School plan 2015 – 2017

Eltham Public School- 1835

UNITY

QUALITY

SUCCESS
## School vision statement

Eltham Public School will provide an environment that meets the continually changing needs of our students through innovation, excellence and continuous development.

We will build positive relationships and strong partnerships between students, staff, parents and carers and the community.

Staff will be provided with a supportive work environment that allows for personal and professional growth through the development of positive professional relationships with their colleagues, which will impact positively on the students in their care.

Eltham Public School will provide all students with an educational pathway which will allow them to reach their full social, emotional and educational potential. Students will be intrinsically motivated and self reflective.

## School context

Eltham Public School is located approximately 10 kilometres from Lismore and serves as a focal point for community interaction. There is a positive community feeling in the district where community members are supportive of one another and the school.

Eltham Public School is also part of the First North Learning Community and The Rivers P-12 Learning Community. Staff and students benefit by forming relationships and networking within these communities.

Students compete as part of the Northern Rivers Zone and North Coast School Sports Associations.

Eltham Public School promotes and supports a learning environment which is child centred. Our school environment is happy, caring and welcoming. The students demonstrate enthusiasm and positive attitudes towards school, learning, themselves and others. All programs are underpinned by a strong whole school positive behaviour program which allows for students to have a voice in their learning.

Planning is driven by student needs. Available resources are allocated to benefit the current cohort of students by providing comprehensive, engaging learning activities. Future planning enables us to use our resources to build on strengths and support the ongoing development of students, staff and learning community at Eltham Public School.

Our school community highly values a culture which enables students to feel secure enough to confidently participate in the full range of academic, social, and physical experiences available. Parents and teachers work closely together to provide a high level of support for students. Parent input is welcomed and valued. Strong links between school and home are promoted and encouraged.

Eltham Public School delivers the L3 and TEN programs to students.

## School planning process

This plan has been developed after consultation with students, parents and staff. All students were surveyed using the “Three Houses” method. This method uses three houses to represent vulnerabilities, strengths and hopes and dreams. All students K-6 completed the activity independently and results were collated to assist in the formulation of this plan.

Parents and community participated in a whole school survey where they were asked about their opinions regarding the schools strengths and areas for development. A focus group made up of a cross section of parents/carers were then asked to participate in a more detailed survey to further analyse the thoughts and opinions of this group. The plan and survey findings were also discussed at P&C meetings and anecdotaly with individual parents.

Staff participated in several staff meetings focusing on the development of our school plan and also completed written surveys which addressed the areas of strength and areas for development for our students, staff, leaders and learning community.

Peer consultation has occurred with all staff through collegial meeting in the First North and Big Scrub learning communities.
**School strategic directions 2015 - 2017**

**Purpose:**
To meet the continually changing needs of our students through innovation, excellence and continuous improvement.
To build positive relationships and strong partnerships, between parents, students, staff and community.
To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

**STRATEGIC DIRECTION 1**
UNITY: Creating a collaborative and innovative learning community connecting small schools as part of a larger community of schools and across The Rivers P-12

**STRATEGIC DIRECTION 2**
QUALITY: Leading teaching and learning through quality educational teaching practices.

**STRATEGIC DIRECTION 3**
SUCCESS: Ensuring success for our students as learners, leaders and citizens.

**Purpose:**
To ensure a quality continuum of learning for our students through outstanding teaching and leadership; high standards and strong values; professional learning and shared practice.

