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 that focuses on excellence, care and cooperation to create autonomous, outstanding, future focused citizens.

Our goal is to provide the very best educational opportunities for all students from Kindergarten to Year 6 and to be a leading advocate of every thing that is great about Public Education in New South Wales.

At Eleebana Public School:
- Every student matters every day
- Every minute is precious
- Every student can achieve to a high standard

School context

Eleebana Public School is a proudly comprehensive, coeducational public school catering for students from Kindergarten to Years 6 in the Lake Macquarie North Principal Network. Our school has a strong focus on learning and high expectations for student success. We provide high quality education in a caring, secure and challenging learning environment. Student enrolment in 2018 is 597 students including 10 Aboriginal and 3 EAL/D students. Eleebana Public School has a dedicated and experienced staff consisting of 36 teachers, 5 Assistant Principals, a Deputy Principal and Principal.

We continue to achieve academically above regional and state averages and have a strong student representation in sport, leadership, cultural activities and in the creative and performing arts. There are opportunities for every student to achieve through challenging programs for gifted and talented students, a wide range of extra-curricular activities and effective support programs.

Analysis of NAPLAN trend data 2015–2017 evidenced a disturbing downward trend in Year 3 student performance in all aspects of literacy and numeracy. Conversely, students in Year 5 performed above state average in all aspects of literacy and numeracy with stronger than average growth from Year 3 to Year 5. There is general consensus amongst staff that both cohorts are performing below their academic capability.

In response to this downward trend, EPS will implement visible and explicit teaching practices and personalised learning processes using funds from the Resource Allocation Model (RAM) – Equity Loading for Socio Economic Background to support these initiatives. Funds from the Quality Teaching, Successful Students (QTSS) initiative will be used for additional executive release to deliver targeted professional learning and in-class mentoring for classroom teachers. Curriculum and Wellbeing Coordinator positions have been established in both the Junior and Senior School to ensure consistent, high quality planning, programming, assessment and reporting (PPAR) and learning support (LAST) processes K–6.

School planning process

Our School Self Evaluation Team was formed to address national and state reform areas, school focus areas, and situational analysis to develop the develop 5P’s. In consultation with EPS community, staff and students, a rigorous evaluation was undertaken of the key focus areas:

- authentic practices in teaching and learning;
- quality systems in curriculum and assessment;
- educational programs and teacher programming;
- key learning area scope and sequences;
- student attainment in literacy and numeracy;
- Aboriginal student attainment and attendance;
- quality systems in leadership and management;
- professional learning and innovative practices.

School Planning Team: The school planning team consisted of: 2 senior executive;, 4 executive;, 4 teachers.

Literacy and Numeracy: Data collection included:

- Quantitative Data: Attendance, NAPLAN, BestStart, L3, TENs, FoR, ICAS, Aboriginal student performance.
- Qualitative: Class programs, lesson observations, professional learning reflections, parent, teacher and student surveys, teacher and parent forums, interviews with student leadership team, student work samples, executive, staff/faculty and LAST meeting minutes, classroom teachers, RFF and SLSO timetables, executive role statements.

Community Engagement & Consultation: Consultation processes included the EPS P&C, EPS Student Leadership Team, local and Junior AECG, Canteen Committee, Senior Leadership Body and School Committees and students, staff and parents, ‘GATS Term 3 Initiative’ feedback.
School strategic directions 2018–2020

**STRATEGIC DIRECTION 1**
Personalised Learning

**Purpose:**
Expected individual growth identified and achieved by every student. The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students on their learning is used to drive personal goal setting. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.

**STRATEGIC DIRECTION 2**
Evidence Based Teaching

**Purpose:**
Collaboratively designed systematic, explicit and planned teaching that is responsive to student need. The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students, in relation to their learning, is used to drive the teaching and learning cycle. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.

