Strategic Improvement Plan 2021-2024

Elanora Heights Public School 4199

School vision and context

School vision statement

An inclusive, creative, collaborative and engaged learning community that promotes high expectations and evidence informed effective teaching strategies to ensure students are supported to achieve academic, cultural, physical and emotional growth every year.

School context

Elanora Heights Public School is an inclusive, co-educational school with an enrolment of approximately 535 students, situated on the Northern Beaches of Sydney. Our school is nestled in a unique bushland setting which is highly valued and respected by our community.

The school prides itself on 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 represent a range of ethnic and socio-economic backgrounds and value kindness and caring for our environment, along with engaging in exciting and dynamic learning experiences.

Our school is supported by an active and engaged parent community. We promote strong connections between home and school, understanding the benefits to students when we work in partnership with our community. Our parents are aspirational and embrace a holistic view of education where academic excellence and achievement is equally as important as raising students who are resilient, kind and feel connected within a nurturing environment.

Our staff vary in their level of experience and are dedicated to their profession. We value collaboration, mentoring and reflective practice to maintain high expectations and innovation. We strive to work together to create a culture where everyone feels respected, included and achieves a sense of belonging.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG, followed by the development of a strategic improvement plan.

Through this process we have identified a need to use data driven practices to ensure all students, including those with additional learning needs and those identified as high potential and gifted, are supported in their learning through differentiated teaching and learning programs. The need for high expectations and an inclusive, quality curriculum was also identified to ensure all students achieve maximum growth and attainment.

Instructional leaders in English and Mathematics will work with staff to build deep content knowledge and develop high quality learning programs, along with quality formative and summative assessment tasks. Consistent practices in data generation and analysis will assist in developing greater consistency of judgement within our school.

Our work with individual students will be responsive and closely monitored. Strong wellbeing programs will support student learning and engagement and ensure all students are learning within a safe and supportive environment.

Continual monitoring of our progress will determine areas of need and measure the impact of our strategies at an individual, class and school level. The involvement of the whole

School vision statement

School context

school community in the measurement and celebration of our success will be essential.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in reading and numeracy outcomes and to build aspirational targets for every student's academic success in all Key Learning Areas, we will develop and refine data-driven teaching practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2023

Reading Growth:

- An uplift by at least 4% of Year 3 and 5 students achieving at or above expected growth in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).

Target year: 2022

Reading Attainment:

- An uplift by at least 14% of Year 3 and 5 students achieving in the top two bands in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).

Target year: 2023

Numeracy Growth:

- An uplift by at least 23% of Year 3 and 5 students achieving at or above expected growth in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).

Target year: 2022

Numeracy Attainment:

- An uplift by at least 22% of Year 3 and 5 students achieving in the top two bands in NAPLAN. (Meeting or exceeding the system-negotiated lower bound target).

Initiatives

Personalised Learning

Effectively monitor student growth and attainment data to inform the next stage of learning and improve differentiation practices.

To achieve personalised learning for all students:

- Instructional Leaders will collaborate with teachers to monitor and assess student progress and design future learning in numeracy and reading
- Teachers will expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities
- Staff will engage in high quality professional learning on the use of the literacy and numeracy progressions and the High Potential and Gifted Education Policy.

Data Driven Practices

Establish school wide reliable and consistent data generation and analysis practices to effectively monitor and support student growth and attainment in reading and numeracy.

To achieve consistency in data driven practices teachers will:

- Engage in high impact professional learning in data literacy, data analysis and data use will enable all staff to effectively monitor student reading growth and attainment
- Ensure regular and sustainable practices are present in both data generation and analysis.

Success criteria for this strategic direction

Personalised Learning

- The school's value-add trend is positive. (SEF - Student Performance Measures)
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF - Student Performance Measures)
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student Performance Measures)
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF - Student Performances Measures)

Data Driven Practices

- The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth. The school uses data to inform collective decisions aligned with improvement measures in the school plan. (SEF - Reporting)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievements, at individual, group and whole school level. (SEF - Assessment)
- All teachers have a sound understanding of student assessment concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use)
- The learning goals of students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data Skills and Use)

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- School staff collaborate with the local school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF - Data Skills and Use)

Evaluation plan for this strategic direction

Student Growth and Attainment in Reading and Numeracy

Q- To what extent do our data generation practices inform personalised teaching and learning to allow all students to demonstrate growth and attainment?

