School plan 2015 - 2017

Eleebana Public School 4034
### School Vision Statement

At Eleebana Public School we ‘endeavour’ to empower, improve and nurture students through research-based, best practice educational programs, quality teaching and a vision for continuous improvement.

Through our shared community values, we promote an inclusive culture which focuses on excellence, care and cooperation to create autonomous, outstanding citizens of tomorrow.

### School Context

Eleebana Public School, on the eastern shores of Newcastle’s Lake Macquarie, provides a dynamic, inclusive and caring educational environment in which all students access quality educational programs within a comprehensive and balanced curriculum, bound by the school’s core values of excellence, honesty, respect, responsibility, cooperation and the development of resilience.

In recent years, major initiatives in the areas of literacy, numeracy, personalised learning plans meeting the needs of all students, technology, sport and the performing arts have brought about widespread recognition within the school, its community and beyond.

The school learning community maintains a culture based upon quality engagement, teaching and learning, continuous improvement, and quality service. The school’s multi-skilled, professional staff continually enhances students’ wellbeing, educational, sporting and cultural opportunities.

### School Planning Process

In 2014, the school sought the opinions of parents, community & local AECG, in terms of what the school is doing well; its aspirations for education at Eleebana PS (in light of the Melbourne Declaration) and community participation in the school programs, activities and events.

The school staff were surveyed using the National School Improvement Tool and other instruments regarding an explicit improvement agenda, analysis and discussion of data, culture that promotes learning, targeted use of resources, expert teaching team, systematic curriculum delivery, differentiated classroom learning, effective teaching practices, school programs and policies.

All students in the school were also surveyed regarding their thoughts on English & Mathematics, getting help when they need it, getting and giving feedback, technology in learning, recognising effort, student leadership and the playground.

As a result of these consultations, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community. There are:

- Enhance quality teaching practices, programs and policies to maximise learning, teaching and leadership outcomes across the curriculum areas in our community of schools (CoS).
- Develop effective feedback practices which inform learning, strengthen teaching, and engage our learning community to maximise the performance of all stakeholders.
- Embed innovative and best practice including the use of technology to enhance quality teaching and learning that equips students to be 21 century learners.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Enhance quality teaching practices, programs and policies to maximise learning, teaching & leadership outcomes across the curriculum areas in our community of schools (CoS).

**Purpose:**
Commitment by all staff to quality teaching practices which meet the personal learning needs of all students. This incorporates a systematic implementation of the Australian curriculum, consistent planning, programming, assessment and reporting processes, and a rigorous implementation of relevant teacher and leader pedagogy to maximise student performance.

**STRATEGIC DIRECTION 2**
Develop effective feedback practices which inform learning, strengthen teaching & engage our learning community to maximise the performance of all stakeholders.

**Purpose:**
Commitment by all stakeholders to quality, interactive feedback practices encompassing teaching, assessment and reporting practices, and a genuine, authentic engagement with parent community.

**STRATEGIC DIRECTION 3**
Embed innovative & best practice which incorporates the authentic use of technology, to enhance quality teaching & learning that equips students to be successful 21st century learners.

**Purpose:**
Commitment to professional learning incorporating contemporary, innovative pedagogies and technologies that enable students, staff and community to enhance communication, participation and engagement in quality teaching, learning and leadership practices.

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## Strategic Direction 1: Quality Teaching

**Enhance quality teaching practices, programs and policies to maximise learning, teaching and leadership outcomes across the curriculum areas in our community of schools (CoS).**

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| Commitment by all staff to quality, accountable teaching practices, programs and policies which meet the personal learning needs of all students across the Australian curriculum areas, systematic implementation of researched-based programs, consistent planning, programming, assessment and reporting processes, and rigorous implementation of relevant teacher and leader pedagogy to maximise student performance. | **Students**  
Levels of achievement in literacy, numeracy and science will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals. | **Professional Learning:** Further develop staff understanding and quality pedagogy through the training of staff in K-2 (in L3 & TEN) & 3-6 (in Focus on Reading & TOWN). Develop a deeper understanding of pedagogy through team teaching & lesson observations to promote consistency & ‘challenging conversation.’ Implement whole school training & use of explicit learning goals to guide each lesson. Common learning goals across the school will include We are Learning To (WALT), What I’m Learning To (WILT), What I’m Looking For (WILF) and This Is Because (TIB).  
**Australian Professional Standards for Teachers:** Create & implement a policy for identifying & mentoring those seeking accreditation (at proficient, HAT and Lead levels).  
**National Curriculum:** Implement National Curriculum Syllabus documents in order to review English & Mathematics progress and trial the implementation of Science and History. Create a universal hub to ensure whole school programming is consistent.  
**Evaluation plan:**  
Regular reporting against milestones by focus teams, participation in focus group sessions. Collation of five weekly data to record and track student progression. Monitoring & collation of data by L3 Facilitators. Executive to closely monitor stage progress. Reflection based on the School Excellence Framework. | **Practice:** All staff have developed differentiated teaching & learning activities targeting improvement in the individual pedagogy of students and teachers.  
**Product:** Highlight significance of learning tasks to maximise student performance and encourage optimum student engagement in outcome based learning programs (PPARs) (Planning, Programming, Assessing and Reporting and PDP (Performance & Development Plans))  
**Practice:** Develop and systematically implement consistent research based spelling pedagogy.  
**Product:** All staff members will be implementing the new K-10 Science syllabus and will continue to evaluate English and Mathematics syllabi/documentation online and in print with specific focus on Aboriginal Education and the importance of lifting performance levels of ATSI students.  
**Product:** Review and develop current scope and sequence documentation that is consistent with the National Curriculum and continuum grade/stage outcomes.  
**Product:** Increase the number of students who achieve SSG average or above in target areas (Fractions & Decimals, Length & Time & Spelling)  
**Practice:** Through the delivery of effective and meaningful quality lessons teachers build capacity to use consistent teacher judgment to confidently and accurately track students across the continuums. |