**STRATEGIC DIRECTION 3**
Connect – Thrive – Succeed

**Purpose:**
Collective responsibility for student learning and a holistic approach to wellbeing. The school is recognised as being responsive by its community, effectively creating a sense of belonging. Positive and respectful relationships are evident, promoting community wellbeing to ensure optimum conditions for student learning across the whole school. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
## Strategic Direction 1: Personalised Learning

### Purpose
Expected individual growth identified and achieved by every student. The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students on their learning is used to drive personal goal setting. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td><strong>Learning Assistance:</strong></td>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td>Expected individual growth identified and achieved by every student. The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students on their learning is used to drive personal goal setting. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.</td>
<td>• Clear line of sight from the Learning Assistance Support Team (LAST) through to individualised intervention in classrooms supported by LaST and SLSOs.</td>
<td>• Planning and assessing is developed across whole school (strategic), junior and senior school (sequenced and aligned) and classroom level (detailed and differentiated).</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><strong>Intervention:</strong></td>
<td>• Differentiation of content, learning processes, assessment products or the learning environment is used to tailor instruction for students at both ends of the spectrum.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>• Teachers identify student performance through a five-weekly assessment process.</td>
<td>• Assessment for, and of, learning is planned strategically, regularly and ongoing.</td>
</tr>
<tr>
<td>• Identified 'at risk' and 'above' through Powerful Learning Accountable Teaching (PLAT), referred through Learning Support Team (LST), Individualised Learning Plans (ILP) completed and receive identified intervention by support team.</td>
<td>• Students and teachers monitor and track individualised and class learning goals.</td>
<td>• All students receive work at their level.</td>
</tr>
<tr>
<td>• Working toward individualised goals, students can articulate 'What's next?'.</td>
<td><strong>Individual Progression:</strong></td>
<td>• 5–weekly monitoring and reviews of class timetables and teaching programs by executive team.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>• School Excellence Framework analysis twice per year.</td>
<td><strong>Products</strong></td>
</tr>
<tr>
<td>1. Wellbeing and Pedagogy Leaders demonstrate a deep understanding of wellbeing practices.</td>
<td>• Analysis of longitudinal data from 'Tell them from me' survey.</td>
<td>• ILP in place for each student who requires one and/or is educationally at risk.</td>
</tr>
<tr>
<td>2. Teachers provide quality differentiation within the classroom in addition to students identified for intervention.</td>
<td>• 5–weekly monitoring of teacher programs and class timetables by executive team.</td>
<td>• Plans are regularly reviewed and are reflective of student goal setting.</td>
</tr>
<tr>
<td>3. Teachers are responsible for providing assessment data of student progress in five-weekly cycles.</td>
<td>• Learning support data analysis</td>
<td>• Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</td>
</tr>
<tr>
<td>4. Teachers conference with students to articulate individualised learning goals and provide timely and informative feedback aimed at improving student performance.</td>
<td><strong>Evaluation Plan</strong></td>
<td>• Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are</td>
</tr>
<tr>
<td>5. Interventionists provide support at point of need.</td>
<td>• School Excellence Framework analysis twice per year.</td>
<td>engaged.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Processes</strong></td>
</tr>
<tr>
<td>• Engage with the ILP development and review cycle through meaningful partnerships in the Learning Support process.</td>
<td>• School Excellence Framework analysis twice per year.</td>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td><strong>Processes</strong></td>
<td><strong>Evaluation Plan</strong></td>
<td>• Planning and assessing is developed across whole school (strategic), junior and senior school (sequenced and aligned) and classroom level (detailed and differentiated).</td>
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<tr>
<td><strong>People</strong></td>
<td><strong>Improvement Measures</strong></td>
<td>• Differentiation of content, learning processes, assessment products or the learning environment is used to tailor instruction for students at both ends of the spectrum.</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>• 100% of students achieving grade benchmarks in reading, writing and mathematics unless they have identified impacting additional needs.</td>
<td>• Assessment for, and of, learning is planned strategically, regularly and ongoing.</td>
</tr>
<tr>
<td>• All identified students have ILPs in place that are monitored and reviewed five weekly.</td>
<td>• Increased percentage of students in the top two bands, Years 3, 5 and 7 across all aspects of NAPLAN.</td>
<td>• All students receive work at their level.</td>
</tr>
<tr>
<td>• Increased percentage of students in the top two bands, Years 3, 5 and 7 across all aspects of NAPLAN.</td>
<td><strong>Practices</strong></td>
<td>• 5–weekly monitoring and reviews of class timetables and teaching programs by executive team.</td>
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**Printed on:** 5 November, 2019

