

School Plan 2015 – 2017

Eastwood Heights Public School – 4041





School vision statement

Provide a high quality education that engages, motivates and supports students to reach their full potential as successful learners, confident and creative individuals, and active and informed citizens. Every student has the opportunity to achieve their personal best in a safe, respectful and multicultural learning environment.

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 429 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 62% of the school population with over 36 cultural groups represented, and the main language groups being Mandarin, Cantonese, Korean and Arabic.

The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad, balanced curriculum.

The school actively promotes education as a collaborative process and partners closely with parents/carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees, and through volunteering and supporting classroom activities as well as the school's band program, sporting and creative arts programs. The Student Representative Council actively organise and advocate for students to participate in broader school planning and activity.

The school has an active Learning Support Team, whose key initiatives include a targeted English language learning program (for students from non-English speaking backgrounds) that is run five days per week by specialist teachers and a targeted social skills program for students identified as having issues related to anxiety and resilience.

Excellent facilities include a school hall, library, tiered music room, band room, dedicated science room, large oval, fitness track, all-weather court, dedicated computer room and videoconferencing facilities.

School planning process

The school developed its **school vision** from consultation feedback received from parents, students and school staff about the qualities (knowledge, understanding, skills and values) they thought students should have by the end of Year 6.

The **strategic directions** (and their 5P detail) and specific **improvement measures** were developed initially from consultation with parents and staff about areas for further development, including staff mapping of the school's progress against the School Excellence Framework and analysing student achievement and growth data. Further consultation then occurred with staff and community on drafts of the school plan.

Community consultation on the school's planning process occurred through survey of the school's parent/carer population as well as through the Parents' and Citizens' Association, as the school's key consultative body representing the interests and views of the school's parents/carers and wider community.



STRATEGIC DIRECTION 1

Engaging all students in **quality learning** across the curriculum, with an emphasis on high expectations, depth and future-focus.

Purpose:

To ensure all students are motivated to learn and experience success and progress through learning that is challenging and targeted to individual need, and which is situated in authentic and meaningful contexts.
To ensure all students have access to a deep but broad curriculum that emphasises both the 'big ideas' within traditional disciplines as well as cross-disciplinary understandings and skills to ensure students are prepared for the real-world complexity of the future.

STRATEGIC DIRECTION 2

Fostering an **organisational culture** of dynamic systems leadership that promotes learning, wellbeing and innovation.

Purpose:

To ensure staff and students are supported to reach their full potential as confident and creative learners through provision of a supportive and high quality learning environment. This incorporates a commitment to ongoing teacher professional learning and innovation in teaching, as well as to whole-school wellbeing and active student voice.
To build organisational and leadership capacity to ensure the school optimises opportunities as it adapts to broader systemic change.

STRATEGIC DIRECTION 3

Engaging in productive **educational partnerships** with the school's broader community.

Purpose:

To foster active and strategic collaborations with the school's broader community to share educational expertise and innovation to enrich the learning of staff and students.

Strategic Direction 1: Engaging all students in **quality learning** across the curriculum, with an emphasis on high expectations, depth and future-focus.

Purpose

To ensure all students are motivated to learn and experience success and progress through learning that is challenging and targeted to individual need, and which is situated in authentic and meaningful contexts.
To ensure all students have access to a deep but broad curriculum that emphasises both the 'big ideas' within traditional disciplines as well as cross-disciplinary understandings and skills to ensure students are prepared for the real-world complexity of the future.

Improvement Measures

- ❖ 10% increase in growth from Year 3 to Year 5 and Year 5 to Year 7 in NAPLAN.
- ❖ 100% students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K-10.
- ❖ 100% students demonstrate growth each year through consistent school-based assessments in all key learning areas.

People

Students: Develop capacity to successfully apply an understanding of the curriculum's key concepts and skills, disciplinary and cross-disciplinary, to effectively communicate, to think critically and creatively, and to collaborate effectively with others in order to solve real-world problems.

Staff: Develop shared understanding, skills and expectations in relation to Quality Teaching and how it guides processes of rich assessment for learning, differentiated learning, integrated learning, and deep learning of the key concepts and skills in new syllabuses, including the cross-curricular 'general capabilities'.

