compared to 2015–2017 baseline data.

The number of students (Years 3, 5 & 7) achieving in the proficient bands for numeracy will increase by 10% (Yr. 3 from 39% to 49%, Yr. 5 from 29% to 39% and Yr. 7 from 31% to 41%) as compared to 2015–2017 baseline data.

SMART data will show an increase of 15% for the number students (Years 5 & 7) achieving 'equal to' or 'greater than' expected growth for reading (Yr. 5 from 56.4% to 71.4% and Yr. 7 from 51.7% to 66.7%) and for numeracy (Yr. 5 from 52.6% to 67.6% and Yr. 7 from 75.4% to 90.4%) – as compared to 2015–2017 baseline data.

Contribute to the State Priority by increasing the number of Aboriginal students in the top two NAPLAN bands by 35% for reading and numeracy where statistically significant.

## People

### Students

Engage in 'point of need' learning opportunities that promote critical thinking, communication, collaboration and creativity.

### Staff

Value the importance of ongoing Teacher Professional Learning (TPL) to further develop their expertise and skills. Staff will provide quality teaching programs that incorporate a systematic and explicit approach to the use of data to inform learning.

### Leaders

Acknowledge and appreciate their role in mentoring staff, at all levels, to design, develop, implement and evaluate a culture of high expectations and syllabus implementation.

### Parents/Carers

Understand and value how innovative and contemporary teaching and learning practices, skill acquisition and values and attitudes have changed overtime in order to enhance their child's success in learning.

### Community Partners

Value opportunities to share skills and expertise across the learning community including our local Kuriwa AECG and Terrigal Learning Alliance.

## Processes

**Literacy and Numeracy** – collaborative planning will lead to the implementation of systematic learning intentions for literacy and numeracy, based upon quality research-based practices.

**Effective and innovative classroom practice** – implement school-wide teaching and learning protocols based on the foundation of data, intentionally addressing the individual needs of students, through explicit instruction and quality feedback.

**Future-Focused Learning** – further develop innovative and challenging learning opportunities that support and enhance the individual needs of all students in a flexible and engaging learning environment.

## Evaluation Plan

- This plan will monitored against the milestones every five weeks by the Strategic Direction Team.
- The School Excellence Framework, Self Evaluation Survey will be used to reflect upon school success and areas for further improvement.
- School-based and external data will be used to monitor student performance.

## Practices and Products

### Practices

Professional learning schedules, mentoring and collaborative systems will be designed to promote quality teaching and learning with an emphasis upon literacy and numeracy.

A school-wide approach to curriculum implementation is enhanced by evidence-based teaching methods which optimise learning progress for all students, across the full range of abilities and each of the Key Learning Areas (KLAs).

Teaching and learning environments are innovative, engaging and flexible, providing quality opportunities for students to work scientifically and technologically in a supportive learning environment.

### Products

All teachers have an extensive understanding of student assessment and data concepts which best support quality teaching and learning with an emphasis upon literacy and numeracy.

All teaching and learning programs feature explicit instruction, differentiated activities, learning intentions, project-based learning tasks and quality means of assessment. They are developed by a team which values collaboration and best practice.

All students are engaged in a range of innovative learning opportunities which promote problem solving, creativity, critical thinking and collaboration through project-based learning and the use of various technological platforms.

# Strategic Direction 2: Wellbeing

## Purpose

To provide a purposeful and planned approach to support the cognitive, social, emotional, physical and spiritual wellbeing of all staff, students and parents.

## Improvement Measures

An increased number of students performing 'at' or 'above' the NMS as evidenced by SMART data for the following key aspects – (Yr. 3 Spelling increase from 94% to 100%, Yr. 5 Grammar and Punctuation increase from 89% to 97% and Yr. 7 Writing increase from 71% to 87%) – as compared to 2015–2017 baseline data.

An increase in the percentage of parents / carers who 'Strongly Agree' or 'Agree' that the school's Student Wellbeing Policy supports the social and emotional wellbeing of their children from 50.77% (2017) to 75.77% – as evidenced by school-based *Parent Satisfaction* surveys.

An increase in the percentage of parents who support the school's 'resilience' programs from 56.92% (2017) to 81.92% – as evidenced by school-based *Parent Satisfaction* surveys.

## People

### Students

Seek and value the support of a staff member, or trusted adult, when resolving perceived conflict situations and take positive steps to 'bounce back' from negative setbacks.

### Staff

Appreciate the importance of mental health and wellbeing and its impact upon the teaching and learning cycle. They understand and embrace the need to plan for learning that is informed by sound holistic information about each students' wellbeing and individual learning needs in consultation with all stakeholders.

### Leaders

Value the implications of, and support required, for an explicit and consistent whole-school approach to wellbeing, and the ongoing implementation of Positive Behaviour for Learning (PBL) across all school settings.

### Parents/Carers

Understand and support the school's Wellbeing Policy and participate in opportunities to deepen their understanding of the protocols which best support student behaviour, learning and wellbeing.

