

# School plan 2015-2017

Lucas Heights Community School 8271



# School background 2015–2017

## School vision statement

LHCS values community cohesion in creating a safe and caring environment. Our focus on learning, wellbeing and leadership aims to produce resilient global citizens. We instil in students the skills and enthusiasm for lifelong learning and living sustainably. LHCS is a lighthouse school achieving educational excellence in an inspirational and innovative environment.

## School context

LHCS is situated on the Sutherland Shire's western plateau bounded by the Woronora and Georges Rivers. We provide a unique educational setting with 750 students from Kindergarten to Year 12, including students enrolled in the support unit. Students are drawn from a wide radius and have access to spacious grounds, state of the art technology, sporting facilities and innovative learning commons. LHCS is a member of the Community of Schools Between the Rivers, applying joint strategies for student success in achieving the school's priorities.

The school nurtures the wellbeing of students through extensive leadership and learning opportunities. We challenge our students to excel and we provide diverse opportunities for them to develop and display their gifts and talents.

LHCS has a highly regarded teaching staff who promote a strong partnership with the community. Parents share our high expectations and are encouraged to be active participants within the P&C.

## School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data. It has been driven by the K–12 executive working cohesively in consultation with the community. Beginning with a cyclical process of reflecting on our past visions and goals, we established the context for our future learning goals. The process was further informed by national and global educational innovations and strategies.

Quantitative data collection methods included the Tell Them From Me Survey which allowed us to further reflect on our current policies, practices and processes. Qualitative methods allowed the community to contribute to the unpacking of the school's ethos.

Examination of current school policies and processes identified evidence to drive the planning process and articulate strategic directions. This included:

- Reviewing SMART data
- Evaluating teaching and welfare programs
- Reflecting upon professional goal setting
- Analysing destination and exit survey results
- Previewing the Melbourne Declaration on Educational Goals for Young Australians
- Utilising the National School Improvement Tool

We acknowledge the Schools Excellence Framework as the key driver of the mile stoning processes.

# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1 Learning

**Purpose:**

Developing learning and refining programmes that explicitly encourage personal growth and recognise success through the provision of opportunities for students, staff and parents to collaborate and share their experiences as they develop into creative lifelong learners.



## STRATEGIC DIRECTION 2 Wellbeing

**Purpose:**

Fostering community safety and wellbeing through enhancing connections with the school to develop positive citizens who realise his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and contribute to his or her community.



## STRATEGIC DIRECTION 3 Leadership

**Purpose:**

Developing leadership by increasing opportunities for the community and ensuring continual improvement in the quality of teaching through professional learning, accreditation and leadership opportunities.

# Strategic Direction 1: Learning

## Purpose

Developing learning and refining programmes that explicitly encourage personal growth and recognise success through the provision of opportunities for students, staff and parents to collaborate and share their experiences as they develop into creative lifelong learners.

## Improvement Measures

Develop innovative ICT use integrated across all stages and encompass all aspects of learning and communication.

Implement Pre–12 curriculum transition frameworks to consolidate commonality of language, initiatives and programs for the whole school community. This includes developing staff, student and community cohesion to enhance learning and connectedness within the school community.

Build Learning Commons to foster independent learning in innovative educational settings.

## People

### People

**How do we develop the capabilities of our people to bring about transformation?**

### Students

Build peer relationships across stages using ICT initiatives in the Curriculum Transition Framework to develop lifelong learners.

### Staff

Utilise professional expertise and sharing knowledge to ensure confident staff understanding of and commitment to the Curriculum Transition Framework.

### Parents/Carers

Raise the awareness of the innovative educational experiences available to all at LHCS that ensure parent engagement in student learning. Improve access to the wide range of communication tools.

### Community Partners

Build professional relationships and a culture of lifelong learning through the strengthening of technology and curriculum links with professional networks, similar schools and peer groups.

## Processes

### How do we do it and how do we know?

Develop innovative ICT use integrated across all stages and encompass all aspects of learning and communication.

Implement Pre–12 curriculum transition frameworks to consolidate commonality of language, initiatives and programs for the whole school community. This includes developing staff, student and community cohesion to enhance learning and connectedness within the school community.

Build Learning Commons to foster independent learning in innovative educational settings.

## Evaluation Plan

Building whole school practice in the uptake of ICT, developing consistency and sequencing of curriculum and establishing shared and collaborative learning environments.

## Practices and Products

### Practices

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Annual review of BYOD use through engagement surveys.

Tracking of school to home communication.

Regular analysis of Smart data, tracking of assessment and reporting and reviews of various exit surveys.

Statistical analysis of library usage pre and post Learning Commons conversion.

### Products

**What is achieved and how do we measure?**

A more empowered school community which is creative and productive in their use of technology and its use for communication.

A collaborative whole school community working towards encompassing the Curriculum Transition Framework as the means to develop cohesive learning practices.

A connected Learning Common which fosters lifelong learning.