Parents/Carers: Develop an understanding of the school's work on differentiated and integrated learning and identify opportunities for input; develop appreciation of both disciplinary and cross-disciplinary learning.

Community Partners: Develop an understanding of the school's work on differentiated and integrated learning and identify opportunities for input.

Leaders: Develop instructional leadership and capacity to lead implementation of Quality Teaching to support quality learning and innovation in teaching. Develop skills in leading 'Quality Teaching rounds' for staff professional learning.

Processes

- Professional learning to develop shared understanding of the **Quality Teaching** model as a coherent frame to guide:
 - (i) consistent design of quality learning experiences
 - (ii) self- and peer- evaluation of teachers' professional practice.
- Implement a system of **Quality Teaching Rounds** to share examples of excellence and innovation.
- Collaborative '**action teams**' to lead three key projects:
 - **Implementing new syllabuses through Quality Teaching** project (emphasising the key pedagogical shifts and 'big ideas' in curriculum)
 - **Differentiated learning** project (broad student profiling and assessment for learning; monitoring and reporting on individual student progress)
 - **Integrated learning** project (designing deep cross-disciplinary learning situated in authentic and engaging contexts for students; foregrounding 'general' capabilities, including literacy, numeracy, ICT capability, critical and creative thinking, and intercultural understanding)

Evaluation Plan

Establish and monitor progress against detailed action plans for key processes/projects.
Monitor progress (from baseline) against School Excellence Framework (SEF).

Products and Practices

Products:

- 10% increase in growth from Year 3 to Year 5 and Year 5 to Year 7 in NAPLAN.
- 100% students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K-10.
- 100% students demonstrate growth each year through consistent school-based assessments in all key learning areas (KLAs).

Practices:

- All teachers collaboratively plan quality programs that include evidence of differentiation from high expectations and integration across the curriculum.
- Teachers use new school-based assessment framework to support consistent tracking and reporting of progress in all KLAs.
- All teachers engage in 'quality teaching rounds' to share innovative practice and build capacity in instructional leadership.
- All students demonstrate deep learning through high quality teaching, including in relation to the traditional disciplines as well as cross-curricular 'general capabilities'.
- All students are motivated to learn and actively engage in integrated learning that is situated in authentic contexts reflecting real-world complexity.
- All students demonstrate meaningful progress through learning that has high expectations and that targets appropriate 'next steps'.

Strategic Direction 2: Fostering an organisational culture of dynamic systems leadership that promotes learning, wellbeing and innovation.

Purpose

To ensure staff and students are supported to reach their full potential as confident and creative learners through provision of a supportive and high quality learning environment. This incorporates a commitment to ongoing teacher professional learning and innovation in teaching, as well as to whole-school wellbeing and active student voice. To build organisational and leadership capacity to ensure the school optimises opportunities as it adapts to broader systemic change.

Improvement Measures

- ❖ 80% parents positively responding to the school's Wellbeing programs.
- ❖ 20% decrease in number of students withdrawn from playground for 'reflection'.
- ❖ 100% teachers accredited at Proficient level of the Australian Professional Standards for Teachers.

People

Students: Understand and apply the school's Wellbeing Framework to be safe, respectful and engaged learners. Develop skills in establishing personal learning goals and in self-regulating and monitoring own learning and progress.

Staff: Develop skills in leading change and action learning; Engage in professional development that is relevant, future-focused and evidence-based to build their capabilities as learners, teachers and leaders.

Parents/Carers: Develop understanding of whole-school Wellbeing Framework and how they can support its implementation with consistent messaging at home. Develop understanding of the broader educational reform agenda and its implications for staff professional learning commitments and for strategic capacity building.

Community Partners: Develop understanding of the school's work in implementing the broader educational reform agenda and identify opportunities for support and collaboration.

Leaders: Develop skills in change management and systems leadership and develop understanding of policy and procedures for effectively implementing Learning Management and Business Reform initiatives, the new Performance Development Framework and Australian Professional Standards for Teachers.

