



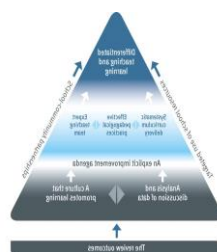
ELIMBAH STATE SCHOOL



Strategic Plan 2020 - 2023

Our Vision

We encourage every child to develop their potential in a safe, secure, and happy environment, which nurtures a positive self-concept and desire to learn.



Our School Rules

Be safe; Be respectful, Be a learner



2019 Review Findings against NSIT

Strategies, targets and resources are listed within the AIP and identify how the below improvement strategies are implemented, monitored and evaluated

An Explicit Improvement Agenda

Findings	<ul style="list-style-type: none"> The principal and school leaders are united, committed to and explicit about improving learning outcomes for all students in the school A range of school-based and system data is used to identify the school's EIA The EIA is communicated to staff, parents and the community through the school newsletter, P&C meetings, school website and staff meetings Roles and responsibilities are developed for each member of the leadership team that include clear accountabilities The school uses LOA data and pre-tests in writing and mathematics to understand student achievement levels, and how these have changed over time Targets aligned to the EIA are developed and are included in the Investing for Success (I4S) plan and AIP Staff express the view that they expect all students to learn. High expectations for student attendance, engagement and learning are apparent Staff members are united in their commitment to the school and work together to identify opportunities to improve the learning outcomes of students 				
Improvement Strategies	<ul style="list-style-type: none"> Collaboratively sharpen and narrow the newly developed EIA, including improvement strategies, roles and responsibilities, timelines for implementation, success checks and whole-school targets. Collaboratively develop explicit student achievement targets that are communicated to students and parents, aligned to the EIA. 	2020	2021	2022	2023
		✓			
		✓			

Analysis and Discussion of Data

Findings	<ul style="list-style-type: none"> School leaders give high priority to the school-wide analysis and discussion of data and facilitate data conversations with individual teachers using whole-class data sets The school recognises the importance of how teachers use the data they collect, and the skills required to successfully interpret and analyse this data Teachers use pre- and post-formative data to inform the school's TTT strategy as a key driver in improving student learning outcomes The whole-school assessment schedule outlines for teachers the details of the various data collection tools with specific benchmarks and targets related to each assessment piece are apparent in the schedule SWD achievement progress in learning areas is tracked by teachers in consultation with the SWD teacher and HOSSES Data drawn from OneSchool student behaviour records is systematically collected and analysed with support of the PBL team The school is in the early stages of using a data wall as a means of better case managing the individual improvement of student learning 				
Improvement Strategies	<ul style="list-style-type: none"> Collaboratively review school-wide use of data, articulating the purpose for collecting, analysing and displaying this information in identifying gaps in learning and to monitor progress over time. Consolidate and expand staff data literacy using a differentiated model of professional learning for all teachers. 	2020	2021	2022	2023
		✓		✓	
			✓		

A Culture that Promotes Learning

Findings	<ul style="list-style-type: none"> The school has recently introduced the social and emotional Reboot program which aims to help develop skills to engage in life and learning The school is characterised by strong and caring relationships between staff members and students Parents articulate that their children enjoy coming to school and they are supportive of staff efforts in meeting their child's wellbeing and learning needs. Parents are encouraged into the school and are kept informed of class and school events The school implements PBL and has for several years. A PBL team meets up to three times a term to discuss the progress of PBL initiatives A recent review of the whole-school behaviour expectations (Superbus Matrix) has enabled clear and high expectations for behaviour and consistent strategies for acknowledging appropriate and inappropriate behavior Priority is placed on student and staff wellbeing. A wellbeing committee operates at the school Student leaders participate in a leadership program with local cluster schools and appreciate the opportunity to work with leaders from other schools Lunchtime clubs and activities are offered at the school School facilities present as dynamic learning environments catering for the needs of all learners A culture of inquiry and innovation whereby creative exploration and independent learning are valued is an emerging area Parents/carers speak highly of school staff and their personalised approach to support their child 				
Improvement Strategies	<ul style="list-style-type: none"> Further embed the whole-school social and emotional Reboot program as well as PBL expectations, including positive reinforcement systems and consequences for inappropriate behaviour. Explore opportunities within the Australian Curriculum (AC) and school curriculum planning to develop and embed classroom practices and expectations that promote a culture of inquiry, innovation, creative exploration and independent learning. Identify opportunities to strengthen the cultural competence of school staff. 	2020	2021	2022	2023
		✓	✓		
					✓
					✓

