

School plan 2018-2020

Elanora Heights Public School 4199



School background 2018–2020

School vision statement

An effective, creative, collaborative and engaged learning community that ensures all members achieve academic, physical, cultural and emotional growth.

School context

Elanora Heights Public School (EHPS) is an inclusive, co-educational school with an enrolment of 590 students, situated in a unique bushland setting on the Northern Beaches.

The school enjoys a strong tradition of excellence across its academic, sporting, cultural and wellbeing initiatives, with a diverse range of curriculum and extracurricular programs on offer to cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds and are supported by an active and supportive parent community.

Elanora Heights Public School is a proud member of the Peninsula Community of Schools.

School planning process

Planning for the school plan began in Term 2 2017, as part of the school's participation in the External Validation (EV) process and continued throughout Term 3 2017 via professional learning sessions. All staff participated in the EV process, with staff teams presenting our findings against the School Excellence Framework and future directions to the EV panel in October of 2017.

Parents and community members were asked to provide feedback regarding school initiatives throughout 2017 via regular school surveys, parent meetings and the Tell Them From Me Survey in October 2017.

The school vision was developed as a result of the feedback obtained from staff, parents and students via the EV process, surveys and parent meetings. This formed the basis of a draft school plan. This plan was then presented at P & C and staff meetings for endorsement by the school community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Growing Together in Teaching

Purpose:

Our teaching practice reflects what works best and why and incorporates critical and creative thinking and inquiry processes to ensure all members of our learning community flourish in their academic, physical, cultural, social and emotional wellbeing.



STRATEGIC DIRECTION 2

Growing Together in Leading

Purpose:

Leadership skills are fostered at all levels within our school community, with instructional leadership practices developed and implemented to ensure the effective leadership, support and growth of our learning community.



STRATEGIC DIRECTION 3

Growing Together in Learning

Purpose:

Our learning involves critical and creative thinking and incorporates strategies to make learning visible so that we can recognize, encourage and monitor personal growth, ensuring all students connect, succeed and thrive.

Strategic Direction 1: Growing Together in Teaching

Purpose

Our teaching practice reflects what works best and why and incorporates critical and creative thinking and inquiry processes to ensure all members of our learning community flourish in their academic, physical, cultural, social and emotional wellbeing.

Improvement Measures

- All staff increasingly articulate the What Works Best themes and show evidence of their implementation through lesson observations, grade meeting minutes and attainment of PDP goals.
- Formative assessment measures are evident in all teaching and learning programs.
- Teacher self-reported survey data indicates an improvement in teacher knowledge, application and confidence in using formative assessment in English and Maths.
- 24 teachers have completed the Quality Teaching in Maths inquiry learning project.

Tell Them From Me (TTFM) survey data:

- **Teachers have given me helpful feedback about my teaching** increases annually from 6.0 in 2017.
- **School leaders have provided guidance for monitoring student progress** increases annually from 5.4 in 2017.
- A rubric for Critical and Creative Thinking Skills has been developed and adopted by all grades and is used to track student progression in these

People

Staff

- Engage in research via the spiral of inquiry model to determine best practice in curriculum delivery.
- Develop skills in making learning visible and providing explicit, specific and timely feedback to students.
- Strengthen their skills in using self-reflection and peer feedback to develop insights into the effectiveness of their own teaching.
- Improve skills in data generation and analysis to inform their teaching and monitor student growth.
- Enhance their understandings of the general capabilities and critical and creative thinking innovations and use them to deliver syllabus outcomes.
- Will engage in a 21st Century Fluencies project through the Peninsula Community of Schools

Parents/Carers

- Will provide the school with a data base of skills willing to be shared to enhance learning programs and real world problem solving initiatives.
- Engage in parent forums to develop their understandings around current teaching methods and student assessment processes.

Community Partners

- The Peninsula Community of Schools (PCS) implement a 21st Century Fluencies project as part of our 3 year plan.

Processes

- The Quality Teaching in Maths program is implemented each year.
- Grade planning time is used to engage in reflective practice techniques.
- Teachers engage in the spiral of inquiry to research effective teaching strategies.
- Professional learning around critical and creative thinking strategies and 21st C fluencies is embedded in our professional learning schedule.
- Teachers engage in professional learning on productive pedagogies, based on the most effective teaching strategies in literacy and numeracy as identified by the Centre for Educational Statistics and Evaluation (CESE).
- Teachers access and engage in professional learning that builds skills in the generation, analysis, interpretation and use of student progress and achievement data.
- Teachers engage in professional learning to develop teaching strategies to make learning visible and student feedback processes which are explicit, specific and timely.

Evaluation Plan

- Whole school data will show an increase in teacher knowledge and skills related to effective teaching strategies and critical and creative thinking fluencies, based on survey results.