### Community Partners

Understand the positive outcomes associated with a 'community approach' when supporting the social and emotional development of all members of the school community.

## Processes

**Personalised Learning** – implement a whole school approach to goal setting which explicitly and systematically addresses the individual needs of all students, staff and parents so they can achieve their full potential.

**Learning and Support** – implement and embed an evidenced-based approach to learning and support protocols ensuring all students *Connect, Thrive and Succeed*.

**Developing Resilient Learners** – establish a school-wide approach which best supports the social, emotional and psychological growth and development of all students, reinforcing the core values shared by our school community.

## Evaluation Plan

- This plan will monitored against the milestones every five weeks by the Strategic Direction Team.
- The School Excellence Framework, Self Evaluation Survey will be used to reflect upon school success and areas for further improvement.
- School-based *Satisfaction Surveys* will be used to collect data throughout the review process.
- SENTRAL and Class Dojo data will be used to track student referrals and whole-school reward systems.
- The School-wide Evaluation Tool (SET) will be implemented to assess our achievements pertaining to PBL.

## Practices and Products

### Practices

Professional learning is used to build the capacity of staff in providing quality teaching and learning programs for all students, in partnership with parents and community groups, such as our local Kuriwa AECG.

Learning and Support Team protocols will ensure there are effective and consistent processes which best support the cognitive, social, emotional and spiritual wellbeing of all students in consultation with parents/carers and para-professionals.

School Leaders and the PBL team will lead the implementation of wellbeing procedures which foster respectful relationships and best support responsible and resilient learners.

### Products

Authentic partnerships exist between staff, students and the parent community, ensuring that all students have the opportunity to become happy, healthy, successful lifelong learners. Consistent and effective protocols are utilised to develop, implement, monitor and review Personalised Learning Plans.

Student Wellbeing Policy has been revised in line with the Wellbeing Framework and behaviour expectations and praise-based reward systems are clearly articulated to all stakeholders.

Students demonstrate improved conflict resolution skills and resilience by self-regulating their behaviour across various school and social settings.

# Strategic Direction 3: Quality Systems

## Purpose

To provide quality systems, structures and policies that underpin ongoing school improvement, and support a culture of high expectations whilst promoting positive partnerships across our school community.

## Improvement Measures

An increase in the percentage of parents who 'Strongly Agree' and 'Agree' that effective channels of communication exist with students and parents – from 69.23% in 2017 to 92.91% – as evidenced by school-based *Parent Satisfaction* surveys.

An increase in the number of parents who 'Strongly Agree' and 'Agree' that the school's assessment and reporting processes provide valuable feedback about their child's progress from 63.08% (2017) to 84.62% – as evidenced by school-based *Parent Satisfaction* surveys.

An increased number of parents who 'Strongly Agree' that they are encouraged and feel welcomed when participating in school activities from 35.38% (2017) to 59.23% – as evidenced by school-based *Parent Satisfaction* surveys.

## People

### Students

Feel proud to be members of the Erina Heights PS team and contribute positively to the promotion of this culture of high expectations through various school and community events.

### Staff

Understand and display a commitment to our school's vision and strategic directions. They constructively contribute to the development of a shared vision and a positive school culture.

### Leaders

Have the capacity to mentor and support staff by establishing and modelling those values which best promote strong partnerships within, and beyond, the immediate school community.

### Parents/Carers

Value and support a culture of high expectations and understand the contribution they make to their child's learning. They contribute positively to the overall reputation of our school by being active and supportive partners in learning.

### Community Partners

Understand the importance of their involvement in supporting the Erina Heights PS community and the contributions they make to the culture of our school..

## Processes

**School Promotions and Engagement** – the school's physical resources are managed collaboratively, creatively and efficiently in order to optimise learning environments, within the constraints of the school budget, design and setting.

**Positive Partnerships** – parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

**Assessment and Reporting Strategy** – implement a whole school assessment and reporting strategy designed to ensure that the learning of all students is systematically monitored, and the analysis and reporting of student data is explicit and transparent.

## Evaluation Plan

- This plan will monitored against the milestones every five weeks by the Strategic Direction Team.
- The School Excellence Framework, Self Evaluation Survey will be used to reflect upon school success and areas for further improvement.
- School-based *Satisfaction Surveys* will be conducted annually for students, staff and the parent community.

## Practices and Products

### Practices

The school's physical resources and facilities are well maintained and provide a safe and engaging learning environment for all school and community users.

Opportunities will be provided for all stakeholders to effectively use a diverse range of tools that facilitate a culture of inclusivity and mutual respect.

Productive assessment and reporting systems effectively implemented to support school operations and planning, as well as provide valuable information and feedback to students and their families.

### Products

The physical appearance of our school looks more aesthetically pleasing with new playground equipment and playground markings as evidenced by school-based satisfaction surveys.

Channels of communication are varied and flexible to ensure that our school community have enhanced opportunities to give and receive information / feedback.

A centralised and collaborative system is evident for analysing and reporting upon student performance, including personalised information about student learning progress and achievement, cross-curriculum data, and improvement measures for future learning goals.