

# Strategic Improvement Plan 2023-2026

## Elanora Heights Public School 4199



# School vision and context

## School vision statement

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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

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Elanora Heights Public School is an inclusive, co-educational school with an enrolment of approximately 443 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 2023-2026 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.

APC&I will support Instructional Leadership with middle leaders 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 and context

## School vision statement

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

The Narrabeen Elanora Student and Teacher Collaboration (NEST) will continue to be a focus to build student and community engagement and to provide opportunities to foster the K-12 pathway of learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

At our school, we strive for excellence by providing a rigorous and inclusive education that focuses on literacy and numeracy outcomes. We prioritise student growth and attainment through differentiated, data-driven, and evidence-based teaching practices. We promote collaborative teaching and assessment programming, hold high expectations for all learners, and value and promote expertise in teaching practice.

## Improvement measures

### Reading growth

Achieve by year: 2023

#### EXPECTED GROWTH - READING (3-6)

- All cohort groups from Years 3-6 achieve above state average for Check-in reading assessments.
- All cohort groups from Years 3-6 achieve annual growth when compared against our SSSG for Check-in reading assessments.
- 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. (EXAMPLE GIVEN)

#### EXPECTED GROWTH - READING (K-2)

- All cohorts achieving beyond 80% accuracy in InitialLit Cumulative Review 4 by the end of the year.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

#### EXPECTED GROWTH - NUMERACY (3-6)

- All cohort groups from Years 3-6 achieve above state average for Check-in numeracy assessments.
- All cohort groups from Years 3-6 achieve annual growth when compared against our SSSG for Check-in numeracy assessments.
- 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.

## Initiatives

### Literacy and Numeracy

Effectively monitor student growth and attainment data to inform the teaching and learning cycle.

- Executive staff will collaborate with classroom teachers to establish school-wide, regular and consistent data generation and analysis practices to effectively monitor and support student growth and attainment in reading and numeracy.
- Executive staff to analyse assessment data to identify literacy and numeracy focus areas.
- Classroom teachers will be supported to plan, teach and assess focus areas to provide individualised, explicit, differentiated and responsive learning opportunities.

### Expertise in Teaching Practice

To demonstrate high expectations in curriculum planning and delivery:

- Teachers will collaboratively develop a range of differentiation strategies in teaching practice to cater for the needs of the diverse range of student learners at Elanora Heights Public School.
- High impact professional learning to implement quality teaching practices and the 'What Works Best' and 'Quality Teaching' frameworks.
- Coaching and mentoring of explicit teaching strategies through the support of Instructional Leaders.

## Success criteria for this strategic direction

### Literacy and Numeracy

- 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)
- 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)

### Expertise in Teaching Practice

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

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### EXPECTED GROWTH - NUMERACY (K-2)

- At least 80% of students achieving beyond AdS2 (Additive Strategies 2 - Numeracy Progressions) by the end of Kindergarten
  - At least 80% of students achieving beyond AdS4 (Additive Strategies 4 - Numeracy Progressions) by the end of Year 1
  - At least 80% of students achieving beyond AdS7 (Additive Strategies 2 - Numeracy Progressions) by the end of Year 2
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## Evaluation plan for this strategic direction

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### Student Growth and Attainment in Literacy and Numeracy

**Q- To what extent have the school established school-wide, regular and consistent data generation and analysis practices to effectively monitor and support student growth and attainment in literacy and numeracy?**

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

- NAPLAN data
- Check-In Assessment Data
- InitialLit
- Benchmarking Assessment Data
- IfSR
- SCOUT data
- Literacy and Numeracy PLAN2 data
- Summative and Formative assessment examples
- Student IEPs and PLPs
- School Excellence Framework - Self Assessment Survey (Term 4) - Student Performance Measures and Curriculum
- Collaboration Sessions
- Tell Them From Me teacher survey -*Data Informs Practice*

### Expertise in Teaching Practice

**Q- To what extent do teachers develop their expertise in teaching practice?**

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

- Differentiation survey
- Engagement in High Impact Professional Learning surveys

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Engagement in disciplined collaborative practice to develop quality lessons and programs based on assessment data
- Understanding and development of deep subject content/subject knowledge
- Tell Them From Me teacher survey - *Teacher Collaboration*
- Tell Them From Me teacher survey - *Learning Culture*
- Tell Them From Me teacher survey - *Teaching Strategies*
- Tell Them From Me teacher survey - *Level of Teacher Accreditation*

# Strategic Direction 2: Wellbeing and Attendance

## Purpose

Our school community strives to empower all students to achieve positive academic, cultural, social and emotional outcomes, through evidence-based inclusive wellbeing and attendance strategies, personalised learning plans, and a strong emphasis on student voice and leadership.

## Improvement measures

### Wellbeing

Achieve by year: 2023

#### Wellbeing:

- Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

### Attendance >90%

Achieve by year: 2023

#### Attendance:

- 85% of students attending >90% of the time

## Initiatives

### Wellbeing

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, IER, Learning and Support initiatives and can apply strategies to ensure success for all students. This includes students from backgrounds other than English, Aboriginal students and students with disability.