Practices and Products

Practices

- Evidence based teaching methods which optimise learning progress for all students K–6 are evident in teaching and learning programs, with a focus on critical and creative thinking.
- Teachers are engaged in regular self-reflection and the use of formal and informal peer feedback to develop deeper insights into the effectiveness of their own teaching practice.
- Teachers generate and critically analyse a range of literacy and numeracy data to inform their teaching practice and monitor student growth.
- Teachers integrate fluencies into their classroom practice to improve student engagement.
- Teachers provide explicit, specific and timely formative feedback to students related to defined success criteria. Teachers' feedback supports improved student learning.
- Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for, of and as learning.
- 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.

Strategic Direction 1: Growing Together in Teaching

Improvement Measures

fluencies.

Practices and Products

Products

- K–6 subject specific rubrics, including fluencies, are used to effectively and consistently monitor student progression.
- A data base of parent/community skills is utilised to enhance problem based learning initiatives.
- 8 teachers each year participate in the Quality Teaching in Maths inquiry project.

Strategic Direction 2: Growing Together in Leading

Purpose

Leadership skills are fostered at all levels within our school community, with instructional leadership practices developed and implemented to ensure the effective leadership, support and growth of our learning community.

Improvement Measures

- **Tell Them From Me (TTFM) data** – *School leaders have provided me with useful feedback about my teaching* – increases annually from 5.2 in 2017.
- **TTFM** – School Mean for Leadership increases from 6.0 in 2017, towards the NSW Govt Norm.

- The number of staff seeking promotion or accreditation at higher levels increases annually.
- The number of lesson observations for the purpose of reflective practice increases in number and diversity across the school per teacher per year.
- All executive and aspiring executive engage in GROWTH coaching throughout 2018, with evidence of GROWTH coaching across grades occurring in 2019 and increasing again in 2020.

People

Leaders

- Develop understandings and skills in the spiral of inquiry model to effectively lead their teams in determining what works best and why, and leading the implementation of grade based initiatives to make learning visible.
- Develop Instructional Leadership skills to facilitate collaborative reflective practices within grade teams.
- Develop skills in GROWTH coaching to assist in the performance management of their teams.
- Establish leadership opportunities for all staff and students based on distributed leadership principles.
- Mentor student leaders to ensure they are supported in their leadership roles and achieve growth in their leadership outcomes.

Staff

- Staff nominate area/s of responsibility outside their classroom via the roles and responsibilities document to contribute to the overall school leadership plan and meet their role statements.
- Staff develop leadership skills in their students to develop resiliency, independence, collaboration and responsibility.
- Seek opportunities to develop their leadership skills both within and outside the school.

Students

Processes

- Expert leaders are utilised to deliver professional learning and development opportunities, including instructional leadership and GROWTH coaching for the executive team.
- The school leadership team collaboratively leads one strategic direction within the school and is responsible for its implementation, milestone setting and evaluation.
- The roles and responsibilities process is implemented annually to ensure all staff have access to distributed leadership opportunities.
- Student leadership programs are implemented annually by key staff.
- Parents are involved in the evaluation processes of the school via surveys, meetings and parent information forums.

Evaluation Plan

- TTFM surveys will be conducted twice annually to monitor staff, student and parent perceptions regarding school leadership practices.
- Progress towards milestone achievement will be monitored regularly via executive meetings.
- Performance and development plans are reviewed twice annually.

Practices and Products

Practices

- Grade teams incorporate effective pedagogies from the Quality Teaching Framework into teaching/learning programs based on *What Works Best* from CESE to improve student performance data and growth.
- Instructional leadership practices involving goal setting, planning, lesson observations/modelling and peer feedback are evident on grade teams.
- Weekly grade time is used to develop collaborative practices and engage in inquiry processes to determine effective curriculum implementation.
- Staff engage in GROWTH coaching sessions with their stage/grade leaders.
- The student leadership team meet regularly with the Principal to collaboratively address school issues.
- Year 6 students regularly meet with the principal via morning tea meetings to provide feedback on school issues.

Products

Student leadership programs are run annually, such as:

- Learn to Lead
- School Leadership Team
- PCS student leadership initiatives
- House Captains
- Student Representative Council
- Buddy programs
- Membership of various clubs/activities

Strategic Direction 2: Growing Together in Leading

People
<ul style="list-style-type: none">• Participate in leadership opportunities within the classroom, along with school wide student leadership opportunities, and provide feedback on school issues.• Work collaboratively to address school issues/concerns.
Parents/Carers
<ul style="list-style-type: none">• Lead programs within the school to support the educational success of all students.• Provide feedback to the school on a range of issues.• Participate in school evaluative processes.

