School plan 2015 – 2017

Eastlakes Public School 4516

Quality Learning and Teaching

Quality Relationships and High Expectations

Quality Practices
School background 2015 - 2017

School vision statement

**Educating students**

in a
dynamic,
diverse,
quality-learning environment
to develop

**individual potential,**
a passion for learning,
**responsible citizenship**
and where
**excellence and equity**
underpin

**school culture and values.**

School context

Eastlakes Public School, established in 1944, is located in the Eastern Suburbs of Sydney and set on large grounds with grass playing fields and gardens. The school provides a comprehensive education for students from Kindergarten to Year Six. We strive for excellence and equity in all our programs and support all learners to achieve personal success. Our experienced and dedicated teachers continually update and extend their pedagogical knowledge and practice through high quality professional learning.

School enrolments are on average 203 students and are characterised by a transient community, families with temporary visas and international students as well as long established families in the local area. Our school reflects the culturally diverse community it serves representing: 29 language groups; 89.1% of the student cohort having English as an additional language or dialect and 3% of the student cohort is of Aboriginal or Torres Strait Islander background.

We know that every child can learn; they learn at different rates and in different ways. Our teaching and learning environments encourage commitment, inquiry, innovation, creativity and collaboration. We meet student needs through differentiating curriculum, providing an appropriate level of challenge, and engaging students in learning in meaningful ways.

Eastlakes PS is committed to promoting diverse student achievement through key learning areas, student leadership programs, PSSA Sport, authentic ICT integration, debating, visual arts, extra-curricular dance: Showcase and Dance Sport Challenge and physical education programs. We are proudly part of our community and our collaborative partnerships with parents, local organisations and businesses support us in maximising student outcomes.

A principal learning alliance with schools across networks provides professional learning opportunities for all staff leading to enhanced leadership, teaching and learning practices.

School planning process

The school plan was developed through a rigorous consultation process with staff, students and parents in semester 2, 2014. A variety of data gathering and analysis methods were implemented inclusive of the following:

**Staff** (inclusive of school administration staff)
The staff survey was underpinned by the Melbourne Declaration of Educational Goals for Young Australians 2008 and staff were asked to “begin with the end in mind” – What do we want our students to look like at the end of Year 6? – How are we going to get there? - What resources will we need to achieve this? – What evidence will we need to gather? Staff worked in collaborative groups to generate responses.

Analysis of NAPLAN data, school based data and evaluation of the 2012-2014 school plan, achievement of targets and SWOT analysis during staff meetings in semester 2, 2014.

**Parents**
The executive and the P&C collaboratively developed the parent survey questions - What do we want our children to know and understand when they leave year 6 and move into year 7? - What skills do we want our children to have by the time they finish year 6? - What resources and equipment will the school need? How would we achieve this? Parent surveys were conducted in workshops, informal meetings with executive, survey forms sent home and access via the school app.

**Students** (Year 2 was the focus group. These students will be the focus group at the evaluation at end of the 3-year cycle)

Student questions were - What does an Eastlakes student look like? - What things do you enjoy doing outside of school? - What things do you enjoy doing at school? - What is the one thing our school could do so it could be a better school?
The School Excellence Framework was a reference point for collating data and the school vision, strategic directions and improvement measures were developed as a result. Strategic directions were shared with parents via the school newsletter and at P&C meetings. The executive developed the SPs – purpose, people, processes, products and practices sharing with staff and parents at interim points for further input. Feedback about the school plan was sought from the Principal; School Leadership.
Purpose:
A focus on quality learning and teaching will drive a dynamic and innovative learning environment enabling and empowering students to be critical, creative and reflective learners. Our commitment to collaborative learning will enable us to identify, understand and implement the most effective evidence based teaching strategies to maximise student outcomes and continuously improve on our teaching practices.

Purpose:
A focus on quality relationships and high expectations is integral to being an inclusive school and fostering a shared sense of responsibility for student engagement, student learning and student success.

Purpose:
To develop a collaborative approach to school improvement which builds on and strengthens leadership capacity and professional effectiveness of all staff. To develop a communication and technology base that is easily and readily accessible.
Strategic Direction 1: Quality Learning and Teaching

**Purpose**
A focus on quality learning and teaching will drive a dynamic and innovative learning environment enabling and empowering students to be critical, creative and reflective learners. Our commitment to collaborative learning will enable us to identify, understand and implement the most effective evidence based teaching strategies to maximise student outcomes and continuously improve on our teaching practices.

