



EAGLE JUNCTION STATE SCHOOL
Strategic Plan 2019 - 2022

School Background 2019 - 2022

School Profile

Eagle Junction State School enjoys high levels of support from its community and has an excellent reputation in student performances across a wide range of curricular and extra-curricular activities. Our parents, and the Parents and Citizens Association are heavily involved in school activities and decision-making. The school has been identified as a school of first choice by parents in the local area and as a result, school enrolments are now subject to an enrolment management process. Opinion surveys from students, parents and staff indicate high levels of satisfaction with the school and an excellent level of staff morale. Our curriculum offerings are informed by the Australian Curriculum and are designed specifically for the EJSS context.

At the school level, differentiated practises are in place to cater for gifted students and students with a diverse range of learning needs. Some of the pedagogical changes that have occurred and will continue to occur in our teaching and learning are responses to the 2018 School Review, and the 2014-2018 Strategic Plan. We believe that it is vital that our students are able to confidently talk about themselves as active, self-aware learners and that they are armed with a 'toolkit' of strategies to help them learn. With this in mind, we have taken on the approach of Visible Learning. Visible Learning is based on the principles developed by Professor John Hattie's extensive research into what factors have the biggest impact on student learning.

Visible Teaching and Learning occurs when teachers see learning through the eyes of students, helping students become self-directed learners.

A visible learner is a student who:

- Can articulate what they are learning and why
- Can talk about how they are learning and the strategies they are using
- Can articulate their next learning step
- Understands assessment tools used and what the results mean
- Asks questions and clarifies
- Sees errors as learning opportunities
- Actively seeks feedback
- Sets learning goals.

Students also need to know what they are learning, and what is needed in the task to make them successful. These are known as Learning Intent and Success Criteria.

Our students use the Eagle Junction Learning Powers (learning dispositions) to assist them in talking about themselves as learners and to articulate their progress. Our development of the EJ Learning Powers (Brave, Curious, Collaborative, Creative, Focus, Persistent and Reflective) identify the essential characteristics of an effective, life-long learner. Parents, we ask that you also use this language at home!

The school also seeks to enact the Department of Education's Strategic Plan in conjunction with a school and community vision for improvement in student achievement. The pursuit of excellence in academic, sporting and cultural endeavours, evidenced by strong school values and a strong sense of community service has enabled Eagle Junction State School to hold its own as a high performing state school with a respect for its past and for those who have shared in it.

The journey that began in 2014 has culminated in 2019 with our vision for teaching and learning that will take us forward over the next four years.

School Vision

To develop confident, creative learners who embrace challenge within an inclusive and inspiring learning community.