Eleebana Public School 4034 (2018-2020)
Strategic Direction 1: Personalised Learning

<table>
<thead>
<tr>
<th>Practices and Products</th>
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</thead>
<tbody>
<tr>
<td>challenged and all adjustments lead to improved learning.</td>
</tr>
</tbody>
</table>
**Strategic Direction 2: Evidence Based Teaching**

### Purpose
Collaboratively designed systematic, explicit and planned teaching that is responsive to student need. The whole school community demonstrates aspirational expectations of learning progress with a collective responsibility for student learning and success. Feedback from students, in relation to their learning, is used to drive the teaching and learning cycle. Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.

### Improvement Measures
- Increased percentage of students in the top two bands, Years 3, 5 and 7 across all aspects of NAPLAN.
- 100% of teacher programs display evidence of revision based on feedback on teaching practices, consistent and reliable student assessment data and continuous tracking of student progress and achievement.
- All staff progress in their capacity to deliver quality explicit instruction (as measured by EI Tracking Sheet) that is supported by Pedagogy Leaders.
- Teacher’s PDPs will show a clearly defined link to developing growth in this area.

### People

#### Students
- Students are partners in learning, motivated to achieve excellence and understand learning growth. This is achieved by the development of focused learning goals and through teachers consistently delivering timely feedback to students.

#### Staff
- Staff engage in targeted school–wide professional learning to ensure a systematic approach to curriculum and pedagogy development and implementation with a focus on evidence based teaching.
- Staff are supported through provision of a teacher pedagogy handbook and programming folder.
- Five weekly analysis of benchmark data is utilised to differentiate learning.

#### Leaders
- Pedagogy leaders work shoulder to shoulder to develop teaching and learning across the Junior and Senior School using coaching, modelling, team teaching and mentoring.

### Processes

#### Explicit Instruction (EI): K–6 including:
- Literacy & numeracy, warm–ups
- ‘I Do, We Do, You Do’,
- Self–talk,
- Sequenced spelling program (K–6)
- Sequenced grammar program (K–6)
- Target specific reading programs
- Target specific writing programs
- Sequenced mathematics program
- Minimum benchmarks & tiered intervention.

#### Explicit Learning and Teaching K–6: Literacy and Numeracy –
- 5 weekly assessment cycle.
- 5 weekly sprints
- Student performance
- Minimum benchmarks & tiered intervention.

#### Deployment of School Learning Support Officers (LSLO) and Learning & Support Teacher (LaST) to deliver intervention K–6.

#### Teaching and Learning Support
- Development and provision of structured and sequenced: KLA Scope & Sequences (K–6) and Teaching & Learning Program (K–6)
- Teacher Handbook
- Program Folder
- Digital Intervention Logbook.

### Practices and Products

#### Practices
- Curriculum planning and delivery across whole school (strategic), junior and senior school (sequenced & aligned) and classroom level (detailed & differentiated).
- Explicit Instruction is the signature pedagogy of EPS, with teacher PDPs identifying a ‘global’ focus of professional learning in this area.
- Pedagogy leaders work shoulder to shoulder to develop teaching and learning across the junior and senior school.
- Integrated curriculum opportunities for experiential learning evidenced in class programs K–6.
- Inclusive of STEAM and a focus on interactive learning.
- Integrated curriculum opportunities for experiential learning evidenced in class programs K–6.

#### Products
- Teachers are supported through clear systems and practices including implementation of a teacher handbook, programming folder and digital intervention logbook.
- Teaching and learning programs across the school show evidence of adjustment to address individual student need, ensuring all students are challenged and adjustments lead to improved learning.
### Strategic Direction 2: Evidence Based Teaching

<table>
<thead>
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<th>People</th>
<th>Processes</th>
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</table>
| **Community Partners** | • School Excellence Framework (SEF2) analysis twice per year.  
• Assess impact on learning through ongoing monitoring of class data and colleague, supervisor and senior executive observation of teacher classroom practice.  
• Use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.  
• Longitudinal monitoring of scope and sequences of learning and courses of study: K–2; 3–6 & K–6; 7–12) to ensure continued challenge and maximum learning. | • Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. |

