



Elanora State School

Strategic Plan 2021 - 2024

Healthy, confident and resilient children who can successfully navigate a complex world.

School Profile

Elanora State School is a high-performing co-educational primary school situated in the Southern Gold Coast, with approximately 1000 students from Prep to Year 6 and an enrolment management plan. The school was opened in 1983 and has a proud history of excellence in Academics, Arts and Sports. Elanora has a strong commitment to inclusive education. An effective supportive school environment policy outlines explicit behaviours and values. An active student council and school leadership program contribute to supportive school environment strategies. The school provides differentiated educational programs and assessment practices that support the intent of the Australian Curriculum. Teaching staff are committed to differentiating the curriculum to support all students' needs. Achievement standards in the form of A-E criteria matrixes ensure alignment and consistency across all levels. NAPLAN results indicate strong performance in all areas, above or similar to National results. The school provides a varied and rich Sports program. Our team of Music specialists plan for a wide range of musical experiences for the classroom program and extra-curricular musical activities. Our highly skilled teachers embed 21st century technologies seamlessly into quality classroom practices. Many of our students use iPads as part of our BYOD program.

Vision

Our vision is to develop *"healthy, confident and resilient children who can successfully navigate a complex world"*.

Elanora State School is a professional learning community with an agreed set of shared practices for continuous improvement in student learning. Our prime focus is the well-being and education of the whole child. We focus on developing social, emotional, behavioural and academic skills through dynamic and individualised approaches. All students have the right to learn in a safe, caring and supportive learning environment which is inspiring and flexible. All school community members treat each other with respect, honesty, care and professionalism. We are committed to developing students' curiosity in purposeful learning where needs and interests are identified and programs and strategies are differentiated accordingly. We have high expectations for the success of all students and teachers. All resources are allocated to support improved student learning, including extensive professional development that ensures our staff enhance and maintain high levels of teaching expertise particularly in Literacy, Numeracy, Science and the analysis of student data to inform teaching. Our school embraces innovation and has an inclusive approach to improvement. We are committed to building strong partnerships within and beyond our school community. Parents are valued partners in their child's learning and are supported by open communication and opportunities for active partnership and consultation.

Values

Our school motto is **"Excellence and Honour"**.

We aim for **EXCELLENCE** in all aspects of school and we are committed to the values encompassed by the term **HONOUR - Honesty, Pride, Integrity and Respect**.

WE use the **4Rs – RESPONSIBILITY, RESPECT, RELATIONSHIPS, Do what's RIGHT** – to help everyone create a safe, supportive, inclusive and disciplined learning environment.





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Improvement Priorities

STUDENTS – Achievement

“Every student succeeding”

Success Indicators
1. 100% students achieve at least one year's progress in their learning each year in priority areas.
2. Increased percentage of students in Upper Two Bands (U2B) each year.
3. Alignment of A-E data and Years 3 and 5 NAPLAN results.
4. All staff know all students and differentiate for their individual needs.
5. All students can answer Sharratt's 5 Questions by knowing what they are learning and how to improve: <ul style="list-style-type: none"> ○ What are you learning? Why? ○ How are you doing? ○ How do you know? ○ How can you improve? ○ Where do you go for help?
6. Students are confident and capable to create content and access online learning.
7. All students learn to use personal devices to enhance their own learning.
8. Every student has opportunities to enjoy learning, playing and following their interests through age-appropriate learning activities, Elanora Explorers and extra-curricular programs.
Strategies
Focus on individual student data in priority areas through evidence-rich conversations and purposeful work within Professional Learning Teams (PLTs).
Focus on Explicit Instruction as the whole school signature pedagogy using a gradual release of responsibility model
Deepen school-wide knowledge of all aspects of the Australian Curriculum by enabling year level teams and others to engage collaboratively in AC aligned planning
Support classroom teachers in the planning and delivery of differentiated pedagogy and learning experiences for the range of student abilities in their classrooms, including high achieving students.
Staff understand age-appropriate pedagogies from Prep to Y6 and implement these to enhance engagement for all students and to offer students choices.
Students learn to take more responsibility for accessing and creating content on their devices.

