

# Strategic Improvement Plan 2021-2025

## Erina Heights Public School 1856



# School vision and context

## School vision statement

### Together towards excellence

Authentic partnerships that push the boundaries of achievement towards excellence for all.

## School context

Erina Heights Public School is located on the Central Coast, in the heart of the Erina Heights community. It has a student enrolment of 258 students, forming 11 classes across K-6 and a FOEI of 45. The school was first established in 1892 and still boasts a beautiful heritage listed sandstone building which holds social and historical significance to the local community. The school culture is enhanced by authentic connections with families which span across generations.

Erina Heights PS proudly sits on Darkinjung land and is part of the Brisbane Water network of schools and a member of the Terrigal Learning Alliance (TLA). Our Aboriginal student population is 13 students (5%) and the school has strong links with the local Kuriwa AECG. We have 15 students (6%) with a language background other than English.

Erina Heights PS provides high quality teaching and leadership that promote the optimum conditions for student learning across the whole school. Students are offered opportunities through our student led PBL lessons, student parliament, PSSA sporting teams, band, choir and various creative and performing arts opportunities. Positive Behaviour for Learning and various student leadership initiatives provide opportunities for students whilst promoting positive respectful relationships between all members of the school community.

Student wellbeing and social emotional learning is enhanced by initiatives such as student led structured play activities that run during recess and lunch breaks, providing students with a range of leadership opportunities, playground support and social skill development.

Our school directions focus on collaborative practices that see every student progress. Partnerships with all stakeholders support clear improvement aims and planning for learning. Personalised learning including individual learning goals and regular feedback on progress will support this.

Participation in Quality Teaching Rounds and a focus on involving parents in learning will support the development of authentic partnerships and collaboration with all stakeholders will support the school vision 'together towards excellence'. Providing opportunities for students, staff and community to be connected, to feel heard and to be actively connected to the school will nurture and promote wellbeing for all. A focus on establishing healthy systems will ensure consistent and sustainable processes are in place across the school and will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise academic success, equipping all students with the confidence and skills to achieve personal excellence.

## Improvement measures

Achieve by year: 2022

### Personalised Learning

Systems which support personalised learning goals for every student are established and trialled.

### Numeracy growth

Achieve by year: 2023

### Reading

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Reading growth

Achieve by year: 2023

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An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

## Initiatives

### Personalised Learning

Develop and implement whole school processes and practices that focus on high expectations for all students to ensure they are challenged and engaged. This will be achieved by:

- teacher professional learning
- personalised learning goals in Literacy and Numeracy
- the provision of explicit, formative feedback
- tracking and monitoring of student progress

### Explicit Teaching

Embed sustainable, whole school processes for collecting and analysing literacy and numeracy data. The evaluation of this data will be regularly used to inform:

- the selection of explicit teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

## Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.(SEF - Effective classroom practice)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.(SEF - Differentiation)

All students articulate, understand and achieve their literacy and numeracy learning goals that are informed by analysis of progress and achievement data. (SEF - Literacy and numeracy focus)

Families are provided with clear information on what and how their children are learning and how to support their children's progress

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact of student outcomes in reading and numeracy.

**Data:** We will analyse a combination of data sources, these will include:

- NAPLAN, PAT, Check-in Assessments
- Whole school data spreadsheet
- Student ILP's and Student voice
- Observation and professional dialogue

**Analysis:** Analysis will be embedded within the initiatives through progress implementation monitoring. The school will review progress towards the improvement measures annually.

**Implications:** The findings of the analysis will inform future actions and next steps.

## Strategic Direction 2: Working together, Learning from each other

### Purpose

Authentic partnerships and collaboration that support improvement for all and everyone.

### Improvement measures

Achieve by year: 2025

Collaborative practice including observations and feedback to improve teacher quality are embedded into whole school practices.

Improvement in People Matter Employee Survey results in the area of Collaboration being equal to or above operational group and network.

Achieve by year: 2025

Full implementation of new curriculum to meet NESA requirements.

### Initiatives

#### Collaborative Practice

Embedding effective collaborative practices that focus on building leadership capacity and improving teacher quality. This will be achieved by:

- engaging in evidence-based professional learning focused on high impact collaborative practice
- fostering external partnerships and inter-school collaboration
- developing effective instructional leadership to facilitate whole school improvement

#### Curriculum Implementation

Establish whole school processes which support curriculum implementation and innovative, future-focused practices that deliver ongoing improvement. This will be achieved by:

- establishing professional learning communities
- engaging in evidence-based professional learning
- strengthening learning alliances with other schools and organisations

### Success criteria for this strategic direction

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum)

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of teaching practice?

**Data:** We will analyse a combination of data sources, these will include:

- Lesson observations
- Surveys
- Teacher Performance Development Plans (PDP's)
- Records and evaluations of Professional Development

**Analysis:** Analysis will be embedded within the initiatives through progress implementation monitoring. The school will review progress towards the improvement measures annually.

**Implications:** The findings of the analysis will inform future actions and annual reporting on school progress measures, published in the Annual Report and on the school website.

## Strategic Direction 3: Healthy people, healthy systems

### Purpose

Building and nurturing the foundations for success.

### Improvement measures

Achieve by year: 2025

#### Tell Them From Me - Student Survey

The percentage of students with positive wellbeing will increase from 81.92% to be at or above state level.

#### Wellbeing

Achieve by year: 2023

#### Tell Them From Me - Student Survey

Student sense of belonging will increase from 69% to be at or above state level.

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

The percentage of student attendance increases from 80.6% (baseline) to 91.6% by 2022.

Achieve by year: 2025

#### Systems and Processes

Maintaining self-assessment score in the SEF - Leading - Administrative systems and processes at Excelling.

Achieve by year: 2025

#### Tell Them From Me - Parent Survey

Parents are informed will increase from 5.9 to be at or above state level.

### Initiatives

#### Wellbeing

Embed sustainable whole school processes which promote a positive school culture and support the wellbeing of students, staff and the community as a whole. We will achieve this by:

- providing students with increased leadership and student voice opportunities
- implementing evidence-based Social-Emotional learning programs
- fostering authentic community connections
- monitoring and improving student attendance

#### Quality Systems

Healthy systems underpin ongoing school improvement and the professional effectiveness of all school members. We will achieve this by:

- evaluating and enhancing structures and processes across the school

### Success criteria for this strategic direction

Positive respectful relationships are evident and widespread among students, staff and parents and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Behaviour)

The school has implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - A planned approach to wellbeing)

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF - Attendance)

### Evaluation plan for this strategic direction

**Question:** How can the school determine that it is nurturing the wellbeing of students, staff and community, and it's systems and processes support whole school improvement?

**Data:** We will analyse a combination of data sources, these will include:

- School Wellbeing Check
- Every Student Known Valued and Cared For self-assessment tool
- Attendance data
- Sentral data
- Learning and Support data
- Surveys, Tell Them From Me

**Analysis:** Analysis will be embedded within the initiatives through progress implementation monitoring. The school will review progress towards the improvement measures annually.

**Implications:** The findings of the analysis will inform future actions and next steps.