D-The Growth and Attainment team will review the following sources to evaluate and measure our impact:

- NAPLAN data (annually)
- Check-In Assessment Data (Term 2, Term 4)
- SCOUT data (Value-add, Top 2 Bands, expected growth)
- Literacy and Numeracy PLAN2 data
- Student work samples (grade teams, 5 week cycles)
- Formative assessment samples
- Student IEPs and PLPs (Term 1, Term 3)
- School Excellence Framework - Self Assessment Survey (Term 4) - Student Performance Measures and Curriculum
- SENA K-6
- Evidence of differentiation and learning adjustments in teaching and learning programs

Data Driven Practices

Q- To what extent do staff effectively implement data generation and analysis cycles to effectively monitor student growth and attainment?

Evaluation plan for this strategic direction

D-The Growth and Attainment team will review the following sources to evaluate and measure our impact:

- HPGE tracking data - annually
- K-3 reading benchmark levels - 5 week cycles
- PLAN 2 literacy and numeracy progressions - each term
- SENA - annually, then updated throughout the year
- Evidence of progress tracking in teaching and learning program
- Schedules of assessments planned on each grade

Strategic Direction 2: Wellbeing and Attendance

Purpose

In order to achieve positive academic, cultural, social and emotional outcomes for all students, we will embed evidence-based inclusive wellbeing and attendance strategies to ensure high levels of community connectedness and engagement.

Improvement measures

Target year: 2022

Wellbeing:

- An uplift by at least 5% of Year 4, 5 and 6 students reporting positive wellbeing . (Meeting or exceeding the system-negotiated lower bound target).

Target year: 2022

Attendance:

- An uplift by at least 6% of students with a minimum of 90% attendance. (Meeting or exceeding the system-negotiated lower bound target).

Initiatives

Inclusive School Community

Promote and embed inclusive practices for all students, staff and community members to ensure positive wellbeing, a safe environment and the opportunity for all students to connect, succeed, thrive and learn.

To achieve an inclusive school community:

- Systematic professional learning will ensure all staff have deep knowledge of current wellbeing policies and can apply strategies to ensure success for all students. This includes students from backgrounds other than English, Aboriginal students and students with disability.

Engaged School Community

Embed a culture of educational aspiration and systematic processes to monitor and promote positive student attendance and maximise student engagement in learning and personal growth.

To achieve an engaged school community:

- Staff will implement strategies to promote attendance and high aspirations
- Ongoing communication with parents will promote high expectations and strong community engagement.

Success criteria for this strategic direction

Inclusive School Community:

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvement in wellbeing and engagement to support learning. (SEF - Wellbeing)
- Positive, respectful relationships are evident and widespread among student and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Wellbeing)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectation, and effectively caters for the range of equity issues in the school. (SEF - Educational Leadership)
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Wellbeing)

Engaged School Community:

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture)
- There is a school-wide, collective responsibility for student learning and success which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parent/carers. (SEF - Wellbeing))

Evaluation plan for this strategic direction

Inclusive School Community:

Q - To what extent does our strategic and planned approach to wellbeing support every student to connect, thrive, succeed and learn?

Evaluation plan for this strategic direction

D - The Wellbeing and Attendance team will review the following data sources to evaluate and measure our impact:

- Tell Them From Me student survey - annual review of *sense of belonging*, *positive relationships*, *positive teacher-student relations* and *advocacy* data

- Tell Them From Me parent survey - annual review of *parents feel welcome, parents involved in school committees, school supports learning, school supports positive behaviour, safety at school and inclusive school*

- SCOUT - annual review of Wellbeing data presented in Line and bar chart, bar chart for Wellbeing and stacked bar chart to determine any trends and progress

- SCOUT - principal to regularly review Incident Reporting data to monitor number and type of incidents reported

- Emotional Health Survey - annual review of data from Years 4, 5 and 6 students related to *body image, anxiety, depression, bullying, self-harm, major life events, and social media use*

- Regular review of incident data on Sentral, including student suspension rates

- Annual review of NCCD data to monitor adjustments to learning and access to curriculum for all students

- Annual reflection of inclusive practices to determine areas for improvement

- Learning and Support Team to review NAPLAN data annually to monitor whether results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school

- Learning and Support Team to review NAPLAN and Check-In data to assist in identification of students requiring additional support

Engaged School Community:

Strategic Direction 2: Wellbeing and Attendance

Evaluation plan for this strategic direction

To what extent are our systems to promote and monitor positive attendance effective, and have they resulted in high aspirations and engagement?

