

School plan 2018-2020

Forest Lodge Public School 1932



School background 2018–2020

School vision statement

Forest Lodge Public School celebrates the uniqueness of each child. Our goal is to develop academic excellence within a supportive environment for students, staff and parents. Each child is encouraged to pursue their interests and explore a variety of ways of learning in a nurturing and inclusive climate.

A school with a shared vision, a strong sense of community and shared goals; our relationships are based on mutual respect, communication and a commitment to helping students acquire a passion for learning, developing their thinking skills, provide a sense of achievement and extend and enrich their potential.

Staff and parent roles and responsibilities are clearly defined, understood and shared across the school community. Parents are partners with the school and enrich student learning through sharing their professional and personal skills.

School context

Forest Lodge Public School was established in 1883. It enjoys a continuing reputation for producing high academic results, excellence in literacy and numeracy, Visual and Performing Arts and strong and caring support for students' welfare needs. The school recognises the cultural and socio-economic diversity of its community, striving for excellence and tolerance.

Our school ethos places emphasis on caring for individual needs in a safe, active and high-interest learning environment. Active community support and participation is a feature of the school.

Forest Lodge is a happy school where students show respect, tolerance and understanding of individual differences and where the academic potential of each student is fostered in a climate of responsibility and the pursuit of excellence.

School planning process

The original School Vision Statement was developed in 2012 at a forum of teachers, students and parents. The one provided in this document is a condensed version of the original, approved by teachers and the parent representatives on the School Plan.

The Strategic Directions 2018–2020 reflect the consultation process involving the executive team working with parents, students and staff, through surveys, group discussions and incorporating current educational research and departmental initiatives.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Data driven teaching and learning

Purpose:

To regularly use internal, school-wide student assessment data to identify student achievement and progress, there by improving planning, interventions and teaching practice.

This will include professional learning in best practice data gathering.

To embed flexible and responsive formative assessment practices in classroom instruction, allowing students to reflect on their achievement against Success Criteria, and allowing teachers to assess for learning.

STRATEGIC DIRECTION 2

Successful and engaged future-focused learners

Purpose:

To provide a whole-school approach to professional learning, building teachers' capacity in the use of technology, thereby enabling technology to support learning and be expertly integrated into lessons by teachers.

To develop dynamic and innovative learning programs and teaching practices within inquiry based learning initiatives, thereby creating critical and creative global citizens.

STRATEGIC DIRECTION 3

Wellbeing and partnerships for learning

Purpose:

To develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn.

To ensure effective systems, structures and processes underpin school improvement and respectful relationships.

Strategic Direction 1: Data driven teaching and learning

Purpose

To regularly use internal, school-wide student assessment data to identify student achievement and progress, there by improving planning, interventions and teaching practice.

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Improvement Measures

Increase the proportion of students achieving expected growth in literacy.

Establishment of whole-school, internal data gathering systems.

Increase the use of learning intentions and success criteria through survey data and classroom observations

People

Students

- Students: use the skills and capabilities required to use learning intentions and success criteria to inform their current and future learning.

Staff

- build capacity to utilise data to evaluate student understanding and inform planning, identify interventions and modify teaching practice.

Parents/Carers

- receive information to improve their understanding of the Literacy and Numeracy Progressions.

Community Partners

- continue already established partnerships with our Community of Schools, incorporating professional partnerships.

Leaders

- adopt a coordinated approach to providing teachers with sustained differentiated professional learning.
- SD1 Team will lead professional learning sessions in the use of the progressions and the use of LISC (Learning Intentions and Success Criteria).
- SD1 will plan revenue expenditure to facilitate the implementation of professional learning in literacy projects

Processes

- Increasing staff capacity in the use of data from the Literacy and Numeracy Progressions to promote consistent and comparable judgement of student learning and progress.

- Conduct differentiated professional learning on formative assessment practices.

- Embedding Learning Intentions and Success Criteria (LISC) in literacy programs

Evaluation Plan

- Progression data/ PLAN 2
- NAPLAN
- Funding for Professional Learning
- Survey teachers' understanding of Literacy and Numeracy progressions.
- Collect exemplars of targeted literacy and/or numeracy strategies during stage meetings
- Scheduled staff meetings to discuss consistency of teacher judgement/data collection
- Numbers of teachers using progression data to improve student growth
- Participation in Professional Learning sessions
- Focus groups
- Lesson observations and program

Practices and Products

Practices

Analyse and interpret data to inform student achievement and progress in literacy.

Embed formative assessment practices in classroom instruction, connected to Progressions and curriculum outcomes

Products

A centralised data collection system, based on the progressions. This will assist teachers and students to track growth in literacy and numeracy.

Teachers will meet the individual needs of students in literacy through the use of data to differentiate their teaching, providing adjustments/intervention.

Students understand their learning through feedback practices, enabling them to set future learning goals.

Strategic Direction 1: Data driven teaching and learning

Processes
review

Strategic Direction 2: Successful and engaged future-focused learners

Purpose

To provide a whole-school approach to professional learning, building teachers' capacity in the use of technology, thereby enabling technology to support learning and be expertly integrated into lessons by teachers.