• All staff work collaboratively with partner schools (Bay CoS) to promote and support evidence based teaching, build teacher capacity and share resources.
Strategic Direction 3: Connect – Thrive – Succeed

**Purpose**
Collective responsibility for student learning and a holistic approach to wellbeing. The school is recognised as being responsive by its community, effectively creating a sense of belonging. Positive and respectful relationships are evident, promoting community wellbeing to ensure optimum conditions for student learning across the whole school. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

**Improvement Measures**
- Minimum 95% attendance rate for all students.
- Increased staff attendance.
- Increased proportion of students, teachers and community reporting a sense of belonging, expectations for success and advocacy at school.
- The school progresses in its assessment of Learning Culture and Wellbeing (School Excellence Framework—SEF2 and Wellbeing Framework).
- Improved staff engagement and satisfaction as measured in the 'People Matters' Survey.

**People**

<table>
<thead>
<tr>
<th><strong>Students</strong></th>
<th><strong>Staff</strong></th>
<th><strong>Leaders</strong></th>
<th><strong>Parents/Carers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop higher order understanding of evidence based teaching practices via explicit instructional practices.</td>
<td>• Develop leadership and collaboration capabilities in project teams through professional learning support and appropriate structures to support engagement.</td>
<td>• Provide professional learning opportunities to develop a deeper, shared understanding of school focus areas ensuring continuity of these understandings across the school community.</td>
<td>• Meaningful partner in the Learning Support process.</td>
</tr>
<tr>
<td>• Promote individual and collective wellbeing with a focus on resilience.</td>
<td>• All staff are aware of school systems and practices through effective induction sessions and ongoing staff training.</td>
<td></td>
<td>• Parents participate in forums and meetings to actively engage with student learning and school policy and procedures.</td>
</tr>
<tr>
<td>• All students (Aboriginal and non–Aboriginal) work together on shared cultural projects.</td>
<td></td>
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</table>

**Processes**

<table>
<thead>
<tr>
<th><strong>Holistic Wellbeing:</strong></th>
<th><strong>Partnerships in Learning:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mental health and wellbeing underpin the school organisational structure so all students have mutiple points of access to advice, support and assistance to help them fulfil their potential. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.</td>
<td>• The promotion and development of effective partnerships in learning with parents and carers ensuring students are motivated to deliver their best and continually improve. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation.</td>
</tr>
</tbody>
</table>

**Evaluation Plan**
- School Self Assessment Team assess school performance against School Excellence Framework.— Version 2 with

**Practices and Products**

<table>
<thead>
<tr>
<th><strong>Practices</strong></th>
<th><strong>Products</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Holistic approach to student wellbeing, with a focus on resilience through positive, respectful relationships.</td>
<td>• The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</td>
</tr>
<tr>
<td>• We celebrate our success through increased interactions with our school community and pursuit of excellence.</td>
<td>• Communication with the community is effective, systematic and engaging, including email, newsletters, Skoolbag, and website.</td>
</tr>
<tr>
<td>• We connect with our Aboriginal Community via our Junior AECG, local AECG and Lands Council and inclusion of Aboriginal education and cultural perspectives in our teaching and learning programs.</td>
<td>• Student success is celebrated in the classroom, at a junior and senior level and across the whole school.</td>
</tr>
<tr>
<td></td>
<td>• Students believe and articulate that their teachers care for and support them; and, they have friends at school.</td>
</tr>
</tbody>
</table>
Strategic Direction 3: Connect – Thrive – Succeed

<table>
<thead>
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<th>Processes</th>
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<tbody>
<tr>
<td>a focus on Learning Culture and Wellbeing.</td>
</tr>
<tr>
<td>• Analysis of longitudinal data from the ‘Tell Them from Me’ students, parents and teachers.</td>
</tr>
<tr>
<td>• Analysis of student attendance data.</td>
</tr>
<tr>
<td>• Analysis of school based results in relation to DoE from the ‘People Matters’ survey.</td>
</tr>
</tbody>
</table>