

School plan 2018-2020

Eastwood Heights Public School 4041



School background 2018–2020

School vision statement

Eastwood Heights Public School has a collaborative and proactive school community that empowers all students, staff and families to connect, succeed and thrive. Students receive a high quality inclusive education that engages, inspires and ensures all students are successful learners academically, socially and emotionally

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 515 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 65% of the school population with over 36 cultural groups represented, and the main language groups being Mandarin, Cantonese, Korean and Arabic.

The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad, balanced curriculum.

The school actively promotes education as a collaborative process and partners closely with parents/carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees, and through volunteering and supporting classroom activities as well as the school's canteen, band program, sporting and creative arts programs. The Student Representative Council actively organise and advocate for students to participate in broader school planning and activity.

The school has an active Learning Support Team, whose key initiatives include a targeted English language learning program (for students from non-English speaking backgrounds) that is run five days per week by specialist teachers and a targeted social skills program for students identified as having issues related to anxiety or resilience.

Excellent facilities include a school hall, library, tiered learning room, band room, dedicated science room, large oval, fitness track, all-weather court, dedicated computer room and videoconferencing facilities.

School planning process

The school developed its **school vision** from consultation feedback received from parents, students and school staff about the qualities (knowledge, understanding, skills and values) they thought students should have by the end of Year 6.

The **strategic directions** (and their 5P detail) and specific **improvement measures** were developed initially from consultation with parents and staff about areas for further development, including staff mapping of the school's progress against the School Excellence Framework and analysing student achievement and growth data. Further consultation then occurred with staff and community on drafts of the school plan.

Community consultation on the school's planning process occurred through survey of the school's parent/carer population as well as through the Parents' and Citizens' Association, as the school's key consultative body representing the interests and views of the school's parents/carers and wider community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaging all students in future
focused learning

Purpose:

Our Purpose is to empower students to become future focussed learners through dynamic pedagogies in order to ensure a culture of personalised learning that meets the needs of all students.

STRATEGIC DIRECTION 2

Innovative, reflective and data
driven educational practices
with a commitment to building
capacity

Purpose:

Our purpose is to drive authentic and personalised professional learning which strategically builds staff capacity to support future focused learners.

STRATEGIC DIRECTION 3

Engaging in productive
educational partnerships with
the school's broader community

Purpose:

Our purpose is to create, sustain and extend positive relationships with a wider range of internal and external stakeholders to meet EHPS school and community needs.

Strategic Direction 1: Engaging all students in future focused learning

Purpose	People	Processes	Practices and Products
Our Purpose is to empower students to become future focussed learners through dynamic pedagogies in order to ensure a culture of personalised learning that meets the needs of all students.	Students Meaningful feedback will build student capacity to understand the purpose of their learning and develop their ability to become more independent learners. They will have access to the skills necessary to engage effectively with digital technologies in a way that enriches communication, collaboration, critical thinking and creativity.	Provide professional learning and structured opportunities to improve and develop collaborative teaching practices based on future focused learning opportunities and skills. They will develop enhanced, differentiated and informed classroom practices using innovative educational programs and collaborative environments.	Practices Learning Practices <ul style="list-style-type: none"> Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Teacher expertise will be collaboratively shared on a grade, stage and whole school basis. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Beginning Teacher and Mentor programs are evident in school practice.
Improvement Measures	Staff Deep understandings of future focused learning, effective evidenced pedagogy, and contemporary curriculum, utilising innovative, collaborative, inquiry learning models to continually refine practice. Capacity to differentiate learning through data driven practice, tailoring support, enrichment and extension across the curriculum. High levels of organisation and effective interpersonal and communication skills to facilitate collaboration and best practice.	Develop effective strategies to allow students to become actively engaged in curriculum programs that are challenging and stimulating. They will acquire knowledge, understanding and skills to become self-guided learners who can reflect upon their learning and provide feedback to drive further progress.	Teaching Practices <ul style="list-style-type: none"> Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. The school identifies expertise within its
All students can develop and articulate personalised learning goals. Parents are informed of their child's individual learning goals and participate in the development of these goals with their child's teacher.	Parents/Carers Support learning effectively, with increased understanding, knowledge and skills of future focused learning, characteristics and traits of successful learners for the 21st century and expectations for learning at each stage. Strong commitment to partnership with the school in their child's education the school vision and plans.	Targeted, integrated and differentiated professional learning experiences so teachers can effectively incorporate Digital Technologies into all aspects of their teaching and learning programs.	
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices.	Community Partners Foster and build partnerships with local educational institutions and external agencies to support and improve student engagement and increase educational	Evaluation Plan <ul style="list-style-type: none"> Student and teacher capacity to identify and articulate learning intentions and success criteria. Innovative teaching and learning practices evident in all classroom environments demonstrated through the incorporation of differentiated learning spaces and the introduction of parent learning programs. Program supervision and classroom observations indicate that all staff are implementing future focused learning habits. All teaching programs explicitly show 	
70% of students in the top two NAPLAN bands for reading and numeracy.			
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school measured by the Tell Them From Me Survey. (TTFM)			

Strategic Direction 1: Engaging all students in future focused learning

People

opportunities.

