

EAGLE JUNCTION STATE SCHOOL



STRATEGIC PLAN 2023 – 2026

A Great Place To Grow, a Greater Place To Learn

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 EJ context.

At the school level, inclusive practises are in place to cater for all students. 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 implemented 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 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 Intentions 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.

The school also seeks to enact the Department of Education's Strategic Plan: Equity and Excellence 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 2017 has culminated in 2023 with our vision for teaching and learning that will take us forward over the next four years.

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School Vision

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

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Learning Dispositions

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 EJ community.

Eagle Junction State School Learning Powers:

- Focused
- Persistent
- Collaborative
- Curious
- Brave
- Creative
- Reflective



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Priority 1 EJ Learner

- Embrace the school's vision and Learning Powers (Appendix 1) to inform and navigate social, emotional and learning interactions.
- Create a learning environment where students are challenged and encouraged to achieve their very best, within a supportive, inclusive environment. Encourage students to view mistakes as opportunities to learn, and see learning as challenging and interesting.
- Foster an environment where students are active participants in their own learning using the bespoke EJ Learning Process (Appendix 2&3) and the EJ Learning Powers.
- Provide students with quality learning experiences that will allow them to embody the EJ Learner Profile (Appendix 4). Students are able to confidently articulate where they are in their learning and what their next learning steps will be.
- Share and learn from each other and seek feedback from teachers and peers

Priority 2 EJ Learning

- Embed the EJ Learning Process as part of the Whole School Approach to Pedagogy (Appendix 5).
- Utilise a range of feedback practices to close the gap in student achievement. Explicitly link feedback to learning intent and success criteria.
- Use the Whole School Approach to Pedagogy to inform teaching and learning.
- Select and employ a range of effective pedagogical practices.
- Monitor and quality assure practices to maximise impact on student learning. (Student Learning Conversations, School moderation, Cluster moderation)
- Implement strategies to improve student achievement in numeracy and problem solving.
- Embed a Mathematics program aligned with the EJ Approach to Pedagogy
- Foster an inclusive and collaborative learning space which deepen learning and foster accountability.

Priority 3 EJ Staff

- Deepen staff understanding and clarity regarding key actions associated with Visible Learning.
- Commit to identifying, understanding and implementing effective pedagogical practices.
- Develop staff who are passionate, professional, flexible, dedicated and committed to improving and refining their practice.
- Embed a culture of collaborative teams who work within their area of expertise and responsibility, to facilitate effective teaching and learning.
- Sustain a focus on high-performance Year Level Teams, Inclusion Team and Leadership Team which drives school improvement and student achievement.
- Enact a Collegial Engagement Framework.

Priority 4 EJ Community

- Harness the power of a strong community orientated school, underpinned by our vision and EJ Learning Powers.
- Maintain the whole school community focus on all students receiving a quality education that celebrates our diverse heritage, culture and ethnicity.
- Utilise powerful alliances that support students' learning, welfare and the shared objective of developing the character strengths of positive, successful students.
- Use collaborative and communicative strategies that bridge the gap between home and school.

Priority 1 EJ Learner

Our Aim

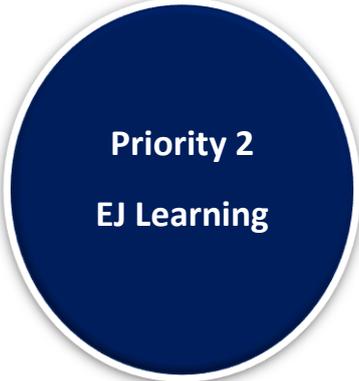
- Embrace the school's vision and Learning Powers to inform and navigate social, emotional and learning interactions.
- Create a learning environment where students are challenged and encouraged to achieve their very best, within a supportive, inclusive environment. Encourage students to view mistakes as opportunities to learn, and see learning as challenging and interesting.
- Foster an environment where students are active participants in their own learning using the bespoke EJ Learning Process and the EJ Learning Powers.
- Provide students with quality learning experiences that will allow them to embody the EJ Learner Profile (Appendix 4). Students are able to confidently articulate where they are in their learning and what their next learning steps will be.
- Share and learn from each other and seek feedback from teachers and peers.