Targeted use of School Resources

Findings	<ul style="list-style-type: none"> The principal and leadership team strategically deploy the financial, human and physical resources of the school to address student needs and align resources to meet these needs The budget is clearly aligned to school and system priorities Teacher aides are a valued additional human resource within the implementation of the whole-school reading program The school's campus is attractive and neat, and facilities reflect a strong sense of pride and community ownership and a clear commitment from staff to provide the best opportunities for students Students and staff members have access to a range of learning technology resources to support teaching and learning in classrooms 				
Improvement Strategies	<ul style="list-style-type: none"> Review and evaluate the allocation of school resources to ensure alignment to the priorities of the EIA. Review the use of ICT resources to support teaching and learning across the school. 	2020	2021	2022	2023
		✓			
			✓		

An Expert Teaching Team

Findings	<ul style="list-style-type: none"> The school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for students All teachers indicate the informal and formal collaboration that exists across the school as a valued part of growing staff capability School leaders undertake a formal observation and feedback process with all teachers providing opportunities for reflective conversations based on the feedback provided School leaders have collaborated with staff to develop an agreed set of teaching standards for what effective teaching looks like at the school. Teachers indicate they are aware of the Elimbah standards and express a firm commitment to these Aligned to the school improvement priorities of writing and numeracy, PLCs enable teachers to work collaboratively with peers from within their year level Teachers report they highly value the process of PLCs in helping them to grow their individual expertise with the support of their collegial networks within their year level cohort 				
Improvement Strategies	<ul style="list-style-type: none"> Further embed the whole-school collegial engagement model with all staff. Refine the whole-school professional learning plan to reflect clear alignment to the priorities of the EIA, APR plans and collegial engagement agreement, including a budget to resource the plan. 	2020	2021	2022	2023
		✓			
					✓



2019 Review Findings against NSIT

Strategies, targets and resources are listed within the AIP and identify how the below improvement strategies are implemented, monitored and evaluated

Systematic Curriculum delivery

Findings	<ul style="list-style-type: none"> The school has an explicit curriculum, assessment and reporting plan that is sequenced across the years of school that makes clear what and when teachers should teach and students should learn The curriculum is shared with parents, families and the wider community through class newsletters that are distributed each term Whole-school standards for effective teaching are developed, especially in priority curriculum areas Curriculum meeting release is provided each term. This time is used to work with curriculum leaders in year levels to unpack English and mathematics units Specialist teachers are utilised across each of the year levels to plan, teach, assess and report most other learning areas Regular check-ins during PLC meetings enable ongoing staff discussions regarding the best ways to maximise student learning and wellbeing Some teachers articulate a desire to deepen their knowledge and understanding of the AC across other learning areas Criteria sheets known as 5 star scales are developed by teachers using student-friendly language and form the basis of success ladders that are used in classrooms to identify individual student learning goals The school uses a guided reading approach to teaching reading using the Elimbah reading strategies with students working in small ability groups with teachers, specialist staff and teacher aides. Reading lessons are based on modelled, shared, guided and independent reading Assessment processes are aligned with the curriculum and are designed to clarify learning intentions and to monitor learning progress Moderation occurs informally and formally at the school. Teachers indicate that this helps to build their confidence in making LOA judgements across the learning areas External moderation occurs with cluster schools. A recent change to this process includes a focus on pedagogical approaches Student folios are used to collect evidence of assessment tasks across the learning areas 				
Improvement Strategies	<ul style="list-style-type: none"> ➢ Collaboratively review the whole-school curriculum, assessment and reporting plan to incorporate the general capabilities and locally relevant units, providing learning experiences that are accessible, engaging and challenging for all students. ➢ Identify opportunities to deepen teacher understanding of the AC, using this knowledge to implement quality curriculum units across the learning areas. ➢ Strengthen internal and external moderation processes, further building teacher confidence in determining LOAs across the learning areas. 	2020	2021	2022	2023
			✓		
			✓		
			✓		

