

# School plan 2018-2020

## Lismore Public School 1780



# School background 2018–2020

## School vision statement

At Lismore Public School we value a culture of high expectation and aspiration, leading to success for all.

## School context

Lismore Public School has an enrolment of 325 students in 15 classes. There are 11 mainstream classes and four support classes. 19% of students identify as Aboriginal or Torres Strait Islander.

Lismore Public School has a culture of effective community engagement, high expectation and a commitment to continual improvement. Students are supported by experienced and dedicated staff. Authentic professional learning based on student data and staff need are priorities.

Lismore Public School attracts a diverse range of students. The school houses the Support Class – Early Intervention, and the Summerland Early Intervention Transition class.

Lismore Public School continues on the Early Action for Success (EaFS) program to target literacy and numeracy development from Kindergarten to Year 3.

## School planning process

The process has included:

Analysis of student achievement data by the School Self-Evaluation Committee including parent representatives, staff, Instructional Leader and students Term 4 2017 and Term 1 2018.

Principal convened executive planning days using feedback from stage and team meetings hosted by assistant principals.

Input through P&C.

Parent information session highlighting school plan priorities and programs along with invitations for comment.

Surveys of staff, students and community.

The draft plan has been tabled at Parents and Citizens (P&C) Meetings, Lismore Public School staff meetings and the Lismore Aboriginal Education Consultative Group (AECG) Meetings for endorsement (Term 1, 2018).

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Learning and Wellbeing

**Purpose:**

To ensure positive, respectful relationships across the school community which underpin a productive learning environment and support student's development as learners.

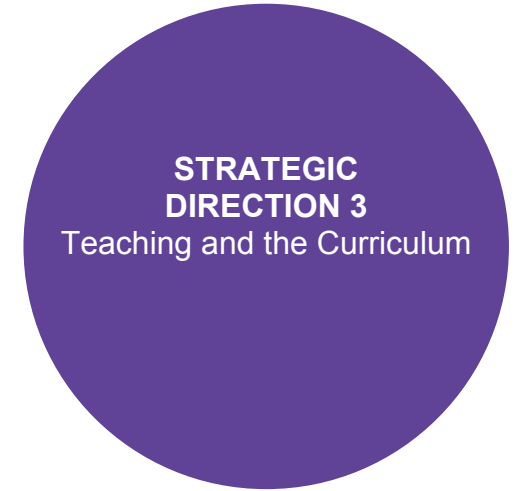
To build school systems committed to establishing practices and processes that develop a culture of high expectations.



**STRATEGIC  
DIRECTION 2**  
Learning and Assessment

**Purpose:**

To provide differentiated teaching and learning programs that explicitly teach students to develop literacy and numeracy skills which allow them to experience success.



**STRATEGIC  
DIRECTION 3**  
Teaching and the Curriculum

**Purpose:**

To ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

# Strategic Direction 1: Learning and Wellbeing

## Purpose

To ensure positive, respectful relationships across the school community which underpin a productive learning environment and support student's development as learners.

To build school systems committed to establishing practices and processes that develop a culture of high expectations.

## Improvement Measures

There is a high degree of students actively engaging with their learning as evidenced by improved performance and enhanced well-being.

Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents and carers.

## People

### Students

Develop a clear understanding of systems and procedures within the school.

### Staff

Build staff knowledge, understanding and capacity to use school systems effectively and efficiently.

### Parents/Carers

Develop a clear understanding of systems within the school.

Enhance communication with and engagement of parents and care givers.

### Community Partners

Utilise knowledge and capabilities of outside agencies to refine systems and programs within the school.

### Leaders

Facilitate and coordinate systems within the school.

Provide opportunity and resources to ensure effectiveness of programs.

## Processes

### Learning

At Lismore Public School our students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn and adapt. Learning programs will reflect syllabus outcomes and individual need.

### Wellbeing

At our school there is a strategic and planned approach to develop whole school processes that support the well-being of all students so they can connect, succeed, thrive and learn.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: evaluation of consistent use of school processes and procedures; student behaviour data analysis, evaluation of student engagement; and Tell Them From Me (TTFM) or satisfaction surveys.