A Great Place To Grow

A Greater Place To Learn

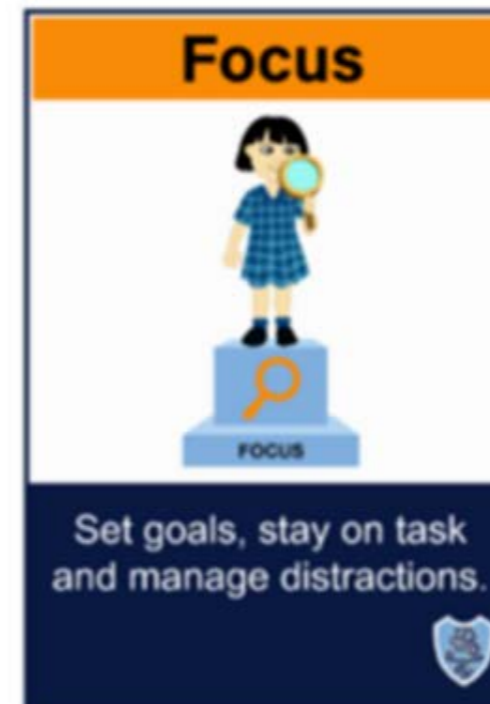
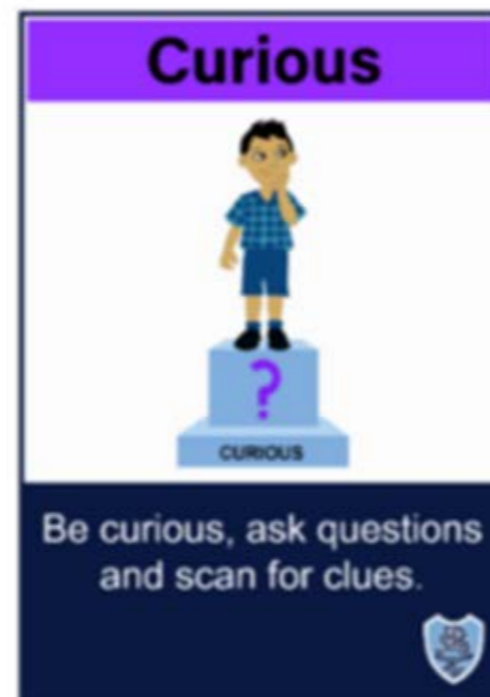
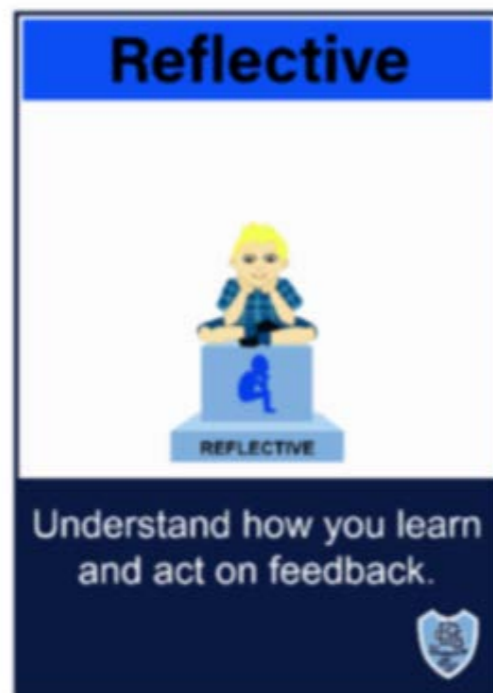
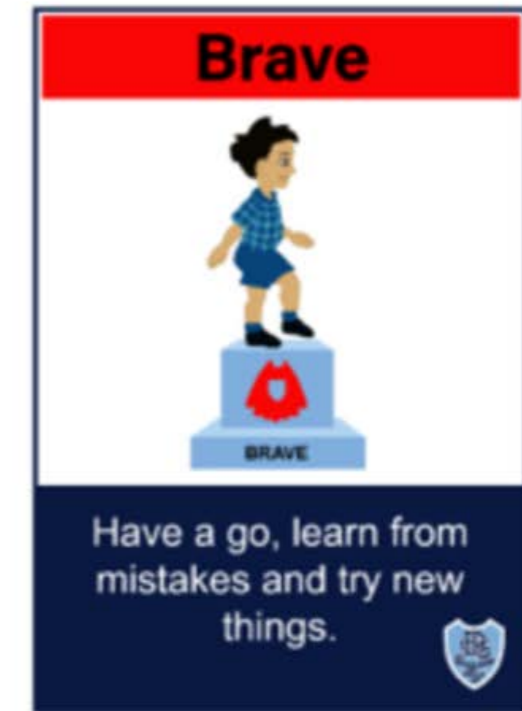
Learning Dispositions / EJ Learning Powers

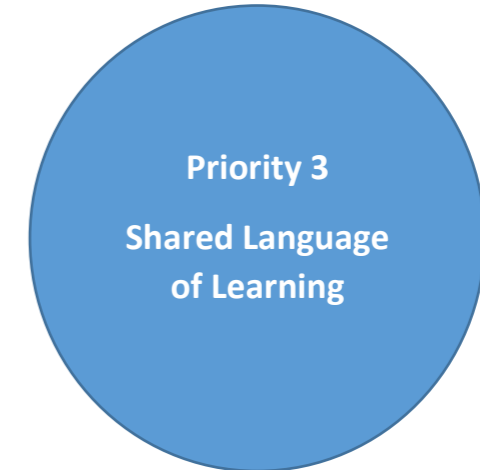
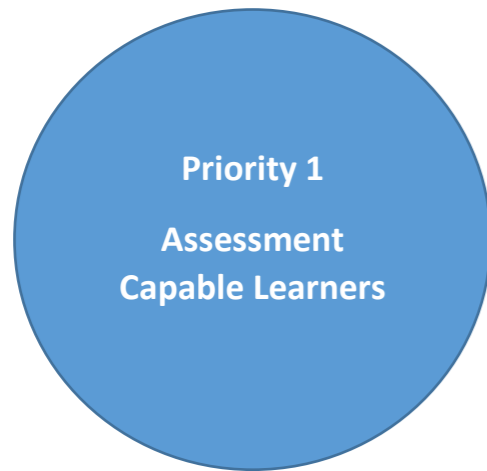
At Eagle Junction State School, we have identified seven learning dispositions to be successful, future oriented, lifelong learners. We call them 'EJ Learning Powers' and are habits of thinking and doing. These Learning Powers are explicitly taught to all students and continue to be embedded into learning across the school to help students become the most effective learners that they can be in the modern world. These qualities help us make the learning process visible to students.