**Purpose:**
Ensure all students are engaged in meaningful, challenging and future focused learning which allows them to achieve and thrive as learners, leaders and citizens.
Strategic Direction 1: UNITY: Creating a collaborative and innovative learning community connecting small schools as part of a larger community of schools and across The Rivers P-12.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet the continually changing needs of our students through innovation, excellence and continuous improvement. To build positive relationships and strong partnerships, between parents, students, staff and community. To provide opportunities and pathways for every student to reach their full personal, educational and social potential.</td>
<td>Students: Students are provided with opportunities to engage with peers at a personal, social and educational level. Students build confidence in leadership through experiencing regular and strategically targeted interaction with peers from Community of Schools.</td>
<td>Planning to provide students with the opportunity to experience regular and strategically targeted interaction with peers from Community of Schools. Communicate the planned opportunities to the community. Evaluate impact of the opportunities by level of student engagement and community feedback. Communication of pathways for all students K-6 to reach their full potential in all areas of school life.</td>
<td>Innovative enrichment program is established to meet the needs of all students within the learning community. Students build relationships and participate in learning activities which allow them to confidently transition to High School. All students have the opportunity to successfully engage in enrichment activities. Create pathways for all students K-6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support. Students are confident and successful learners.</td>
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<tr>
<td>Improvement Measures</td>
<td>Staff: Staff members build leadership capacity through regular and strategically targeted professional interaction with colleagues from Community of Schools. Staff members engage in professional learning to increase confidence to provide Quality teaching to all students within their classrooms and across our Community of schools. Staff can accurately reflect on their capabilities and identify their future professional learning directions.</td>
<td>Staff: Staff will have the opportunity to participate in training to lead Professional learning for colleagues. This Professional learning will occur regularly through currently established collegial groups. Staff will be given the opportunity to plan the student enrichment and interest days, including communication and evaluation. All staff members are supported in the accreditation process.</td>
<td>Targeted Professional Learning for all staff is provided through regular collegial meetings. (Infantry, TOTS TPs) All staff members are supported in the accreditation process.</td>
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<td>Evaluation of Big Scrub, First North and Rivers P-12 combined opportunities through detailed analysis of data pertaining to participation in opportunities offered by all stakeholders. Data will be collected through</td>
<td>Practices:</td>
<td>Products:</td>
<td></td>
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<td>o Staff surveys</td>
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<td>Improved student outcomes as a result of Teacher Professional learning being reflected in classroom practice across the community of schools. All staff members have developed through consultation an accurate PLP that aligns with school plan.</td>
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<td>o Student surveys</td>
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<td>o Meeting minutes</td>
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<td>o Anecdotal observations</td>
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<table>
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<tbody>
<tr>
<td>Parents from school Communities confidently engage with the Community of Schools and appreciate that our small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students.</td>
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<td>All opportunities that are provided by the learning community for students and parents are clearly communicated and articulated to parents within all school communities.</td>
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<td>Parents value and are able to clearly communicate and articulate the role the learning community plays in the personal, educational and social development of their child. They confidently engage to in opportunities to collaborate on projects to benefit all students within the learning community.</td>
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Strategic Direction 2: QUALITY: Leading teaching and learning through quality educational teaching practices.

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<td>To ensure a quality continuum of learning for our students through outstanding teaching and leadership; high standards and strong values; professional learning and shared practice.</td>
<td>Staff will access professional learning to target specific goals as identified in professional learning and school plan. This learning will be relevant. Future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders. Staff will undergo a rigorous self and peer reflection and assessment. Students will access high quality teaching and learning programs that are highly engaging and responsive to individual needs. Staff will continually monitor student achievement and growth in literacy and numeracy. Students will be able to articulate where they sit on the continuum and where they are heading next. Parents: will be provided with information about student learning Staff will engage in professional learning that is targeted to meet the implementation requirements of the new syllabus documents.</td>
<td>Strong processes ensure effective supervision and differentiated professional development within the accreditation framework. Quality professional learning exists for teachers, leaders and support staff to implement disability standards for education. Differentiated professional learning exists for school administrative staff. Teachers will regularly and accurately collect, record and act on PLAN data K-6, including through moderation. The Literacy and Numeracy Continuums will be used to ensure students learning needs are identified and continually tracked. Personal learning plans are developed to cater for individual needs. Staff professional learning needs identified individually through the Performance Development Framework. Performance Development Plans are negotiated and developed to meet individual needs which align with our school plan. Implement Language, Learning and Literacy (L3) to explicitly deliver improved literacy outcomes to Early Stage 1 students.</td>
<td>A culture of intelligent accountability as measured through the Performance and Development Framework. Staff skills developed in-line with their short/long-term professional goals. Lesson observations with structured feedback, guidance and/or reflection on teaching practice. Staff will share resources and skills contributing to the over-all skill-base at the school and within collegial groups which will impact positively on the quality of leadership/teaching &amp; learning at the school. More efficient delivery of educational and administrative services. The majority of students entering Year 1 will be working at or above the 4th cluster of the literacy continuum. 100% of teachers programs will reflect the use of PLAN data to guide their programming. Students are placed on the literacy and numeracy continua and teacher's programs reflect the ongoing use of this data. A greater percentage of K-2 students are meeting stage expectations across Early Arithmetic Strategies, Forward Word Number Sequence and Numerical Identification. 100% of teaching programs reflect new syllabus requirements and learning sequences - as per the implementation timeline.</td>
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**Improvement Measures**