D- The Wellbeing and Attendance team will review the following data sources to evaluate and measure our impact:

- Sentral Attendance - weekly review of attendance data to track attendance data
- SCOUT attendance data - annual review of line chart, stacked bar chart for Whole v Partial Days and stacked line chart to determine attendance trends and progress towards system generated targets
- Tell Them From Me student survey - annual review of *students that value schooling outcomes, effort, expectations for success, university and school pride*
- Tell Them From Me parent survey - annual review of *educational aspiration*

Strategic Direction 3: Expertise in Teaching Practice

Purpose

In order for all students to receive quality teaching and learning, we will develop our collaborative teaching and assessment practices to ensure all staff have the expertise to develop a responsive, quality curriculum based on high expectations. This will be delivered through the most effective and evidence based teaching practices for maximum success.

Improvement measures

Target year: 2024

High Quality Curriculum Planning and Delivery

- All teaching and learning programs in English and Mathematics across K-6 explicitly demonstrate the inclusion of rich and open-ended tasks to promote higher-order thinking and reasoning, and demonstrate evidence of differentiation.

Target year: 2024

High Quality Assessment and Feedback

- All assessment and feedback practices in English and Mathematics across K-6 explicitly demonstrate rich and open-ended tasks with rubrics to support moderation.

Initiatives

High Quality Curriculum Planning and Delivery

To demonstrate high expectations in curriculum planning and delivery:

- Teachers will collaborate to plan and deliver increasingly complex tasks that reflect deep content knowledge. They will consider the prior knowledge of each student, and ask challenging questions that require deeper thinking and problem solving

- Students will use quality examples and exemplars of responses in learning tasks as a model of high expectations

- Sustained communication and consultation with parents will occur to inform the community about curriculum content and expected syllabus outcomes.

High Quality Assessment and Feedback

To demonstrate high quality assessment and feedback, teachers will use a combination of approaches:

- Open ended and rich tasks will be used to promote challenge and deep thinking, and articulation of reasoning

- Formative assessment practices will be ongoing and supported by timely summative practices

- Feedback will be related to clear actionable steps so students can improve their learning process and enhance their understanding and performance

- Feedback will encourage students' self regulation of their learning, including the use of rubrics, marking guides, and success criteria.

Success criteria for this strategic direction

High Quality Curriculum Planning and Delivery

- Curriculum provision and evidence-based teaching practices support high expectations for student learning. (SEF - Curriculum)

- Teaching and learning programs and lesson delivery are dynamic, show revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum and Effective Classroom practice)

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit the needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (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 - Curriculum)

- Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum)

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)

High Quality Assessment and Feedback

- Formative assessment is practised expertly by teachers. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. (SEF - Assessment)

Strategic Direction 3: Expertise in Teaching Practice

Success criteria for this strategic direction

- Summative assessment: The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at an individual, grade and whole school level. (SEF- Assessment)

- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. (SEF- Assessment)

- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF- Assessment)

- Teachers provide explicit, specific and timely feedback related to defined success criteria. (SEF - Effective Classroom Practice)

Evaluation plan for this strategic direction

High Quality Curriculum Planning and Delivery

Q- To what extent does curriculum planning K-6 incorporate rich learning tasks which promote high expectations and challenge, utilising quality exemplars with clear and concise learning intentions? Are students and parents involved in goal setting and learning outcomes?

D - The Expertise in Teaching Practice team will review the following data sources to measure and evaluate our impact:

- Teaching and learning program samples K-6 in English and mathematics

- Examples of student learning intentions and success criteria

- Tell Them From Me student survey - *high skills/high challenge quadrants* and *Teachers Support Students with their Learning*

- Tell Them From Me parent survey - *Parents are Informed* and *School Supports Learning*

Strategic Direction 3: Expertise in Teaching Practice

Evaluation plan for this strategic direction

- Summative assessments in reading - annually to monitor student growth and inferential comprehension
- Summative assessments in mathematics - annually to monitor student growth in reasoning and problem solving
- Check-in assessments in Terms 2 and 4 annually
- Student and staff survey results in relation to teaching and learning in mathematics

High Quality Assessment and Feedback

Q - To what extent are formative assessments used flexibly and responsively as an integral part of daily classroom instruction? Do they incorporate open ended and rich tasks to allow the demonstration of reasoning in mathematics and higher order thinking in English? Do students receive timely feedback on their learning and understand the next steps needed for improvement and can they self-assess based on marking guides and success criteria?

D - The Expertise in Teaching Practice team will review the following data sources to measure and evaluate our impact:

- Formative assessment practices in teaching/learning programs K-6
- Student response samples K-6
- Evidence of student self-reflection, for example student exit slips/learning journals/rubrics
- Feedback samples from teachers to students
- Staff, student and parent surveys/interviews/forums
- SENA and its connection to the National Numeracy Progressions
- National Literacy Progressions - processes, comprehension and vocabulary