Our Learning Powers are also linked to the General Capabilities outlined in the Australian Curriculum. The characters in each EJ Learning Power have been designed with EJSS in mind making them relevant to our learners. Over time, the intent is for our Learning Powers to support a shared language for learning across the EJSS community.

Eagle Junction State School Learning Powers:

- Focus
- Persistent
- Collaborative
- Curious
- Brave
- Creative
- Reflective





Purpose:

To drive student progress through the development of students who actively participate in, and direct their own learning and have the capability to understand their learning goals, assess where they are at in their learning and know their next steps to make progress.

Purpose:

Through the development of evaluative mind frames and practices, educators will seek to apply a full range of assessment strategies to enhance their skills in collecting, sharing and analysing data, using it as evidence to inform practice, monitor, and maximise student learning.

Purpose:

To maximise the impact on student learning through sharing student progress and the language of learning with parents to enable parents to:

- understand the nature of learning in EJSS classrooms
- learn how to help their children at home and
- actively engage in dialogue with their children and teachers.

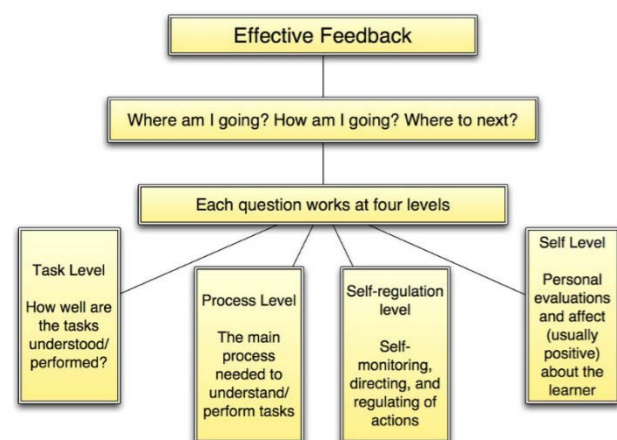
1: Assessment Capable Learners

Purpose

To drive student progress through the development of students who actively participate in, and direct their own learning and have the capability to understand their learning goals, assess where they are at in their learning and know their next steps to make progress.

Improvement Measures

- Increase the proportion of students who demonstrate assessment capability.
- Learning goals are established and understood by students. Students are able to articulate their progress towards their learning goals.
- Improvement in A-E data with a focus on writing.
- Improved NAPLAN results in U2B and MSS.



Based on: Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

People

Staff

Educators adopt Hattie's mind frame of "I use dialogue, not monologue" to actively include students in:

- learning conversations
- the development of Learning Intent & Success Criteria
- self/peer assessment opportunities.

They effectively implement Hattie & Timperley's Feedback Model in the classroom to bridge gaps in student learning. Educators have a deep understanding of the Australian Curriculum (with a focus on reading, writing & mathematics) and use this curriculum to plan & monitor learning and identifying next steps for each student.

Leaders

Leadership team actively provide, promote and participate in teacher learning and development and act upon research to become effective instructional leaders in the domains of teacher clarity, assessment and feedback.

Students

Utilise Learning Intentions to determine –

Where am I going? Develop self-assessment skills in reference to Success Criteria to determine – *How am I doing?*

Understand how to use learning progressions to determine – *What are my next steps?* Provide effective feedback to self and others using the Feedback Model.

Parents / Carers

Parents understand the elements of assessment capability used in the school, their benefits for learning and how to use this information to support their child/ren's learning at home.