* Green print denotes 2019 ESS School Review Key Improvement Strategies.





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STAFF – Building Capacity within a dynamic Professional Learning Culture

“Everyone is a lead learner and a learning leader” (Sharratt #4)

Success Indicators
1. All leaders and teachers can articulate how and why they lead, teach and learn (Sharratt’s 5 Questions): <ul style="list-style-type: none"> ○ What am I teaching? ○ Why am I teaching it? ○ How will I teach it? ○ How will I know when students have learned it or not? ○ What is next... if this works? If it doesn’t work, where do I go for help? ○ What am I leading? ○ Why am I leading it? ○ How will I lead it? ○ How will I know when teachers have learned it? ○ What is next ... if this works? If it doesn’t work?
2. 100% teachers are involved in external and internal moderation of student work aligned with AC standards.
3. All staff model a commitment to ongoing daily professional learning, inquiry and sharing best practices.
4. Ongoing increase in Instructional Leadership and the number of aspiring Highly Accomplished and Lead Teachers (HALTs) across the school.
5. All staff commit to understanding and implementing documented Shared Practices aligned with AITSL, DET and Elanora State School priorities.
6. A culture of teacher leadership drives improving practices across the school.
Strategies
Build a strong instructional leadership culture across the school with a focus on improving student achievement using an Explicit Instruction model incorporating gradual release of responsibility for learning.
Link student data analysis with the impact of high-impact practices and effective curriculum teaching within Professional Learning Teams.
Develop a formal classroom observation, feedback and coaching culture involving all teachers and leaders to provide timely support and advice regarding classroom practice in the priority areas and in areas for individual development.
Establish the roles, responsibilities and accountabilities for all leaders to align with the school’s strategic direction and effectively communicate these to the whole school community.
Leaders regularly engage in classroom learning walks, data walls inquiry and Case Management (Sharratt) discussions with the whole leadership team as part of their own accountability and capacity development.
Develop a collective vision for the curriculum team with clearly articulated roles, responsibilities and deliverables.
Embed age-appropriate pedagogies at all age levels including Nature Play and Elanora Explorer inquiry time.
Access expertise in Early Childhood centres to learn and engage with the National Quality Framework standards.
Continue to document whole school shared practices with school-based resources to support induction and ongoing professional learning (eg videos, vignettes).
Invest in further coaching, training and reflective professional learning time.



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COMMUNITY – Empowering Partnerships and Well-being “A great start for all children”

Success Indicators

1. Parents are engaged as partners in their child’s education and well-being.
2. Parents know how their child is doing in school by asking teachers and their child Sharratt’s 5 Questions eg
 - What is my child learning?
 - How is she or he doing?
 - How do you know (how she or he is doing)?
 - How can she or he improve?
 - What supports can I provide and can you provide if she or he is struggling? When will we check in again?
 - What did you learn today?
 - How did you do?
 - What did you do if you didn’t understand?
 - How can you improve on your learning?
 - What are you most proud of?
3. 100% Student participation in Lead2Succeed program to develop every student as an Everyday Leader.
4. 100% Parent satisfaction in yearly School Opinion Surveys.
5. All community members value, respect and connect with indigenous history and culture.
6. Staff from cluster schools enhance professional learning for individuals and teams.

Strategies

- Provide opportunities for parents to support and participate in activities within the school community.
- Share curriculum and teaching strategies with parents.
- Maintain transparent decision making with individual and collective responsibility for outcomes across the school and wider community.
- Work with local Aboriginal and Torres Strait Islander families as traditional owners to move forward on the school Reconciliation Action Plan.
- Allocate school resources to support P&C activities and events.
- Continue sustainable partnerships with cluster schools, Early Childhood centres, support agencies, local educators and businesses that nurture student well-being.





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Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

T. Robinson

Principal

P&C / School Council

Assistant Regional Director