Our Strategies

- Explicitly teach and embed the EJ Learning Process and Learning Powers – a shared language of learning.
- Provide students with opportunities to articulate:
 - o Where am I going?
 - o How am I going?
 - o Where to next?
- Continue to deepen student understanding and knowledge of Learning Intentions, Success Criteria, Bump It Up Walls / Learning Walls and the power of feedback.
- Build inclusion practices with a focus on pedagogy, curriculum access, assessment and staff capability to meet the diverse needs of EJ students.
- Implement a structured Student Support Services model.
- Develop a whole-school student wellbeing framework based on evidence and research.

Measures of Success

- Through Student Learning Conversations, students can articulate where they are in their learning, how they are going and where to next. Reference will be made to EJ Learning Process, EJ Learning Pit, Learning Powers and BIU Walls / Learning Walls.
- All students are making progress: 12 months progress for 12 months effort.
- Construction and implementation of whole school Student Wellbeing Framework.
- Teaching practices, curriculum access and assessments are inclusive and allow all students the opportunity to demonstrated what they know and can do.
- Renewed Student Support Services model that case manages students and supports staff working with a wide range of learning abilities.



Priority 2 EJ Learning

Our Aim

- Embed the EJSS Learning Process as part of the Whole School Approach to Pedagogy.
- Utilise a range of feedback practices to close the gap in student achievement. Explicitly link feedback to learning intent and success criteria.
- Use the Whole School Approach to Pedagogy to inform teaching and learning.
- Select and employ a range of effective pedagogical practices.
- Monitor and quality assure practices to maximise impact on student learning. (Student Learning Conversations, School moderation, Cluster moderation)
- Implement strategies to improve student achievement in numeracy and problem solving.
- Embed a Mathematics program aligned with the EJ Approach to Pedagogy.
- Foster an inclusive and collaborative learning space which deepen learning and foster accountability.

Our Strategies

- Plan, teach and assess using the EJ Learning Process (Take Off, Spread Your Wings, Soar) and embed as part of the Whole School Approach to Pedagogy.
- Use the Whole School Approach to Pedagogy to inform teaching and learning.
- Utilise a range of feedback practices to close the gap in student achievement. Explicitly link feedback to success criteria.
- Utilise cooperative learning to maximise student engagement.
- Implement strategies to improve student achievement in numeracy and problem solving.
- Build inclusive, collaborative learning environments that promote accountability and deeper learning.
- Monitor and quality-assure practices to maximise impact on student learning. e.g. Student Learning Conversations, School moderation, Cluster moderation, Data conversations)

Measures of Success

- EJSS Learning Process is evident in all planning proformas.
- Feedback to students is aligned to the phase of learning that the student is currently working in so as to move the student from Take Off / Spread Your Wings / Soar.
- Improved student achievement data: A-E, NAPLAN and standardised assessment.
- Cooperative learning strategies used in all classes to maximise student engagement.
- Learning goals are established for all students.
- Alignment between planning, teaching, assessment and reporting.

Priority 3 EJ Staff

Our Aim

- Deepen staff understanding and clarity regarding key actions associated with Visible Learning.
- Commit to identifying, understanding and implementing effective pedagogical practices.
- Develop staff who are passionate, professional, flexible, dedicated and committed to improving and refining their practice.
- Embed a culture of collaborative teams who work within their area of expertise and responsibility, to facilitate effective teaching and learning.
- Sustain a focus on high-performance Year Level Teams, Inclusion Team and Leadership Team which drives school improvement and student achievement.
- Enact a Collegial Engagement Framework.