Processes

Teacher Clarity Project

To build knowledge, make meaning and apply understanding of the effective use of Learning Intentions and Success Criteria that are embedded in every lesson. (Teacher Clarity Effect Size 0.75)

Learning Intention (LI): Are descriptions of what learners should know, understand and be able to do by the end of the learning period or unit. LI are the basis for tracking student progress, providing feedback and assessing achievement.

Success Criteria (SC): Are the measures used to determine whether, and how well, learners have met the LI.

Student Assessment & Feedback Project

To structure opportunities where educators share assessment information with students and explicitly teach them how to interpret and use it to self-assess, peer-assess and provide instructional feedback to self and others (e.g. Bump It Up Walls, Conferencing, and Quality Marking). (Self-Reported Grades 1.33, Evaluation & Reflection 0.75)

Practices & Products

Practices

Educators use evidence, research to plan, and meet their students learning needs, ensuring that there are clear, well-understood learning intentions and success criteria that students connect with. They create a safe culture for effective feedback in their classroom and support students to understand what progress looks like, as well as how to accurately assess themselves and their peers. (e.g. Bump It Up Walls)

Students are active participants in their learning through the frequent joint construction of LI & SC in lessons, regular use of self and peer assessment strategies, use of Bump It Up Walls to inform next steps and being able to seek, give, receive and act upon feedback.

The leadership team develops collaborative structures and processes for teacher development to further build a culture of explicit evidence-based teaching and ongoing, cyclic improvement so that every student makes measurable learning progress and gaps in student achievement are minimised.

Products

A shared learning environment where learning goals, progress towards them and next steps are made explicit to both educators and students.

A whole-school approach to teaching and learning that ensures the most effective evidence-based methods are used to optimise student progress.

2: Educators as Evaluators

Purpose

Through the development of evaluative mind frames and practices, educators will seek to apply a full range of assessment strategies to enhance their skills in collecting, sharing and analysing data, using it as evidence to inform practice, monitor, and maximise student learning.

Improvement Measures

- Increase the proportion of students achieving higher than expected growth in Literacy & Numeracy.
- All educators and leaders will demonstrate data literacy skills to evaluate and monitor their impact (with a focus on effect size) on student learning and inform future directions.

People

Staff

Educators see student assessment as feedback to themselves and act on the belief that their fundamental task is to evaluate and maximise the effect of their teaching on student learning.

Leaders

Leaders see student assessment as feedback on the quality of their leadership. The school leadership team adopt and activate the implementation of a coordinated, whole-school approach to the collection, analysis and response to student progress and performance data.

Students

Students know when and why assessment is undertaken and develop self-assessment skills to determine:

- Where am I going?
- How am I doing?
- What are my next steps?

Parents / Carers

Parents understand the assessment approaches in the school, their benefits for learning and how to use this information to support their child/ren's learning at home.

Processes

Literacy Assessment

Build knowledge, make meaning and apply understanding of a full range of assessment strategies in literacy including assessment for learning (formative), as learning (students monitor their own learning) and of learning (summative) to inform practice and evaluate impact. Refer to whole school curriculum overview and assessment schedule.

Numeracy Assessment

Build knowledge, make meaning and apply understanding of a full range of assessment strategies in numeracy including assessment for learning (formative), as learning (students monitor their own learning) and of learning (summative) to inform practice and evaluate impact. Refer to whole school curriculum overview and assessment schedule.

Enquiry Cycle Student Progress

Structured program to build evaluative knowledge and skills through the implementation of a specific enquiry model so that educators can evaluate aspects of their practice using data and evidence.

Practices & Products

Practices

Our data-literate educators apply a full range of assessment strategies (as, of and for learning) in Literacy & Numeracy to monitor student progress, evaluate their impact and inform practice.

In collaboration with educators, school leaders develop processes for the collection and use of systematic and reliable assessment information to evaluate student learning over time and activate enhancements in teaching/strategies that lead to measurable growth across the school.

Students access their own assessment information, using it to assess where they are at in relation to their learning and determine their next steps.

Products

A consistent, school-wide approach to assessment is used to monitor, plan, inform future directions and maximise student learning in Literacy and Numeracy.

Flexible and responsive assessment practices are integrated into teaching practice in every classroom to maximise student progress.