Differentiated Teaching and Learning

Findings	<ul style="list-style-type: none"> School leaders and teachers are committed to the learning needs of all students and acknowledge that all students can learn A systematic approach to differentiation is developing across the school. Evidence of this includes implementation of class differentiation plans, year level ability groupings during TTGs and use of the 5 star scale to inform student learning goals The school has conducted a self-reflection of inclusive practices using the signposts for school improvement – inclusive education tool which helped to inform whole-school inclusive strategies ensuring the school is working towards a fully inclusive model Class teachers work with support staff during curriculum planning, moderation and reviewing of student work A range of strategies is apparent within classrooms that are aligned to the differentiation tiers and class differentiation plans Teachers are involved in writing support plans and personalised learning records based on the identified need of the student School leaders have collaboratively developed a shared differentiation model for use across the school to support teaching that meets the needs of the full range of students A school-wide ICP process is used to identify students requiring an ICP, in addition to the development and implementation of the plan Class teachers case manage students with disability with support from specialist staff and the HOSSES Outside of school agencies including NDIS providers and regional services are accessed to support the range of student needs School staff are provided with specific PD to support inclusive teaching and learning practices 				
Improvement Strategies	<ul style="list-style-type: none"> ➢ Consolidate the implementation of the 5 star scale and goal card process to inform the class teacher of student learning progress and necessary adjustments for improvement in mathematics and English. ➢ Further develop the use of the class differentiation plan to enable teachers to implement appropriate strategies to cater for the full range of learners. ➢ Further develop opportunities to challenge and extend highly capable learners. 	2020	2021	2022	2023
		✓			
		✓			
			✓		

Effective Pedagogical Practices

Findings	<ul style="list-style-type: none"> School leaders are informed of current research regarding effective teaching practices The school has established an agreed set of standards to define effective teaching in a number of identified areas. Teachers report that this helps them to understand the school's expectations in delivering effective curriculum programs Teachers articulate that they use the gradual release model during explicit instruction lessons A school-wide approach to the teaching of reading is clearly apparent The delivery of writing across the school is emerging as an improvement priority and school leaders identify writing as a continuing priority for school improvement The leadership team has implemented a process for systematic coaching and feedback to teachers to drive greater consistency of practice in order to improve outcomes for students Members of the leadership team use walkthroughs to provide informal feedback on various classroom practices. A model of WOW is in its early stages of implementation. Teachers report a school-wide 'Friendly Feedback' model as the agreed approach to providing feedback to students. This approach includes the use of '2 stars and a wish' Teachers value sharing best practice through involvement in PLCs and TTGs as opportunities to discuss strategies that inform the next steps of teaching and student learning 				
Improvement Strategies	<ul style="list-style-type: none"> ➢ Review the pedagogy framework to reflect the agreed whole-school teaching practices aligned to the EIA. ➢ Embed the systematic approach to whole-school observation, feedback and coaching aligned to the EIA. ➢ Collaboratively develop staff capability to implement and embed the agreed whole-school approach to the teaching of writing. 	2020	2021	2022	2023
		✓			
			✓		
		✓			

School Community Partnerships

Findings	<ul style="list-style-type: none"> The school is viewed as a hub within the community. School leaders actively seek ways to enhance student learning and wellbeing by working with parents and families Staff, students, parents and community members consistently express a sense of pride in the school The principal and school staff are held in high regard, both in the school and throughout the local community Communication between home and school is strong. The school uses a range of media to communicate with families The school has established relationships with early childhood centres in the local area Prep teachers work with the childcare centre next to the school to share information regarding the early years and the best use for, and of, transition statements The school works with the two main feeder state high schools to ensure a smooth transition to high school for Year 6 students The P&C contributes to school programs and initiatives. P&C members describe close links with school leaders The principal provides regular comprehensive reports on school progress to P&C meetings An on-site playgroup program is well established at the school A chaplaincy program is highly regarded by staff and parents as it provides wellbeing support for students and families 				
Improvement Strategies	<ul style="list-style-type: none"> ➢ Identify further opportunities to work with early childhood education centres and feeder state high schools to ensure a smooth transition for all students. ➢ Identify further opportunities to celebrate student and school success, promoting the strong school culture that is apparent with the wider community. 	2020	2021	2022	2023
					✓
					✓

APPROVAL / ENDORSEMENT PROCESS A Review of the Strategic Plan 2016 – 2019 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2020 - 2023 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Leisa Wood - Principal

Sandra Gordon - P&C Representative

Trevor Walker - ARD School Improvement NCR

Date: 18 / 11 / 2019