Our Strategies

- Prioritise consistency of Visible Learning practices across all P-6 classroom.
- Analyse data to identify strengths and weakness of student achievement (NAPLAN, PAT, Early Start) to identify next steps in learning.
- Develop expertise in measuring impact on student learning.
- Participate in professional learning.
- Deepen teacher understanding of all aspects of the Australian Curriculum, including the General Capabilities and Cross Curricula Priorities.
- Explore best practice in Collegial Engagement and develop a framework that addresses key actions of Visible Learning.
- Implement a Collegial Engagement Framework inclusive of classroom observations, modelled lessons and feedback.
- Differentiate learning opportunities to address the professional needs of all staff.
- Re-align the use of our financial and human resources to ensure equity and excellence for all students.
- Identify school wide pedagogical approaches for the use of assistive technologies and provide professional learning to support teachers to develop their capabilities in this area.

Measures of Success

- Improved student achievement data – A-E, NAPLAN and standardised assessment.
- EJ students to make a minimum of one year's growth for a year's effort (0.4)
- Identified Visible Learning strategies that give the greatest impact to student learning are evident in classroom practice.
- Increased alignment of the Australian Curriculum in units of work.
- Staff confident that they have the skills and knowledge required to ensure equity and excellent for all students.
- All staff engaged in the Collegial Engagement Framework.
- Effective use of available resources to enhance teaching and learning priorities.



Priority 4
EJ
Community

Our Aim

- Harness the power of a strong community orientated school, underpinned by our vision and EJ Learning Powers.
- Maintain the whole school community focus on all students receiving a quality education that celebrates our diverse heritage, culture and ethnicity.
- Utilise powerful alliances that support students' learning, welfare and the shared objective of developing the character strengths of positive, successful students.
- Use collaborative and communicative strategies that bridge the gap between home and school.

Our Strategies

- Maintain community connections, and our unique EJ culture, as our school grows.
- Strategically utilise communication platforms to engage EJ families.
- Build on successful transition programs to ensure student success and parent/carer engagement.
- Continue to strengthen ties with feeder secondary schools so as to ensure a smooth transition into junior secondary for all students.
- Empower parents/carers to take an active role in their child's learning by providing tools of engagement including a shared language and communication tools.
- Support the P&C to utilise existing networks to promote parent/carer engagement.

Measures of Success

- Positive relationships between families and school staff.
- Strengthen partnerships with local early education providers and secondary schools.
- Increased engagement in school's communication tools.
- Active and inclusive engagement and attendance at school events.

EJ Learning Powers (Appendix 1)

EJSS Learning Powers

- Brave**
Have a go, learn from mistakes and try new things.
- Collaborate**
Work respectfully with others.
- Creative**
Be creative, generate new ideas and let your imagination go.
- Curious**
Be curious, ask questions and scan for clues.

EJSS Learning Powers

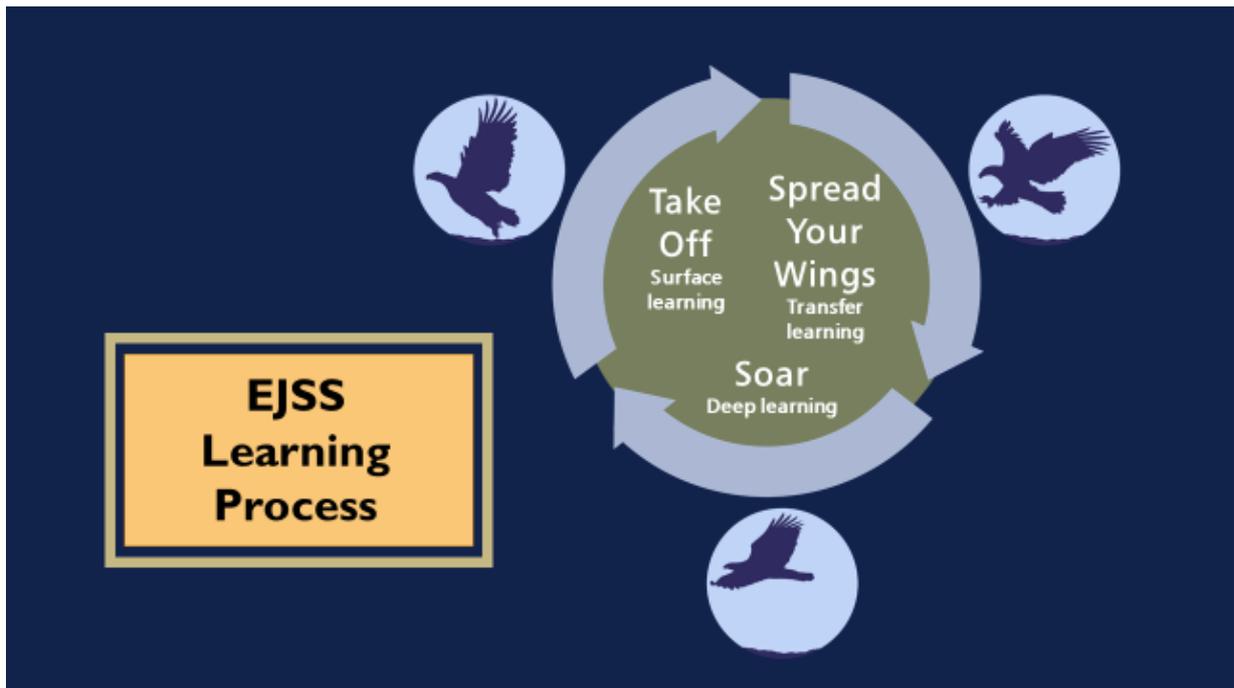
- Focus**
Set goals, stay on task and manage distractions.
- Persist**
Be determined, challenge yourself and don't give up.
- Reflect**
Understand how you learn and act on feedback.