Practices and Products
<ul style="list-style-type: none">• Mentoring of other students where appropriate• Staff have a performance and development plan and participate in goal setting, lesson observations, feedback and GROWTH coaching.

Strategic Direction 3: Growing Together in Learning

Purpose

Our learning involves critical and creative thinking and incorporates strategies to make learning visible so that we can recognize, encourage and monitor personal growth, ensuring all students connect, succeed and thrive.

Improvement Measures

- The number of students participating in external competitions and events increases each year, along with the level of achievement attained.

NAPLAN

- The percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN data increases by 5% annually from the 2017 baseline of:

Reading – 72.2%

Writing – 59.0%

Numeracy – 65.8%

- The number of students gaining entry into academically selective programs such as Opportunity Classes, Selective High School and Extension Year 7 Classes increases over the 3 years from 2018 – 2020.

Tell Them From Me (TTFM) data:

- **Students who are interested and motivated** increases to meet the state average of 78%.
- **The percentage of students in the high skills and high challenge quadrant** increases annually from 35% to meet the state average of 53%.

People

Staff

- Will utilise highly effective teaching methods to make learning visible, such as setting high expectations, student goal setting, modelling success criteria and self-reflection to engage all students in the learning process.
- Provide specific, meaningful and timely feedback to students about their learning.
- Use effective assessment strategies as, of and for learning to monitor student growth. This will include the new NSW learning progressions in literacy and numeracy.
- Provide a broad range of learning experiences, both curricular and extra-curricular, to cater to the diverse learning needs of students, including gifted and talented learners.
- Work in collaboration with support staff and community members to best meet the learning needs of all students.

Students

- Will develop visible learning strategies to set learning goals and reflect on their learning progression.
- Engage with parents and teachers in the assessment feedback process.
- Will engage with community experts and in extra-curricular activities to enhance learning experiences.
- Will develop critical and creative thinking skills through all curriculum areas.
- Will engage in a school wide innovative

Processes

- Students are explicitly taught strategies to make learning visible to engage them in goal setting and monitoring their own learning progression, incorporating the new NSW learning progressions for literacy and numeracy.
- Extra-curricular activities including STEM groups are offered at the school to meet the needs of all students.
- Staff develop processes to provide students with explicit and timely feedback.
- A K-6 innovative classrooms project is implemented in science and technology, with feedback obtained from students and staff used to determine future directions.
- 3 way interviews are re-introduced to engage parents and students in the assessment process.
- Relationships with local high schools are facilitated to establish mentoring opportunities for gifted and talented students within specific curriculum areas.
- Teachers of gifted and talented students (GATS) engage in professional learning to develop their skills in meeting the needs of GATS learners, eg: mini Certificate Of Gifted Education (COGE) at University of NSW and meet regularly to share pedagogies.
- Students are explicitly taught critical and creative thinking skills and 21 century fluencies through a variety of curriculum experiences.

Evaluation Plan

Practices and Products

Practices

- Visible learning processes are evident in classrooms, students can articulate the success criteria for tasks and are able to set meaningful personalised learning goals based on reflection.
- Parents, students and teachers collaborate to set clear learning goals for progress in literacy and numeracy.
- High school students are engaged as mentors for gifted and talented learners in specific areas.
- Teachers of GAT students meet regularly to share best practice in meeting the unique learning needs of GAT students.

Products

- The school has a variety of extra-curricular clubs and learning experiences to engage students in additional opportunities for critical and creative thinking. For example: robotics, art, drama, Write A Book In A Day (WABIAD), coding, Tournament of Minds (TOM), Maths Olympiad, lego, science, debating and environment/gardening..
- Students enter competitions/expos where appropriate.
- A Science, Technology, Engineering and Maths (STEM) expo is held to showcase student learning in these curriculum areas.

Strategic Direction 3: Growing Together in Learning

Improvement Measures

- ***The percentage of students who were confident of their skills but did not find classes challenging*** decreases annually from 39%, to meet the state norm of 26%.

Value Added (VA) data from SCOUT:

- K–3 maintains Delivering and moves towards a positive VA score.
- 3–5 maintains Delivering and moves towards a positive VA score
- 5–7 improves to Delivering and towards a positive VA score.

People

classrooms project in science and technology and provide feedback on their learning experiences to inform future planning.

Parents/Carers

- Engage in 3–way interview processes to set learning goals for their children and participate in the feedback process.
- Engage in extra–curricular activities to enrich the learning experiences for students.

Community Partners

- Provide mentoring opportunities for gifted and talented learners within specific curriculum areas.

Processes

- Tell Them From Me surveys are conducted twice annually to determine parent and student understandings regarding assessment processes.
- SCOUT and NAPLAN data is analysed to monitor progress towards our improvement measures.
- GATS students are identified and monitored to ensure they are accessing programs related to their specific skills/interests.