# Strategic Direction 2: Wellbeing

## Purpose

Fostering community safety and wellbeing through enhancing connections with the school to develop positive citizens who realise his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and contribute to his or her community.

## Improvement Measures

Increased attendance.

Decrease in suspension numbers.

Reduction of reported negative incidents.

Increased awareness about wellbeing. Improved relationships within the community

## People

### People

#### How do we develop the capabilities of our people to bring about transformation?

**Students:** Empower students to transform their culture of understanding by developing resilience, cohesiveness and acquiring mental health benefits.

**Staff:** Professionally develop all staff in the wellbeing framework to inform policy, program implementation and practice.

**Parents/Carers:** Establish strong links within the school and to various external mental health care providers, enabling students and their families to have more accessible referral pathways.

**Community:** Involve the community in wellbeing initiatives implemented by the school.

### Students

Empower students to transform their culture of understanding by developing resilience, cohesiveness and acquiring mental health benefits.

### Staff

Professionally develop all staff in the

## Processes

Survey the school in relation to the mental health of the whole school community.

Develop new strategies with whole school community involvement.

Deliver Wellbeing Framework to students P-12.

Implement Wellbeing Framework.

Ongoing evaluation of Wellbeing Framework.

Consolidate current programs and resources.

## Evaluation Plan

- Audit wellbeing programs and initiatives in consultation with whole school community.
- Analyse student academic outcomes, attendance, behaviour and suspension data through wellbeing software and Smart data.
- Examine feedback on wellbeing programs through qualitative and quantitative surveys.
- Evaluate engagement and exit surveys.

## Practices and Products

### Practices

#### What are our newly embedded practices and how are they integrated and in sync with our purpose?

Annual Wellbeing reviews of programs coupled with ongoing evaluation and modifications procedures.

Planning, implementing and revising professional development in Wellbeing Frameworks.

Reinforcement of core school values across P-12 to improve school ethos and attitudes towards wellbeing issues.

Proactively respond to and communicate with people in need using a common language thereby building student resilience.

### Products

#### What is achieved and how do we measure?

An environment conducive to promoting mental health and wellbeing through the development of a common language across P-12 that establishes the school as a lighthouse.

A more cohesive whole school community through enhanced wellbeing as reflected in the curriculum.

Extension of P-12 wellbeing framework to parent body through formal and informal connections.

# Strategic Direction 2: Wellbeing

<b>People</b>
wellbeing framework to inform policy, program implementation and practice.
<b>Parents/Carers</b>
Establish strong links within the school and to various external mental health care providers, enabling students and their families to have more accessible referral pathways.
<b>Community Partners</b>
Involve the community in wellbeing initiatives implemented by the school.

# Strategic Direction 3: Leadership

## Purpose

Developing leadership by increasing opportunities for the community and ensuring continual improvement in the quality of teaching through professional learning, accreditation and leadership opportunities.

## Improvement Measures

Increase in the number of; staff responding to EOIS, teachers seeking accreditation at higher levels, staff engaging in professional learning, staff sharing professional knowledge and leadership opportunities available to applicants.

Increased number of staff seeking promotion.

Increase in the data set, IT and PDF documentation.

Improved results as evident in the evaluation of SMART data.

Positive learning statements as reflected in the Tell Them from Me Survey.

Increase in the number of students representing the school.

Increase in the number of community members engaging with the school.

## People

### People

**How do we develop the capabilities of our people to bring about transformation?**

### Students

Create opportunities for and encourage students to participate in leadership roles and responsibilities.

### Staff

Increase staff commitment through professional learning initiatives. Encourage sharing of teaching practices and increase professional dialogue through direct peer observation. Establish formalised protocols through the Performance and Development Framework (PDF). Ensure staff are familiar with and implementing IT accreditation processes.

Raise awareness of opportunities for career development at whole school and faculty levels. Avail staff of professional advice, development workshops and mentoring.

### Parents/Carers

Promote linkages between P&C community and staff through attendance at P&C meetings, social events and school and community activities.

### Community Partners

Engage the wider community in school activities.

## Processes

Involve the P&C in school and community linkages.

Avail students of leadership training workshops

The school is committed to the development of leadership skills in staff.

## Evaluation Plan

Building leadership for innovation and best practice in teaching and learning. Professional learning goals and PDP's will assist teachers to gain the necessary skills and capabilities so that they can become dynamic facilitators of student learning and assist students to become leaders.

## Practices and Products

### Practices

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Annual PDF reviews coupled with ongoing evaluation and modification procedures.

Planning, implementing and revising of relevant professional development.

Increasing the profile of the P&C and SRC.

### Products

**What is achieved and how do we measure?**

Areas for personal professional development are identified by all staff using relevant Institute standards.

Increased professional dialogue and confidence to implement new strategies.

Improved observation practice and classroom practice.

A more empowered community through increased engagement and leadership opportunities.