3: Shared Language of Learning

Purpose

To maximise the impact on student learning through sharing student progress and the language of learning with parents to enable parents to:

- understand the nature of learning in EJSS classrooms
- learn how to help their children at home and
- actively engage in dialogue with their children and teachers.

Improvement Measures

- Increase in the proportion of parents feeling better informed about their children's progress and achievement at school.
- Increase the proportion of parents supporting learning at home through the use of EJSS shared language of learning.
- Improved parents understanding of their children's progress and achievement.
- Improved parents understanding of the EJSS Learning Process (surface, transfer, deep learning phases)

People

Staff

Educators continue to build knowledge, make meaning and apply understanding of EJSS language of learning as it develops and evolves, explicitly teaching students and parents about the value of the theories and models of learning used.

Leaders

Leadership team develop a coordinated approach to build parent knowledge of EJSS language of learning to support learning at home.

Students

Develop an understanding of, value the active engagement of parents in learning, and develop strategies to share their learning with parents to enable learning conversations at home.

Parents / Carers

Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy.

Processes

Shared language of Learning Project

Build knowledge & make meaning of the following:

- EJSS Learner Qualities
- EJSS Learning Dispositions
- EJSS Learning Process
- Learning Pit
- Learning Intent & Success Criteria
- Feedback
- Bump It Up Walls

Apply Understanding at Home and School:

- Developing strategies and creating opportunities for parents to apply the language of learning in conversations at home and school.



Practices & Products

Practices

Educators directly inform, involve and engage students and parents to improve understanding of student learning and drive student progress using the EJSS shared language of learning.

The school leadership team model the EJSS language of learning, promoting a culture of high expectations focused on student progress and parent engagement, being responsive to community feedback in an effort to sustain whole school improvement.

Parents activate learning discussions at home with children and ask for their reflections on lessons, progress AND achievement, offering support using the EJSS language of learning. Parents will also be able to utilise online parent support resources to assist learning at home.

Products

Enhanced communication about learning and progress across the school community reflected in written, verbal and multi-modal communication.

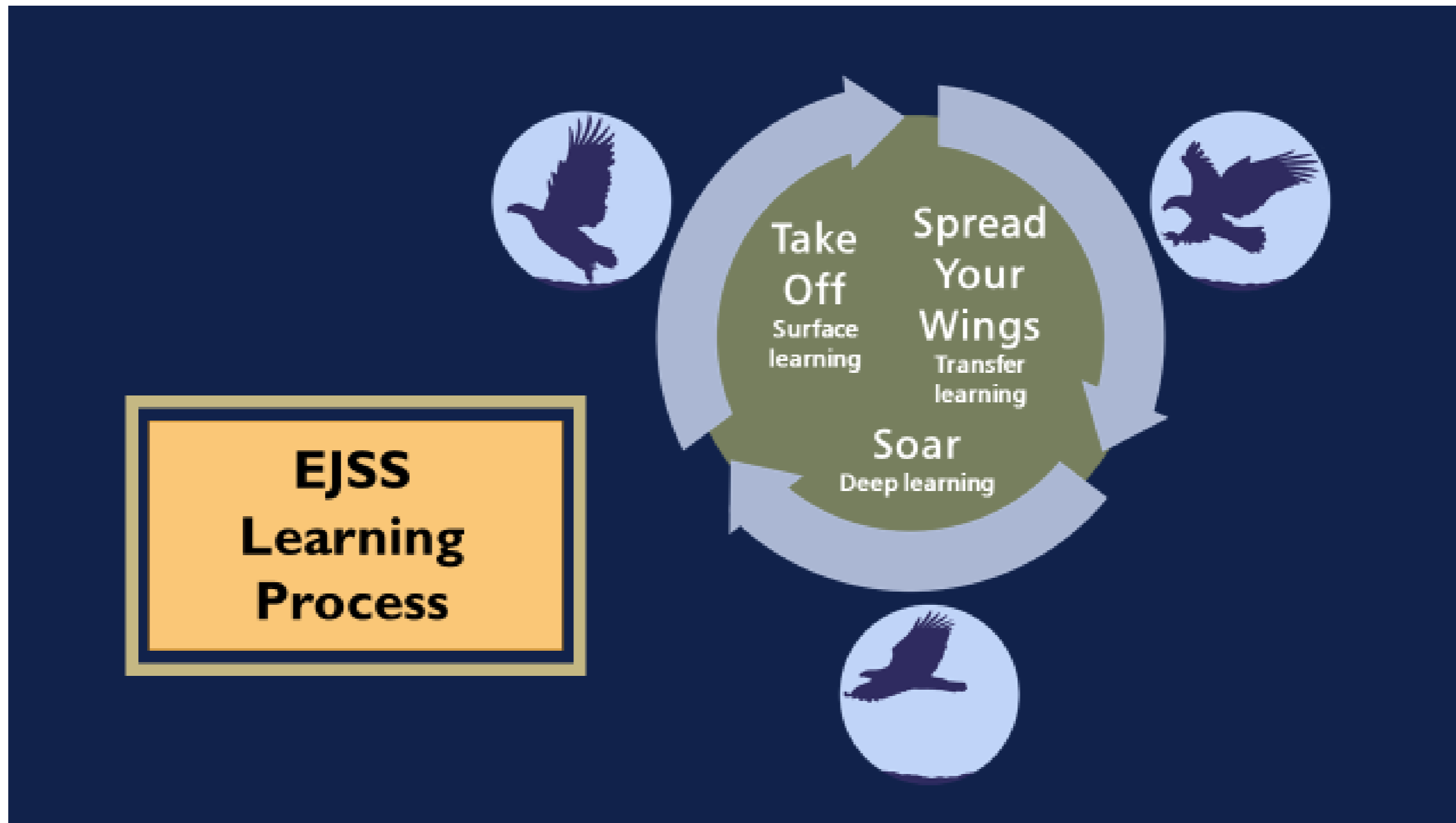
Enhanced understanding and application of the EJSS language of learning when talking about learning with parents in a home situation.