Leaders

School leaders will be further developed through access to targeted learning opportunities and a greater focus on their ability to mentor and develop teachers at all levels of experience. A significant focus area for leadership development will be ensuring a coordinated approach to future focused learning to sustain a culture of personalised learning.

Processes

evidence of collaboration, communication, critical thinking and creativity and these are communicated in a consistent manner to students in all classrooms.

- Program supervision indicates that all staff are utilising learning intentions and success criteria when planning of their units of work.

Practices and Products

staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading Practices

- Technology is effectively used to enhance learning and service delivery.
- Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Products

All programs demonstrate evidence of teacher's ability to differentiate learning for students and embed complex thinking strategies. Classrooms show considerations for individual learning styles with flexible learning spaces.

All students will be active participants in writing learning goals, identifying learning steps to achieve their goals and evaluating their progress towards the goal. This will be documented in meaningful ways in all classrooms. Teaching and learning programs will show explicit links between content knowledge and understanding, and the success criteria and indicators of achievement necessary to demonstrate achievement at all ability levels.

Students will display knowledge, skills and dispositions around digital technologies and its use. Students will use digital technologies with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Strategic Direction 2: Innovative, reflective and data driven educational practices with a commitment to building capacity

Purpose	People	Processes	Practices and Products
Our purpose is to drive authentic and personalised professional learning which strategically builds staff capacity to support future focused learners.	Students Students will actively engage in meaningful learning experiences and high quality, personalised education programs. They will be supported to develop learning goals, self-reflection practices and participate in peer and self-assessment.	The principles and practices of Visible Learning embedded in teaching and learning, including feedback, student regulation, learning intentions, data walls and success criteria. Data driven, personalised and differentiated teaching programs – needs-based literacy and numeracy programs are in place, a range of human and physical resources are utilised and explicit processes to collect, analyse and report on student and school achievement are used. Engage all staff with quality, planned, multimodal professional learning that results in evidenced pedagogy that is clearly aligned to school and system priorities, deeply embedding understanding, articulation and attainment of evidenced accreditation with deep knowledge of the Australian Professional Teaching Standards. All staff design individual performance and development plans that facilitate continual improvement and build leadership capacity.	Practices Learning Practices <ul style="list-style-type: none"> • The school collects and analyses information to inform and support students' successful transitions. • The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. • Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. • Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
Improvement Measures All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice, within and beyond the school, evidencing increased impact on student outcomes. 100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice. All staff have Performance & Development Plans and have achieved or maintained accreditation including; <ul style="list-style-type: none"> • Aspiring leaders engaging in professional learning projects that support their leadership development. • Teachers accredited at the Highly Accomplished and Lead Teacher levels. Improved staff engagement results in the People Matter Employee Survey.	Staff Develop the skills of observation, reflection, collaborative inquiry and feedback to improve personal and collective practice. Teachers will develop the capacity to facilitate 'Visible Learning' practices and have significant understandings of data driven practice. Staff will understand the Australian Professional Teaching Standards and build capacity in attaining those standards evidenced through improved practice and impact. Staff will need to know and understand learning and diverse learner needs, knowing their students, their syllabus and system requirements. They will need to effectively reflect on their practice, see feedback and work in open, collaborative, innovative ways.	Evaluation Plan <ul style="list-style-type: none"> • Review of achievement of performance and development plans and accreditation submissions, monitoring of programs, student work samples, innovations and outcomes. • Staff achieve their BOSTES accreditation and/or goals outlined in their PDP's. • Regular reporting against milestones by team leader. • Review and analysis of data. 	Teaching Practices <ul style="list-style-type: none"> • Teachers collaborate across faculties/stages/teams to share curriculum knowledge, and feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. • Teachers use data effectively to evaluate student understanding of lesson content. • Teachers' Professional Development Plans supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff
	Parents/Carers Parents/Carers will have an awareness and understanding of the school's quality teaching and learning programs and how they can support their child's learning.		
	Community Partners		

Strategic Direction 2: Innovative, reflective and data driven educational practices with a commitment to building capacity

People

Develop strong academic and collaborative partnerships with external and internal educational providers, networks and transitional institutions.