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EJ Learning Process (Appendix 2)

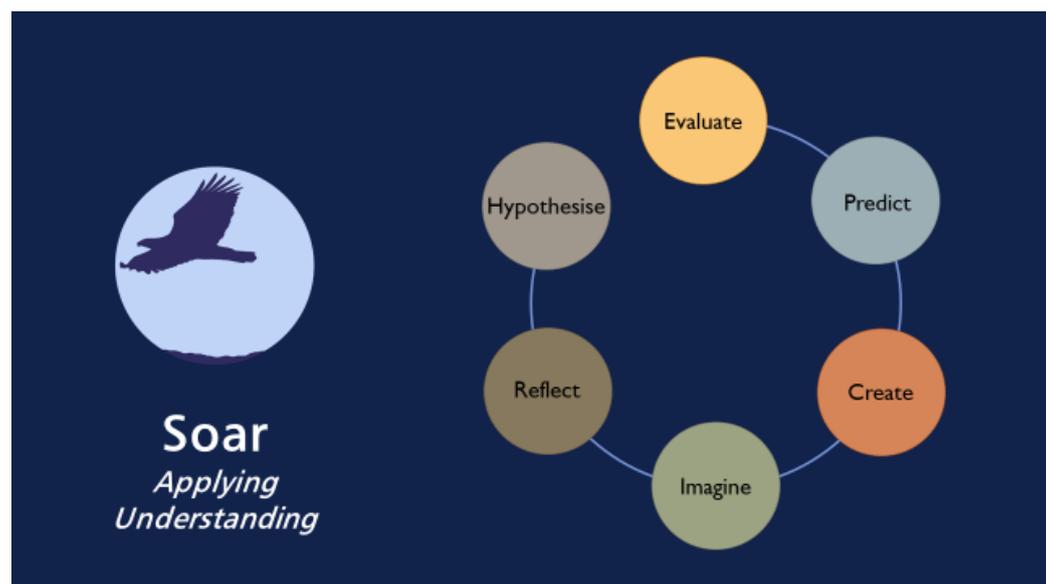
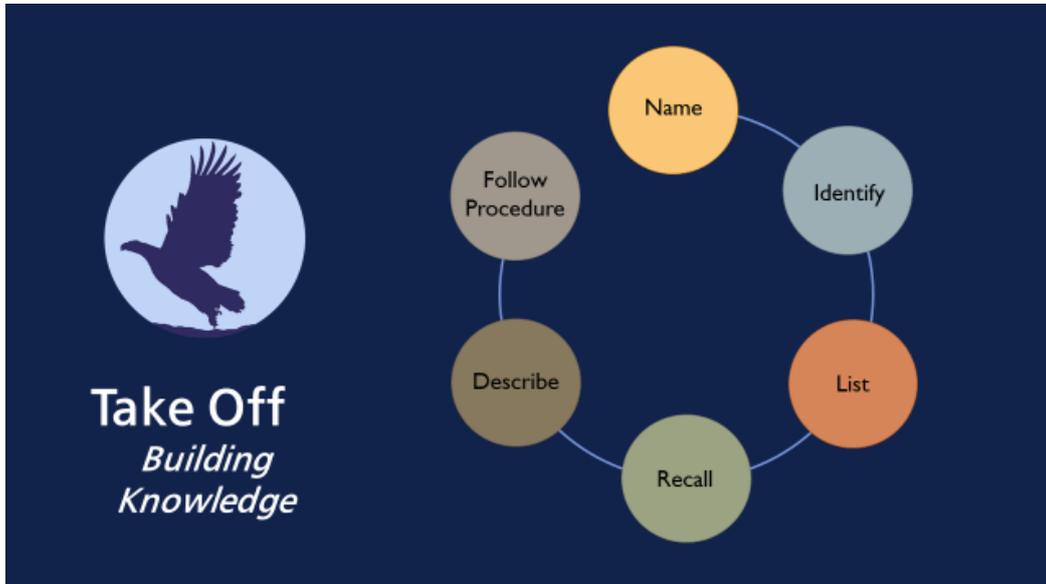
The EJSS Learning Process is designed to be a simple model using common language that all learners can understand and use. This model was collaboratively developed incorporating aspects of a wide range of educational learning processes and has been designed with EJSS “EAGLE” in mind making it relative 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 part 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 any part of the Learning Process. The Learning Process is currently in an introductory phase of implementation at EJSS.

