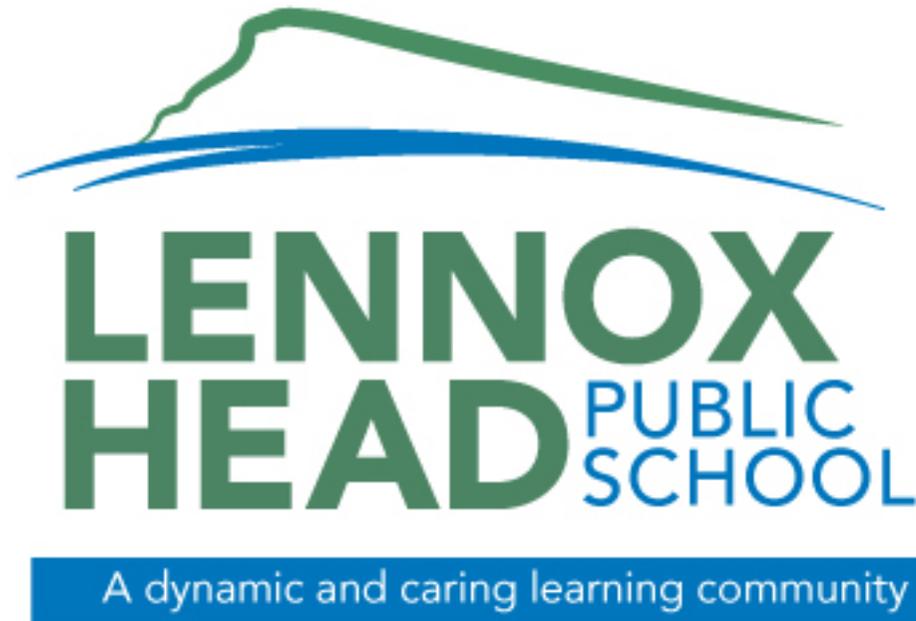


School plan 2015-2017

Lennox Head Public School 4184



School background 2015–2017

School vision statement

We will be a school that is a catalyst for change, inspiring learners to reach their full potential and continue to support the whole child providing flexible quality teaching and learning programs that are accessible and engaging.

We will develop a love of lifelong learning, digital fluency, critical thinking and collaborative skills.

We will value and build supportive relationships catering for individual needs and learning styles.

We will achieve high professional standards.

We will strengthen our engagement with our local community.

School context

Lennox Head Public School provides a dynamic, caring, learning environment. Our highly qualified and caring staff provides innovative, quality teaching/learning programs that engage and inspire students to excel in all Key Learning Areas. The school is part of the Plateau to The Sea learning community. There are currently 354 students enrolled in 14 classes. The school is staffed by a dedicated team of 16 teachers. The team is supported by School Learning Support Officers and a professional team of administrative staff. Our school fosters an environment whereby high expectations ensure quality teaching and learning takes place. We are committed to improving educational outcomes for all students. This is central to our teaching and learning programs, leading to confident, successful and informed learners. A continued focus on building leadership capacity across our educational community will enhance our ability to ensure successful learning outcomes for our students. Through our Three Key Values of Respect, Responsibility and Integrity, which are imbedded in all aspects of our school community, students become responsible global citizens with the skills to take advantage of opportunities and face the challenges of the future. We implement the Positive Behaviour for Learning to ensure a positive learning environment. A strong partnership between students, carers, families and the broader community, results in a collaborative learning environment whereby all members feel respected and valued. This leads to a rich learning environment maximising student engagement and achievement. There is a commitment to building even stronger partnerships to benefit our students.

School planning process

The planning process involved initially meeting with the whole staff, to determine what they felt we currently do exceptionally well, areas we needed to improve upon and visions/aspirations for Lennox Head Public School. This data was then collated by members of the executive team, to assess commonality and perceived areas of need or change.

This information was then taken to a P and C meeting, whereby members of the school community were given the opportunity to add to what they felt the vision of the school should include. To ensure all members had ample opportunity to consider thoughts and directions, we decided to re convene at the next P and C meeting, as they wished to further consult with other community members. Surveys were also distributed via Survey Monkey to parents and students regarding perceptions of the school.

During this time the staff were shown the collation of their surveys and we determined the common areas to base our 3 strategic directions upon and what we would need to do to ensure we could reach the target areas we had identified. This included using some of the strategies and visions that were earlier identified by staff.

This collation was then taken back to the P and C for further discussion, amendments and any other changes. Interestingly points noted by the community were very similar to the teaching staff.

The executive team, along with the P and C representative finalised the targets, including resources and strategies that may be required to ensure success of the directions. They had to be attainable and measurable.

There is an ownership of the plan from all facets of our school community.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Create a collaborative and innovative learning community that is leading teaching and learning that is future focused.

Purpose:

To deliver improved student learning experiences through the implementation of explicit quality teaching and learning programs designed to enhance student engagement and improve student outcomes.