### Improvement Measures

- All staff will be consistently entering and tracking students on the continuums and utilising tracking to plan further learning experiences.
- 90% of each Stage will be at or above grade exit level in spelling and fractions & decimals.
- All programs will be available and easily accessible through a universal hub.
- The National Collection of Data will be utilised to ensure Student Learning Plans meet identified needs.

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## Strategic Direction 2: Feedback - Develop effective feedback practices which inform learning, strengthen teaching and engage our learning community to maximise the performance of all stakeholders.

### Purpose
Commitment to professional learning incorporating contemporary, innovative pedagogies and technologies that enable students, staff and community to enhance communication, participation and engagement in quality teaching, learning and leadership practices.

### Improvement Measures
- Teachers identify an improvement in student performance as a result of constructive feedback.
- Staff have participated in extensive CoS and school professional learning which develop knowledge of and strengthen practices in effective feedback.
- Staff develop and reflect on their own learning goals identified in their Performance and Development Plans.

### People

#### Students
Engage students in their own learning by giving them capacity to be reflective of their levels of achievements & areas of personal growth.

#### Staff
Participate in an audit of existing feedback mechanisms and develop a plan for professional learning opportunities. This will maximise student performance and enable teachers to create or track students more effectively.

#### Community
Will engage in awareness of feedback processes and in professional learning of literacy and numeracy continuums and grade exit levels to gauge and support the learning of students.

### Processes
Collating and generating an audit of feedback within and between all stakeholders. Specific focus on explicit strategies and future focus goals for individual students.

Engage in ongoing research and professional learning aimed at supporting best practice and offer teacher professional learning opportunities to improve and embed quality teacher feedback.

The provision of specific, explicit and targeted feedback related to student performance will be at the focus for CoS combined professional learning activities.

### Products and Practices

#### Product
Effective feedback procedures are used by students and teachers to improve, modify or extend learning tasks.

#### Practice
High quality teaching and learning practices demonstrate understanding of student performance.

#### Practice
Staff and students reflecting and reporting on their own achievement and learning goals including those identified on Performance and Development Plans.

#### Practice
Provision of parent information sessions to promote knowledge and understanding of feedback processes in alignment with curriculum and continuums.

### Evaluation Plan:
Professional learning will focus on feedback strategies and evaluation of implemented strategies.
### Strategic Direction 3: 21st Century Learning

Embed innovative & best practice which incorporates the authentic use of technology, to enhance quality teaching & learning that equips students to be successful 21st century learners.

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<td><strong>Commitment to professional learning incorporating contemporary, innovative pedagogies and technologies that enable students, staff and community to enhance communication, participation and engagement in quality teaching, learning and leadership practices.</strong></td>
<td><strong>Students</strong>&lt;br&gt;Will acquire the skills needed to be successful learners through practices involving collaboration, communication, creative thinking and critical thinking enhanced by the authentic use technology.</td>
<td>21st Century skills embedded in teaching and learning via ongoing and extensive professional learning both within the school and across CoS and beyond.</td>
<td><strong>Product</strong>: Develop an understanding of 21st learning, specifically focussing on collaboration, creativity, communication and creative thinking.</td>
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<td><strong>Staff</strong>&lt;br&gt;Will continue to develop their ability to implement 21st century pedagogies, inclusive of technology, into classrooms. They will continue to enhance their understanding through teacher professional learning and engaging with colleagues across the CoS.</td>
<td><strong>Community</strong>&lt;br&gt;Strategic partnerships with parents and organisations/businesses in the learning process will help strengthen school programs in technology particularly and other areas of the curriculum.</td>
<td>The school will continue to increase its capacity to use 21st century technology through acquisition of hardware and continued teacher professional learning.</td>
<td><strong>Product</strong>: The use of inquiry based learning strategies.</td>
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<td><strong>Evaluation Plan:</strong>&lt;br&gt;Regular reporting and reviewing of current class and teacher procedures by leadership teams.</td>
<td><strong>Product</strong>: Successful learners who are able to confidently communicate learning and achievements.</td>
<td>Collaborative planning to investigate flexible staffing, resource management and pedagogy.</td>
<td><strong>Practices</strong>: learning styles are acknowledged and valued.</td>
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<td><strong>Practice</strong>: Collaborate and consult with school technology committee and P&amp;C to ensure the necessary hardware is available to enhance teaching and learning programs across the school and beyond.</td>
<td><strong>ICT Scope and Sequence developed to increase the competency consistency of technology skills across our community of school.</strong></td>
<td>Support from parents, P&amp;C and community through the funding of increased number of digital devices, associated hardware.</td>
<td><strong>Product</strong>: Teachers and staff are able to plan activities collaboratively, work in teams, communicate ideas and build team capacity.</td>
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