## Practices and Products

### Practices

The school implements evidence-based change to whole school practices in learning and wellbeing, resulting in measurable improvements in wellbeing and engagement.

A well-coordinated approach to Learning and Support evidenced by systems with clear practices and processes.

Explicit teaching of Positive Behaviour for Learning (PBL) across all school settings.

### Products

Positive, respectful relationships are evident and widespread among students and staff which promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

# Strategic Direction 2: Learning and Assessment

## Purpose

To provide differentiated teaching and learning programs that explicitly teach students to develop literacy and numeracy skills which allow them to experience success.

## Improvement Measures

An increased proportion of students at or above expected levels in literacy and numeracy.

Enhanced parental engagement in student learning, assessment and reporting.

All teaching and learning programs demonstrate the effective use of formative and summative assessments in classrooms to inform student learning.

## People

### Students

Develop a clear understanding of the teaching and learning cycle including assessment.

Understand that learning is different for each individual and that teachers will cater for each student at their point of need.

### Staff

Build staff knowledge, understanding and capacity to use assessment processes effectively and efficiently.

Embed assessment in the teaching and learning cycle to ensure student learning remains at the point of need.

### Parents/Carers

Develop a clear understanding of how assessment is used to influence teaching and learning programs.

Effective communication of student achievement.

### Community Partners

Utilise knowledge and capabilities of outside agencies to refine systems and programs within the school.

### Leaders

Facilitate and coordinate systems within the school.

Provide opportunity and resources to ensure effectiveness of programs.

## Processes

### Assessment and Reporting

Develop teacher and community knowledge and understanding of the syllabus, particularly in literacy and numeracy.

### Assessment for Learning

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: analysis of student learning on Learning Progressions; monitoring of teaching and learning programs; evaluation of learning environments; and Tell Them From Me (TTFM) or satisfaction surveys.

## Practices and Products

### Practices

The Assessment for Learning program is implemented across the school leading to flexible and responsive classroom instruction.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school analyses student progress and achievement data using the literacy and numeracy progressions as well as a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

### Products

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

# Strategic Direction 3: Teaching and the Curriculum

## Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Improvement Measures

An increased proportion of students at or above expected levels in literacy and numeracy.

All teachers are enacting the Professional Teaching Standards, with a significant proportion of teachers seeking higher levels of accreditation.

## People

### Students

Engage in targeted learning activities underpinned by sound pedagogical practices informed by student data analysis within a supportive environment and a culture of high expectation.

### Staff

Work collaboratively and participate in professional learning to ensure their teaching practices are evidence informed and targeted to individual student need.

### Parents/Carers

Build partnerships. Well informed parents who are engaged with student learning.

Open communication between the home and school.

### Community Partners

Utilise knowledge and capabilities of outside agencies to refine systems and programs within the school.

### Leaders

Facilitate and coordinate systems within the school.

Provide opportunity and resources to ensure effectiveness of programs.

## Processes

### Professional Learning

The teachers at Lismore Public School are committed to building curriculum knowledge, understanding and confidence to effectively develop teaching and learning programs for their students.

### Teacher Practice

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capabilities are continually built to ensure every student experiences high quality teaching.

## Evaluation Plan

Progress towards improvement measures will be evaluated through: analysis of student learning on Learning Progressions; monitoring of teaching and learning programs; evaluation of learning environments; and Tell Them From Me (TTFM) or satisfaction surveys.

The performance and development of teachers will be framed around the Professional Teaching Standards.

## Practices and Products

### Practices

Evidence based teaching practices such as L3, TEN and Early Action for Success are implemented ensuring that teaching and learning programs are adjusted to address student need.

Teachers analyse and interpret student performance data and use this to inform planning, identify interventions and modify teaching practice.

The Professional Teaching Standards are used to frame teacher development and performance practices.

### Products

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective teaching methods are identified, promoted and modelled, leading to enhanced student learning.