Leaders

Have the capabilities and expertise to mentor, coach, and improve staff. They have the personal skills and capacity to facilitate highly professional dialogue and reflective, collaborative practice based on knowledge of research, data analytics, and pedagogy.

Processes

- Discussions with and feedback from students on their learning.
- Regularly monitor student levels of achievement by plotting students' progress on literacy and numeracy continuums and data walls.
- Review and monitor teaching programs and practices.
- Classroom observations & feedback.

Practices and Products

identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student-learning outcomes.

- The school identifies expertise within its staff and draws on this to develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading Practices

- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.
- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

Products

Student assessment data is regularly collected, tracked and analysed to identify student progress and to differentiate and guide teaching programs.

Teaching programs and practice incorporate Visible Learning practices; learning intentions and success criteria are evident in every classroom.

Personalised learning plans developed for targeted students.

All staff have individual Performance and

Strategic Direction 2: Innovative, reflective and data driven educational practices
with a commitment to building capacity

Practices and Products
Development Plans and have achieved accreditation where relevant.
Quality supervision and feedback is documented through strategies that include stage meetings, mentoring, collegial planning, classroom observations, critical reflection and program evaluations culminating in successful accreditation at all levels against the National Teaching Standards

Strategic Direction 3: Engaging in productive educational partnerships with the school's broader community

Purpose	People	Processes	Practices and Products
Our purpose is to create, sustain and extend positive relationships with a wider range of internal and external stakeholders to meet EHPS school and community needs.	Students All children to make a strong start in life and learning and make successful transition to school. Every student is known, valued and cared for at Eastwood Heights.	Quality Transition Programs by collaboratively developing and sustaining active partnerships to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support. Enhanced Parent Engagement in Schools parents and carers both engage with and contribute towards school life, school improvement and student learning via regular workshops, surveys, forums and focus groups. Feedback and consultation are integral and sustained components of the school's evaluation and planning processes. Partner with at least one other school and/or an academic, industry, or community partner in key project areas aligned to Strategic Directions 1 and 2 to share educational journeys, expertise and innovation in related areas.	Practices Learning Practices <ul style="list-style-type: none"> • There is demonstrated commitment within the school community that all students make learning progress. • Partnerships with parents and students support clear improvement aims and planning for learning. • The school collects and analyses information to inform and support students' successful transitions. • The school seeks to collaborate with parents of students whose continuity of learning is at risk. Teaching Practices <ul style="list-style-type: none"> • The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. • Teachers collaborate with staff in other schools to share and embed good practice. • Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
Improvement Measures			
Students attending transition sessions within increased number of parents choosing local feeder high schools (6–7), as well as an increase in parents attending transition information sessions (P–K).	Staff Develop skills in professional networking and liaison, negotiation, communication and collaboration to maintain effective educational partnerships.		
School community surveys report high levels of satisfaction with school teaching and learning programs measured by school surveys and TTFM.	Parents/Carers Will develop a greater understanding of student learning, school expectations and feel valued and actively involved in school decision making and future planning.		
Increased communication to wider school community through multiple digital communication platforms.	Parents and carers engage in a positive and responsive environment about educational programs and wellbeing. Opportunities provided for constructive feedback to promote ongoing improvement.		
Collaborate with local schools and external agencies to establish connections and partnerships to enhance teaching, learning, engagement and innovative practices.	Community Partners Will engage regularly with the school to develop networks to provide mutually beneficial programs and initiatives including accessing local services and agencies to build upon student learning outcomes within the school.	Evaluation Plan <ul style="list-style-type: none"> • Monitor, review and analyse community feedback on all digital communication platforms. • Discussion with and feedback from parents in regards to curriculum implementation and the effectiveness of school programs. • TTFM survey results from students and parents. • Monitor progress against the School's Excellence Framework. 	Leading Practices <ul style="list-style-type: none"> • The school regularly solicits and

Strategic Direction 3: Engaging in productive educational partnerships with the school's broader community

People

strategic educational partnerships that enhance teacher and/or student learning.

Processes

- Evidence that the school's learning community partnerships are being successfully implemented, adequately resourced and are sustainable.

Practices and Products

addresses feedback on school performance from students, staff, parents and the broader school community.

- The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.
- The leadership team analyses responses to school community satisfaction measures

Products

- Collaborative partnerships working together to enhance student-learning outcomes through consistent quality transition programs at key points P–K and 6–7 through the Learning Community.

Community views are regularly sought and utilised to inform on school planning and programming with parents and students.

Embedded practices for parents to be engaged and understand the learning progress of their children and how to effectively support them in their learning.

School Curriculum enhanced through collaborative programs developed with external community partners.

Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Collaboration with other schools and/or academic, industry, or community partners to share expertise and innovative practice.