STRATEGIC DIRECTION 2

Building leadership capacity across the school through high quality educational practices

Purpose:

To achieve exceptional standards and values driven through quality teaching and learning. Utilise knowledge among staff and the community of schools to up skill, train and share knowledge. This shared experience will empower staff with the skills and expertise to lead school programs with confidence and expertise.

STRATEGIC DIRECTION 3

Powerful partnerships creating a centre of educational excellence

Purpose:

To enhance and further develop a culture of positive relationships and strong partnerships between parents, students, staff and community will ensure that opportunities are provided for students to reach their full potential in a nurturing environment with strong links to community expectations.

Strategic Direction 1: Create a collaborative and innovative learning community that is leading teaching and learning that is future focused.

Purpose

To deliver improved student learning experiences through the implementation of explicit quality teaching and learning programs designed to enhance student engagement and improve student outcomes.

Improvement Measures

TEN – 90% of ES1 students to score in the perceptual counting stage in the range to 20 of EAS scale in PLAN by the end of 2016 90% of Yr 1 students will be able to at least show figurative counting across the decade on the EAS scale in PLAN by the end of 2016 90% of Yr 2 students will be at least counting on and back in the range to 30 on the EAS Scale in PLAN by the end of 2016

L3 – 95% of students will be reading above expected reading levels

Writing – 80% of Yr 3 students achieving Bands 4 and above in NAPLAN Writing – 80% of Yr 5 students achieving Bands 5 and above in NAPLAN

PEG – 95% at or above Australian Standardised Spelling Age

People

Students

Explicit teaching of ICT skills
Explicit teaching of pedagogical activities
Cooperative learning skills

Staff

TEN pedagogy, L3 pedagogy
Quality teaching practices surrounding use and implementation of ICT including identifying appropriate apps
mentoring skills
Targeted professional learning and resourcing pertaining to the new NSW syllabuses as released

Parents/Carers

Support with technology inform about the pedagogies being implemented

Community Partners

Collegial relationship between Ballina Public School/Ballina High School/Southern Cross K–12/Lennox Head Public School – particularly as we continue training modules with How2Learn

Leaders

Capacity building of leaders and aspiring leaders to coordinate the implementation of mandatory syllabuses in a time of significant change

Processes

Language, Learning & Literacy – L3ES1 – Early Stage 1
Continue to consolidate and implement L3 into Kindergarten classrooms. Staff new to ES1 who have not implemented L3 previously are trained each year.

Language Learning Literacy – L3S1 – Stage 1As with ES1 program. All S1 staff to be trained in L3 at S1 level – 2016 and beyond.

Spelling – PEG A flexible, sequenced and individualised spelling program designed to lead students to spelling success. Professional learning occurs throughout the year, including the use of Spellodrome.

Writing – Seven Steps to Writing. A unique system that chunks writing into 7 main techniques proven to raise writing success by 30% in less than a year. Professional learning all staff

ICT–Children upskilled by an information technology teacher during Relief From Face to Face (RFF) time. CRT to continue to embed ICT learning in daily teaching practice. Ongoing professional learning for staff to maintain and increase ICT skills. Ongoing professional learning for staff in the use and implementation of iPads for effective teaching/learning purposes.

Targeted Early Numeracy

An early numeracy intervention program focused on the development of early arithmetical strategies in Early Stage 1 and Stage 1. Professional learning provided by a TEN Facilitator. Ongoing professional learning for staff in ES1/S1

Practices and Products

Practices

TEN –Programming evident in K–2 teaching/learning programs

L3–Consistent and agreed implementation strategies with programming evident in K–2 teaching/learning programs

Writing–Consistent and agreed implementation strategies with programming evident in K–6 teaching/learning programs

ICT–Evidence of ICT is embedded in teaching/learning programs iPads and mobile laptop banks are being utilised throughout the teaching periods. Evidence of How2Learn methodology in classrooms and programs

Products

Curriculum – NSW syllabuses are implemented effectively across Lennox Head Public School meeting mandatory timelines. Engaged learners are evidenced by improvement in student outcome

ICT – ICT is embedded into 30% of teaching/learning programs

Writing – Consistent programming and assessment practices across all stages.

L3 – Regular training for all Early Stage One and Stage One staff from a DEC facilitator

TEN Regular training for all staff from a trained TEN facilitator

Evaluation Plan

Strategic Direction 1: Create a collaborative and innovative learning community that is leading teaching and learning that is future focused.

Improvement Measures

People

Processes

Practices and Products

All staff are focused on improving learning outcomes for all students. More consistent and thorough use of data is driving this process. There is an expectation that all staff use the programs listed as per the class/year level they teach. Consistent follow up with supervisors through programming and classroom observations and collation of data.

Strategic Direction 2: Building leadership capacity across the school through high quality educational practices

Purpose

To achieve exceptional standards and values driven through quality teaching and learning. Utilise knowledge among staff and the community of schools to up skill, train and share knowledge. This shared experience will empower staff with the skills and expertise to lead school programs with confidence and expertise.