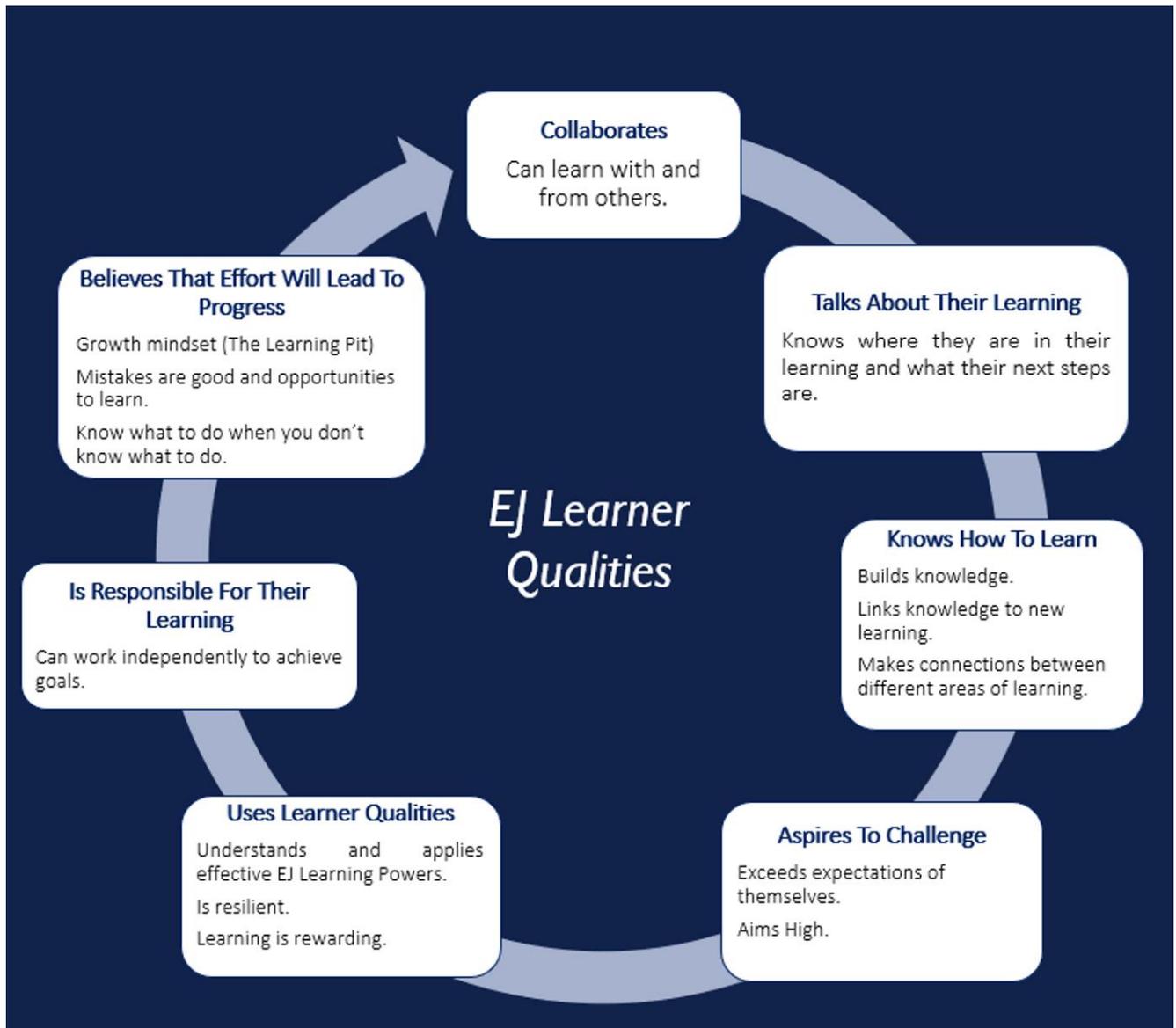


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Three Phases of the EJ Learning Process (Appendix 3)



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Eagle Junction State School Whole School Approach to Pedagogy Our approach is underpinned by the ESS Charter and ESS Learner Profile

Curriculum	The Learning Process	The Learner
<p>Curriculum Provide (teach, assess and report on) all learning areas of the Australian Curriculum (AC)</p> <p>Meet the minimum requirements for providing the AC</p> <p>Three Levels of planning: Whole school plan Year level overviews Unit plans – proformas</p> <p>Assessment</p> <ul style="list-style-type: none"> Summative assessment used to gather evidence and to report on student learning and achievement against the achievement standard Marking guide that uses the relevant achievement standard and assessable elements Formative assessment used to monitor student progress to inform ongoing teaching and learning <p>Moderation</p> <ul style="list-style-type: none"> Use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting to ensure consistent judgements and accurate reporting against the achievement standard <p>Reporting</p> <ul style="list-style-type: none"> Use the evidence of student performance in the student folio to make an on-balance judgement about the overall level of achievement. Student Assessment Folio – On-Balance Judgement Guide used at the end of each reporting period to determine overall achievement in each learning area <p>ESS Documentation</p> <ul style="list-style-type: none"> Whole School Curriculum, Assessment, Moderation and Reporting Plan Data Plan Whole school programs <ul style="list-style-type: none"> Reading Writing Spelling Grammar and Punctuation Phonics and Phonemic Awareness Mathematics Critical and Creative Thinking <p>Evidence we see:</p> <ul style="list-style-type: none"> Detailed planning proformas Focused conversations at different junctures (planning sessions, year level meetings, moderation) Alignment – planning, teaching, assessment and reporting Marking Guide for all summative assessment tasks Range and balance of consistent assessment Timely collection and collation of monitoring and diagnostic data to monitor learning and progress 	<p>Identify where the learner is in the learning process – surface – deep – transfer learning.</p> <p>EJ Learning Process</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;">  <p>Soar Transfer learning Applying understanding</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;">  <p>Spread your Wings Deep learning Making meaning</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;">  <p>Take Off Surface learning Building knowledge</p> </div> </div> <p>Select and employ effective pedagogical practices:</p> <ul style="list-style-type: none"> Learning Intentions and Success Criteria Purpose for learning Student goal setting Activate prior knowledge Structuring lessons Explicit teaching Worked examples Cooperative