To develop dynamic and innovative learning programs and teaching practices within inquiry based learning initiatives, thereby creating critical and creative global citizens.

Improvement Measures

- Increased proportion of staff using technology in their lessons through survey, timetables and programs.
- Improved integration of technology in Mathematical and Science and Technology programs
- Increased professional learning in the use of technology for all staff
- Increased confidence expressed by staff and students in the use of technology
- Increased proportion of students achieving expected growth in numeracy.

People

Students

- approach new and evolving technologies with confidence, present creative solutions in an inquiry based learning environment and communicate and justify strategies, outcomes and deep knowledge by using technology.

Staff

- Build teacher capacity to use a wide range of technology, incorporating digital resilience and a growth mindset.
- Utilise staff strengths in the implementation of professional learning, incorporating formal and informal mentoring systems.
- Build knowledge of best practice in the implementation of STEM into programming and the teaching and learning cycle.

Parents/Carers

- Support and provide connections to experts in the community.
- Practices are embedded for parents to be engaged in and understand STEM processes that their children are involved in within the classroom.

Community Partners

- Develop partner relationship with local services, including Sydney University in STEM mentoring.

Leaders

- Increase SD2 team capacity across current and new technologies, thereby facilitating internal professional

Processes

Technology

- Purchase and construct systems for the management of new technologies
- Design a schedule of professional learning in the use of technology that reflects areas of need identified in staff data collection
- Attend external professional learning in specific use of technologies and applications, including training SD2 team members in implementation of management systems
- Conduct professional learning with whole-staff, developing mentoring partnerships in the staff that continue into team-teaching and peer observations
- Examine current programs and construct new learning programs with technologies embedded in assessment for and of learning as well as in collaboration and inquiry contexts

STEM

- Implement a whole-school plan for the acquisition of staff knowledge and understanding of STEM via professional learning
- Examine current programs and construct new learning programs with STEM embedded
- Purchase STEM support products
- Provide collegial opportunities for peer mentoring, team teaching and peer observations in lessons where STEM is

Practices and Products

Practices

Implement a plan of differentiated professional learning in the use of innovative technology reflective of current teachers' abilities and skills, including areas of identified need.

Teachers instructed, coached and mentored in STEM principles, its connectedness to syllabus outcomes and associated innovative teaching strategies and technologies.

Products

Enquiry based teaching and learning opportunities embedded with technology in programs and STEM

Students capably use technology as a tool for learning collaboratively, critically and creatively, and as a means of investigating global issues

Teachers will integrate technology into their teaching and learning programs and use innovative teaching practices

Strategic Direction 2: Successful and engaged future-focused learners

People

learning.

- SD2 inspire, motivate and lead professional learning sessions in the use of current and new technology.
- SD2 team will adopt a coordinated approach to providing teachers with differentiated support in the implementation of STEM.
- SD2 team will prioritise planned revenue and expenditure, internally and externally, to facilitate the implementation of technology and STEM programming

Processes

embedded

Evaluation Plan

- Survey teachers pre and post professional learning for both projects
- Student surveys on confidence using technology
- Exit slips from students after lessons
- Exit slips from professional learning
- Programs across Mathematics and Science and Technology
- Peer Observations
- Surveys
- Staff meeting schedules

Strategic Direction 3: Wellbeing and partnerships for learning

Purpose

To develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn.

To ensure effective systems, structures and processes underpin school improvement and respectful relationships.

Improvement Measures

- Improved student engagement data
- Improved Positive Behaviour for Learning (PBL) data, including a reduction in playground and classroom incidents
- Improved school self-assessment in relation to the Wellbeing Framework
- Improved parent satisfaction survey data

People

Students

- are responsible, respectful learners.

Staff

- build knowledge, skills, and capacity for student wellbeing and engagement.

Parents/Carers

- build the knowledge and understanding of the community in relation to whole school wellbeing practices

Community Partners

- engage and enhance community partnerships that support student learning and wellbeing.

Leaders

- adopt a coordinated approach to developing and managing school systems and processes that support learning and wellbeing.
- SD3 Team will lead professional learning sessions and review current school procedures in conjunction with the school executive team.
- SD3 will plan revenue expenditure to facilitate the implementation of projects and programs to improve student wellbeing and partnerships for learning.

Processes

Whole school wellbeing

- Embed whole school wellbeing practices to ensure optimum conditions for student learning and engagement across the school.

Quality services and partnerships for learning.

- Embed streamlined structures, systems and processes for continuous school-wide improvement.

Evaluation Plan

School survey

TTFM

Focus Groups

Attendance data

Wellbeing Framework assessment.

Practices and Products

Practices

School has implemented evidence-based change to whole school

The establishment of streamlined, professional processes exist to deliver services and information and to support parent engagement and satisfaction

Whole school approach to improving service delivery and stakeholder experience.

School evaluates administrative systems and processes for impact Procedures and policy are clearly defined, articulated and followed.

Products

Positive, respectful relationships are evident and widespread among students, staff and community.

Measurable improvement in school wide wellbeing and engagement practices.

School-wide responsibility for student learning and success.

Increased parental engagement and satisfaction with the school.

Consistent use of policy and procedure and ensuring their effectiveness