Improved understanding of their children's progress and achievement and enhanced application of the EJSS language of learning when supporting children at home.

EJSS Learning Process

The EJSS Learning Process is designed to be a simple model using common language that all learners can understand and use. This model was collaboratively developed incorporating aspects of a wide range of educational learning processes and has been designed with the EJSS "EAGLE" in mind making it relative to our learners.

One of the goals in our current school plan is to encourage learners to articulate their own learning pathways. Learners can use our Learning Process to articulate their learning pathways by identifying and describing which phase of the Learning Process they are in and why they are there. The EJSS Learning Powers are important dispositions that learners can draw upon when they are in a specific phase of the Learning Process. The Learning Process is currently in an introductory phase of implementation at EJSS.





Take Off

Surface Learning
Building Knowledge



**Spread *Your*
Wings**

Transfer Learning
Making Meaning



Soar

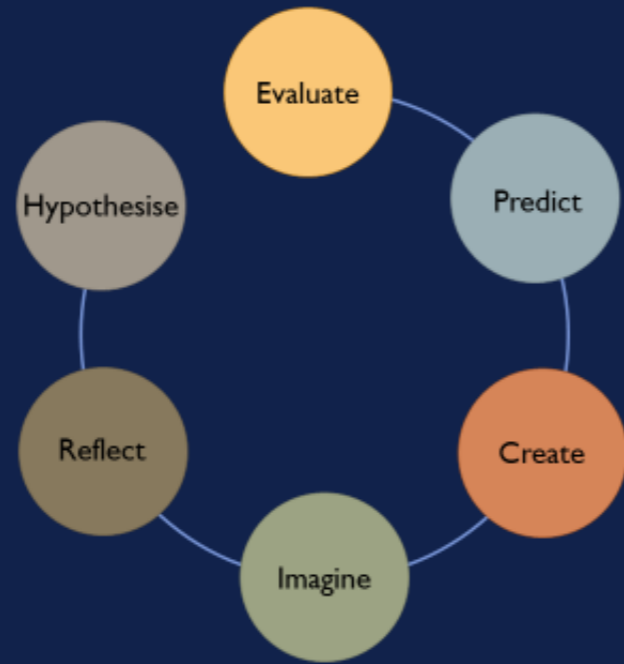
Deep Learning
*Applying
Understanding*



Take Off
*Building
Knowledge*



Soar
*Applying
Understanding*



**Spread *Your*
Wings**
Making Meaning