Processes

- Implement new **Performance Development Framework** to develop ongoing Professional Learning Plans for all staff that are aligned to school's strategic directions and own professional learning needs in relation to the **Australian Professional Standards**
- Build capacity (professional learning of Executive and Senior Administrative staff) for effective implementation of the Department's **Learning Management and Business Reform**
- Collaborative 'action team' to lead **Wellbeing and Student Voice** project that includes:
 - collaborating with students and community to support consistent implementation of a new whole-school **Wellbeing Framework**
 - student-negotiated project setting and personalised 'learning goal' setting for all students to foster **student self-directed learning and challenge-based learning**.
- **Collaborative leadership** of four project 'action teams' (Strategic Directions 1 and 2); professional learning in leading and managing change, and in action learning.

Evaluation Plan

Establish and monitor progress against detailed action plans for key processes/projects. Survey parent satisfaction with Wellbeing Framework. Monitor progress against SEF.

Products and Practices

Products:

- 80% parents positively responding to the school's Wellbeing programs.
- 20% decrease in number of students withdrawn from playground for 'reflection'
- 100% teachers accredited at Proficient level of the Australian Professional Standards for Teachers.

Practices:

- All staff have established and experience progress through individual Professional Learning Plans aligned to the school's strategic directions and own professional learning needs.
- All staff's professional learning is aligned to the Performance Development process and utilise it to track their progress towards accreditation.
- All teachers engage in an 'action team' to lead school improvement and innovation aligned to the school's strategic directions.
- Whole-school Wellbeing Framework implemented consistently by students, staff, parents/carers.
- All class programs contain opportunity for student-negotiated projects.
- All students reflect on their learning and report on achievement and progress in relation to their own personal learning goals.
- Learning Management and Business Reform successfully implemented

Strategic Direction 3: Engaging in productive educational partnerships with the school's broader community.

Purpose

To foster active and strategic collaborations with the school's broader community to share educational expertise and innovation to enrich the learning of staff and students.

Improvement Measures

- ❖ All four action projects involve collaboration with other schools and/or academic, industry, or community partners to share expertise and innovative practice.
- ❖ 80% parents affirm the school's strategic directions and processes of consultation and collaboration in relation to school planning and local policy development.

People

Students: Develop familiarity with the Kindergarten/Year 7 context and an understanding of the broad routines and processes of primary/secondary school to facilitate effective educational transition.

Staff: Develop skills in professional networking and liaison, negotiation, communication and collaboration to maintain effective educational partnerships.

Parents/Carers: Develop understanding of the school's strategic directions and priority work program and identify opportunities for input.

Community Partners: Develop understanding of the school's strategic directions and priority work program and identify opportunities for input.

Leaders: Develop leadership capacity for effective networking, advocacy, negotiation, and collaboration to establish and maintain strategic educational partnerships that enhance teacher and/or student learning.

Processes

- Establish transition and targeted educational programs in collaboration with local pre-schools and secondary schools.
- Partner with at least one other school and/or an academic, industry, or community partner in each key project area aligned to Strategic Directions 1 and 2 to share educational journeys, expertise and innovation in related areas.
- Streamline processes of consultation and collaboration with the school's community.
- Network professionally, and communicate and advocate to relevant schools and to the broader community, the school's strategic directions and priority work program to identify strategic opportunities for collaboration and/or sharing to enhance teacher and/or student learning.

Evaluation Plan

Establish and monitor progress against detailed action plans for key processes/projects.

Survey parent satisfaction with the school's strategic directions and processes of consultation and collaboration.

Monitor progress (from baseline) against School Excellence Framework.

Products and Practices

Products:

- All four action projects involve collaboration with other schools and/or academic, industry, or community partners to share expertise and innovative practice.
- 80% parents affirm, through survey, the school's strategic directions and processes of consultation and collaboration in relation to school planning and local policy development.

Practices:

- Dynamic educational partnerships with schools and other organisations are aligned to the school's educational priorities and enrich the learning of both staff and students.
- Targeted transition programs operate effectively in collaboration with local pre-schools and secondary schools, with positive feedback from students, parents/carers and teachers.
- Communication and consultation with the school's community is transparent, efficient, educative and clearly focused on the school's educational priorities.