### Attendance

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 strong student attendance:

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

## Success criteria for this strategic direction

### Wellbeing:

- 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).

### Attendance:

- 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

### Wellbeing:

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

**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*

### Evaluation plan for this strategic direction

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*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
- 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

#### **Attendance:**

**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:

- Whole-school Attendance - regular 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,*



## Strategic Direction 2: Wellbeing and Attendance

### Evaluation plan for this strategic direction

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- expectations for success, university and school pride*
- Tell Them From Me parent survey - annual review of *educational aspiration*

# Strategic Direction 3: Engagement

## Purpose

To engage our students and community we will develop a culture that values student engagement and empowers every learner to excel. Through meaningful opportunities, initiatives, and high-level communication, in partnership with our community, we will foster a passion for learning where all are engaged, challenged, and inspired to achieve their full potential.

## Improvement measures

### Community Engagement

Achieve by year: 2026

#### Community Engagement:

TTFM Parent Survey results would improve in the following areas from the indicated baseline:

- Parents feel welcome (7.4),
- Parents are informed (6.2),
- Parents involved in school committees (34% currently),
- Useful communication types at school (phone, reports, online platforms, interviews, informal meetings, emails, 3-way conferences),
- Parents recommend school (80% Agree or Strongly Agree currently); and,
- Increased Stage 3 student enrolments.

### Student Engagement

Achieve by year: 2026

#### Student Engagement:

TTFM Student Snapshot Survey results would improve in the following areas from the indicated baseline:

- Student participation in extracurricular activities (currently 43%),
- Students who are interested and motivated (currently 57%),

## Initiatives

### Community Engagement

To strengthen the bond between our school and the broader community by fostering an environment that promotes active participation, collaboration, and mutual respect. Through increased community engagement, we aim to enrich the educational experience of our families and cultivate a sense of civic responsibility.

- Parent Communication - diversified platform of communication to celebrate school and student achievement
- EHPS School Based Event and Initiatives
- NEST Initiatives - participate in a broad range of initiatives across the NEST

### Student Engagement

Effectively foster a dynamic and inclusive learning environment that inspires students to actively engage in their education and cultivate a lifelong passion for learning. By prioritising student engagement, we aim to empower our students to become successful, responsible, and engaged members of society.

- Learning - To provide relevant and challenging learning experiences for every student by leveraging technology and active learning strategies, fostering a positive and supportive learning environment, and promoting student agency and self-directed learning.
- NEST - To provide a range of opportunities for students to collaborate and engage with other students across the community of schools (NEST)
- HPGE - Identified students will be provided with opportunities to participate in high-potential and gifted education (HPGE) initiatives through targeted outreach programs, providing diverse and challenging learning opportunities, and promoting a culture of academic excellence and curiosity.
- Student Leadership - Opportunities to develop student leadership skills will be provided through student-led initiatives (SRC), promoting collaboration and communication, and encouraging active

## Success criteria for this strategic direction

### Community Engagement

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

### Student Engagement

- 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)
- 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)

## Evaluation plan for this strategic direction

### Community Engagement

**Q- Do EHPS Parents feel that the school environment is one that promotes active participation, collaboration, and mutual respect?**

# Strategic Direction 3: Engagement

## Improvement measures

- Students with a positive growth orientation (currently 71%), and;
- Student voice and strong student leadership.

## Initiatives

- participation in decision-making processes.
- Opportunities/Initiatives from programs/events offered within the school setting and beyond.

## Evaluation plan for this strategic direction

**D** - The Community and Student Engagement Team will review the following data sources to measure and evaluate our impact:

- Survey responses from feedback sort via our Survey Monkey account pertaining to all events and initiatives in focus.
- TTFM Student and Parent Snapshot Survey. Specifically for:
  - Parents feel welcome,
  - Parents are informed,
  - Parents involved in school committees,
- Useful communication types at school (phone, reports, online platforms, interviews, informal meetings, emails, 3-way conferences) and;
- Parents recommend school
- NEST surveys - feedback on NEST initiatives
- School enrolment records demonstrate increased Stage 3 enrolments.

### Student Engagement

**Q - Does EHPS foster a dynamic and inclusive learning environment that inspires students to actively engage in their education and cultivate a lifelong passion for learning?**

**D** - The Community and Student Engagement Team will review the following data sources to measure and evaluate our impact:

- Survey responses from feedback sort via our Survey Monkey account pertaining to all events, programs, initiatives and programs on offer for students.
- TTFM Student Snapshot 1 and 2 surveys. Specifically for:
  - Student participation in extracurricular activities,
  - Student leadership and student voice are strongly encouraged and demonstrated,
- Students who are interested and motivated and;

## Evaluation plan for this strategic direction

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- Students with a positive growth orientation,
- Student voice in school decision making through SRC,
- Strong student leadership within the school.