learning - Kagan approach Multiple exposures Questioning Feedback Metacognitive strategies Differentiated teaching Visible Thinking Routines Learning Walls Bump it Up Walls Graphic organisers <p>Evidence we see:</p> <ul style="list-style-type: none"> ESS Learning Process evident in practice Teachers who 'Know Their Impact' on students in terms of achievement and progress Embedded agreed practices Bump it Up walls and Learning Walls Learning Intention and Success Criteria visible Learning goals 	<p>Challenge and encourage all students to achieve their very best within a supportive, inclusive environment.</p> <p>Explicitly teach and embed the EJ Learning Powers to help students become an effective learner.</p> <p>Use the EJ Learner Profile to develop learner qualities</p> <p>Use a whole school approach to differentiate teaching and learning to support all students to access, participate and progress through the curriculum.</p> <p>Use assessment and reporting data to identify the diversity of year level cohorts, class groups and individual students.</p> <p>Respond to identified needs of students by differentiating teaching and learning in all three levels of planning.</p> <p>Differentiation</p> <ul style="list-style-type: none"> Understanding of and provision for diverse learners Identify and employ pedagogical practices to respond to student needs Provide tailored supports to ensure every student can engage in learning; demonstrate what they know and can do; and access the learning environment Literacy and numeracy instruction prioritised Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish learning goals Document strategies for differentiation <p>Feedback</p> <ul style="list-style-type: none"> Timely, effective and targeted feedback to students in a variety of forms that informs students: <ul style="list-style-type: none"> How am I going? Where am I going? Where to next? Use individual student achievement data to inform the next steps in learning Students receive feedback aligned to learning intention and success criteria Levels of feedback - task, process, self-regulation and self Self-reported grades including the use; Learning Walls, Bump it Up walls, student samples and marking guides <p>Engage students in Learning Conversations</p> <ul style="list-style-type: none"> What are you learning? Why are you learning this? How will you know when you have learnt it? Do you have learning goals? What are they? What feedback have you received from your teacher? What do you do if you get stuck? How do you feel if you don't understand something? What do you do? <p>Evidence we see:</p> <ul style="list-style-type: none"> Student Folio Literacy and numeracy continuum used to inform student learning goals / next steps in learning Student articulation of individual learning goals Students engage in conversations about their learning- EJ Learning Powers Students know their next steps in learning and progress made Teachers build relationships and trust with their students