**People**
- Students to develop skills and abilities to become self-regulated and self-directed learners.
- Staff to continually update and implement quality teaching practices through learning collaboration in order to develop programs and environments that improve learning outcomes for students.
- Parents as learning partners who are informed, encouraged and involved in student learning.
- Community Partners engage in collaboratively developing authentic learning opportunities where students can problem solve, think critically, and reflect.
- Leaders develop the capacity to lead and promote a culture of dynamic teaching and learning from a research and evidence base

**Processes**
- **Embedding Formative Assessment Project**
  Improved student outcomes through:
  - Embedding formative assessment strategies across all key-learning areas
  - Discussion and analysis of data to plan and inform future instruction
  - Quality Teaching across KLA's Project
  Improved student outcomes through:
  - Embedding explicit teaching of comprehension strategies and vocabulary knowledge across all key-learning areas
  - Creativity and Innovation Project
  Improved student outcomes through:
  - Creative, productive and critical use of technology across all programs
  - Evaluation Plan
    - 5 weekly data cycles – Reading levels, PLAN, outcomes based assessments (NB SENA end of term data EAS)
    - Comprehension/Vocabulary Knowledge student and teacher surveys (FOR)
    - Reflective questions on Formative Assessment/FOR practices
    - Parent surveys on learning
    - NSIT to undertake evaluation in the domains of differentiation, discussion and analysis of data

**Products and Practices**
- **Products**
  Students demonstrating growth from Year 3 to Year 5 in NAPLAN.
  - Expected grade achievement in critical aspects of literacy for 80% of students with 20% achieving above grade expectations.
  - 80% of students achieving expected stage outcomes in numeracy with 20% of students achieving above stage expectations.
  - Students demonstrating growth in school based assessments in all KLA’s.
  - Students reflect on and report on the achievement of their own learning.
- **Practices**
  Regular and rigorous collection, discussion and analysis of data to develop of quality learning programs for all students.
  - High quality and continual professional learning for all staff that is sustained through teaching practice.
  - Teachers programs show evidence of formative assessment techniques, explicit teaching of comprehension strategies and vocabulary knowledge.
  - Creative and innovative teaching and learning across the school integrating differentiation strategies.
## Strategic Direction 2: Quality Relationships and High Expectations

### Purpose
A focus on quality relationships and high expectations is integral to being an inclusive school and fostering a shared sense of responsibility for student engagement, learning development and success.

### People
- **Students** have an understanding of the skills and strategies to become positive, motivated and engaged learners.
- Staff has an understanding of learning and support processes and PBL structures and value parental input.
- Parents understand their role in the learning exchange to support their child.
- Community Partners have an understanding how their involvement positively impacts the school community.
- Leaders develop a mindset that promotes positive behaviour for learning, student engagement and success and positive parental engagement.

### Processes
**Positive Behaviour for Learning Project**
Supporting all students to achieve academic and social outcomes through improved student self-concept and learning motivation.

**Learning Support Project**
School structures and practices respect and respond to the diverse needs and unique characteristics of every student.

**Parents as Partners Project**
Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.

### Products and Practices
**Products**
Students making positive achievement levels from Tell Them From Me Survey baseline data determined in 2015

- All students able to display and reflect positively on their learning behaviour.
- Increase intellectual engagement of students with all staff making changes to classroom and playground practice.

**Practices**
Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

- Staff embeds learning and support procedures and practices to improve the learning engagement and success of students.
- A culture of high expectations and involvement exists amongst students, staff and parents.

### Improvement Measures
**Students** making positive achievement levels from Tell Them From Me Survey baseline data determined in 2015

- All students to display and reflect positively on their behaviour.

### Evaluation Plan
- Attendance rates regularly monitored
- Week 4 and Week 8 roll checks and increased teacher follow up and action with families
- Learning Plan - Review process
- Behaviour Data (behaviour books, playground, positive achievement levels)
- Parent workshops – attendance sheets; parent feedback
### Strategic Direction 3: Quality Practices

#### Purpose
To develop a collaborative approach to school improvement which builds on and strengthens leadership capacity and professional effectiveness of all staff. To develop a communication and technology base that is easily and readily accessible.

#### People
Students understand the importance and implications of responsible digital citizenship.

Staff develops the mindset that they have the capabilities to be professional and effective leaders through collaborative learning.

Parents/carers will have increased understanding of how to use the technology in order to obtain and provide information.

Community partners will understand their role in teaching and learning through opportunities to participate in school related activities.

Leaders develop the mindset of distributive leadership through supporting staff set professional learning goals and through mentoring to build leadership capacity across the school.

#### Processes
**Curriculum and Assessment Project**
Curriculum and assessment teams lead professional learning as well as support teachers in leading professional learning – partners, demonstration lessons, team teaching and collaborative planning.

**Technology and Communication Project**
Strengthening and building upon communication and engagement with our community.

Through ICT use students develop digital literacy and responsibility.

**Policy and Processes Review Project**
To strengthen structures, processes and practices that underpin ongoing school improvement and professional effectiveness.

#### Products and Practices
**Products**
100% of curriculum and assessment teams leading professional learning with a baseline of 50%

Increase number of parents who actively access information from school app and website.

**Practices**
Administrative practices effectively support school operations and the teaching and learning activity of the school.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

All staff understand that they are leaders of PL to improve pedagogy and student achievement – active participants.

Parents demonstrate increased confidence in their involvement in school activities and projects.

All staff use Australian Professional Teaching Standards to develop and guide professional learning plans.

All staff are engaged in regular reflection and the use of formal and informal feedback.

Students, staff and parents actively engage in and support the school’s educational priorities.

#### Improvement Measures
- 100% of curriculum and assessment teams leading professional learning with a baseline of 50%
- Increase the number of parents who actively access information from school app and website.