Improvement Measures

All teachers to present an annual Performance and Development Plan which clearly links their professional development to the Australian Professional Standards for Teachers

All teachers are provided with the opportunity to act in leadership roles as part of their professional development

Staff able to be released with QTSS funds to mentor staff in areas of technology as per PDP plans, and/or other technology areas they required further training.

People

Students

Enhance current leadership roles and practices within the primary school through the implementation of effective leadership programs.

Staff

Professional learning is provided to develop in teaching staff a deep understanding of the concept and practice of personalised learning. Develop collaboration between staff in planning and teaching lessons. Mentoring relationships are fostered across the school to build capacity across curriculum areas and the school. Decentralising the roles and responsibilities for activities and events across the teaching staff. Teachers across the local community of schools are involved in coordinated professional learning that develops skill and expertise in colleagues. Participate in differentiated professional learning that supports the collaborative development of strategies building on Best Start and Literacy and Numeracy continuum.

Parents/Carers

Train parents/carers in programs being implemented across the school, e.g. Kids in the Kitchen

Community Partners

Establish an ambassador program from local school community designed to support staff and teaching/learning programs across the school

Leaders

Processes

Leaders

Audit is conducted to identify current accredited staff for baseline data. To support the development of teacher and leadership capacity targeted professional learning is delivered focusing on the Australian Institute of Teaching and School Leadership (AITSL) standards

Staff

Personalised professional learning plans (PPLP) drive a series of professional learning opportunities for staff. Provide professional learning and develop common PPLP's within the excellence framework.

Students

Student outcomes will be enhanced as the staff are mentored and trained in new initiatives. Leadership team makes strategic use of its partnerships with local schools Plateau to the Sea (PTTS) to access resources with the purpose to enhance student outcomes.

Evaluation Plan

PDP conversations are held twice a year to discuss plans. Supervisors ensure growth is being achieved by staff. For common areas of need staff training is organised. Peer observations were very powerful this year and embraced by staff across stages.

Practices and Products

Practices

Through PLP's there will be a high increase in leadership skills and knowledge.

School leaders express high levels of confidence and skills to drive growth.

Teachers will demonstrate increased leadership skills by sharing and modelling their evidence based practice.

Teaching staff are exposed to opportunities to develop and enhance their leadership skill in a variety of areas across the school.

Products

All leaders will demonstrate a high level of skill to develop growth in project areas. Increase leadership density across the school and the local community of schools.

Strategic Direction 2: Building leadership capacity across the school through high quality educational practices

Improvement Measures

People

Executive across the local community of schools are involved in coordinated professional learning that develops skill and expertise in managing staff development and performance

Processes

Practices and Products

Strategic Direction 3: Powerful partnerships creating a centre of educational excellence

Purpose

To enhance and further develop a culture of positive relationships and strong partnerships between parents, students, staff and community will ensure that opportunities are provided for students to reach their full potential in a nurturing environment with strong links to community expectations.

Improvement Measures

85% of parents/community members respond to survey giving us an accurate indication of school performance.

Surveys reflect high satisfaction among teachers, parents and students in achievement of educational outcomes and procedures

Students show an increased level of adherence to the schools 3 key values through Positive Behaviours for Learning (PBL) strategy and school monitoring

Increased involvement with community based organisations in order to foster strong relationships and partnerships with the wider school community.

People

Students

Develop capacity to engage in a wide range of co-operative and/or learning opportunities that enhance resilience, and leadership traits.

Staff

Create capacity for individuals and teams to lead processes with the purpose of achieving milestones.

Parents/Carers

Parents will collaboratively support the student welfare policy and programs at the school. Build awareness of the processes involved with partnerships to achieve a positive and inclusive school culture.

Community Partners

Establish learning partnerships within and beyond our school to support innovative connected communities. Promote the involvement of all families, through Parents and Citizens association.

Leaders

School leaders work collaboratively to promote a culture of high expectations and an environment that fosters quality teaching and learning, building students' capacity to be successful.

Processes

Promote and encourage student participation in a wide range of diverse and creative learning opportunities.

Identify current resources utilised by the school to meet student needs and where to target future resource development.

Continue to improve and modify communication tools to raise awareness about the importance of partnerships with all facets of the community.

Close collaboration between Plateau to the Sea (PTTS) schools and whole staff, focussing on sharing of ideas and expertise in chosen areas

Provide staff opportunities to explore better ways of communication and promotion of the school through varied mediums.

Evaluation Plan

Continuation of involving community members of the core business of our school. Continuing to work with outside agencies to strengthen links between the school and these agencies – evidenced by their willingness to come and work within in school in partnerships. Further effort in utilising additional parents to have a greater voice within the school – continually assess communication avenues.

Practices and Products

Practices

The school makes deliberate and strategic use of student, teacher and parent partnerships for the purpose of improving student outcomes.

Deliver quality programs to enhanced collaborative performance and development culture within the community. (The greater school community)

Products

Parents, carers, families, the broader community and students hold high expectations for their educational outcomes

Teachers collaborate across stages and whole school to ensure consistency of curriculum delivery.