Eagle Junction State School Charter

A Great Place to Grow, A Greater Place to Learn



WE ARE:

A proud state school where all students are challenged to embrace the demands of a dynamic future.

Committed to explicitly teaching and embedding the EJ Learning Powers (Brave, Curious, Collaborative, Creative, Focussed, Persistent and Reflective) to help students become the most effective learners that they can be in the modern world.

Passionate, professional, flexible, dedicated and committed to improving and refining our teaching practice.

A school with collaborative teams who work within their area of expertise and responsibility, to facilitate effective teaching and learning.

An inviting school that is community orientated, and underpinned by our school wide values. The whole school community, with its diverse heritage, culture and ethnicity, is strongly invested in our students receiving a quality education.

A school where students are challenged and encouraged to achieve their very best, within a supportive, inclusive environment. Our students view mistakes as opportunities to learn, and see learning as challenging and interesting.

WE BELIEVE:

Our core business is to teach, guide and support each child to soar in all areas of social, emotional, intellectual and physical development. Our belief is that one year of input should equal one year of progress, for all students, no matter where they start.

Student learning is enhanced through positive relationships, nurturing environments, explicit teaching and employing Visible Learning principles to accelerate student learning.

Strengthening our professional knowledge and implementing an aligned, consistent approach to teaching and learning through our Whole School Approach to Pedagogy and Visible Learning will foster literate, numerate and life-long students.

WE WILL:

Collaborate to gather evidence of impact and establish a common language for what impact means.

Plan, teach and assess using the EJ Learning Process.

Share and learn from each other and seek feedback from students.

Emphasise equity in our classrooms by ensuring all students progress.

Develop students who embody the EJ Learner Profile and can articulate where they are in their learning and what their next learning steps will be.

Give timely, effective and targeted feedback to students.

Develop an environment where students are active participants in their own learning.

Commit to maintaining high expectations of ourselves, our teams and our students.

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