- Analysis of lesson observations leading to staff professional learning plans.
- Analysis of PLAN data by teachers.
- Analysis of NAPLAN growth data.
- Analysis of teaching and learning programs.
Continuation and maintenance of Targeting Early Numeracy Strategies (TENS) program.

Staff will engage in a variety of in-depth professional learning to address implementation of new syllabus documents including participating in online modules and working individually and collaboratively to develop new programs.

Staff will be trained in Visible Learning which will be implemented across the school.

Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.
Strategic Direction 3: SUCCESS: Ensuring success for our students as learners, leaders and citizens.

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<td>Ensure all students are engaged in meaningful, challenging and future focused learning which allows them to achieve and thrive as learners, leaders and citizens.</td>
<td>Students will access a safe and structured, nurturing environment. Staff will facilitate implementation of a whole school positive behaviour program which has been developed in consultation with students and wider school community. Students will develop the capacity to effectively engage in activities in small groups as well as individually.</td>
<td>Consistently implement the whole school positive behaviour program. Implement a quality orientation program to successfully transition preschool students to Eltham Public School. Students will also be supported at transition points between classes and to High School. Students will regularly be supported to engage in small group work and independent tasks to develop the skills required to be effective group/independent workers.</td>
<td>High expectations of students in all settings, from all staff related to behaviour and learning. Student behaviour is of a high standard at all times. Every student is actively and consistently engaged in learning that is meaningful and developmental and behaviour that is of a high standard All students at key transitional points will be familiar with their new setting allowing them to achieve and thrive as individuals. Efficient delivery of educational and administrative services. Every student accesses learning that is personalised and focused through their schooling resulting is confident, capable, self motivated, life long learners. Every students is engaged in authentic learning experiences that are enhanced through student feedback, self reflection and self regulation.</td>
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**Improvement Measures**

- Staff evaluation of School Behaviour Plan to inform future directions via analysis of situational analysis data.
- Evaluation of P-K and 6-7 transition programs to inform future directions.
- Student survey of extra curricular activities.
- Analysis of Personalised Learning and Support Plans for students requiring adjustments.
- All students achieve learning goals

- Staff will implement all mandated elements of SAP Finance and SALM to move towards a more efficient delivery of schooling.
- All students are supported through key transition points: P-K, 1-2, 3-4, 6-7.
- Students will access enrichment opportunities to extend their learning experiences.
- Students will have access to a diverse range of engaging extra-curricular activities to build skills and talents.
- Students will have access to a differentiated curriculum to meet their individual learning and support needs.
- Staff will engage with the Learning and Support teacher, parents, councillor and other support staff to build individual plans to support students.

- Principal and SAM to undergo professional learning to implement SAP finance and SALM reforms as required. In-line with The Rivers P-12, coordinate CoS transition programs, dates and protocols for student moving from primary to high school. Provide consistent information across CoS regarding public schools (primary and high schools) in the Lismore area.
- Implement a diverse range of enrichment opportunities for students to become highly engaged. Project based learning tasks will be implemented for students in Year 2-6 to allow students to independently drive some aspects of their learning.
|   |   | Use of Every Student Every School resources to target intervention and support the learning needs of all students. |   |   |