# School plan  2018-2020

**Laurieton Public School 2377**

Laurieton Public School 2377 (2018-2020)

## School vision statement

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

## School context

Laurieton Public School is a P1 class primary school of 200 students. The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain. The school draws students from Dunbogan and parts of Laurieton, west to St Albans and Waterview Heights Estates, and north to the Stingray Creek Bridge.

The school is located close to facilities such as the local swimming pool, town library, churches and halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts.

**RAM Equity**

*Socio–economic Background* –$143,473 has supported professional learning for staff and additional in class support.

*Aboriginal Background* – $10039 has provided additional learning support for all Aboriginal students to achieve personalised learning plan targets.

*Low Adjustment for Disability*– $84834 has supported employment of a Learning and Support Teacher (FTE 0.6) and SLSOs to provide additional support for students with identified learning needs.

*Quality Teaching Successful Students*– 0.346 allocation for staff mentoring and professional development.

## School planning process

Utilisation of data gathered from the evaluation of the school plan 2015–17 provided valuable data and direction for the 2018–2020 school plan. Surveys were conducted with members of the school community, including the following:

–members of staff

–students

–parents and family members.

Analysis of policies and programs, plans, budget, assessment information, professional learning evaluations and other documents seen by the school as informing our progress toward 'Excelling' on the School Excellence Framework.

Analysis of student achievement data, including detailed NAPLAN analysis using SMART, Literacy and Numeracy Continuum data.

To develop the 2018–2020 school plan, the following phases were followed to draw conclusions, make recommendations and develop practices, products and milestones.

1. planning the process

2. collecting data

3. analysing data

4. communicating findings, recommendations and strategies

5. reviewing the school vision and strategic directions and purpose

6. identifying processes, practices and products

7. developing milestones framework for identified targets

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1
Dynamic and Inclusive Learning Culture

## STRATEGIC DIRECTION 2
High Quality Teaching

## STRATEGIC DIRECTION 3
Positive Partnerships, High Expectations

**Purpose:**

To inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

**Purpose:**

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence–based and at an individual and collective level.

**Purpose:**

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

# Strategic Direction 1: Dynamic and Inclusive Learning Culture

## Purpose

To inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

### Improvement Measures

Students achieve expected growth on the literacy and numeracy progressions.

School value added growth is equal to or above the state average and student proficiency aligns to the Premier's target.

The school is able to provide evidence to support the progression of the elements; Curriculum, Assessment and Student Performance Measures on the School Excellence Framework.

## People

### Staff

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. 5.2.2

### Students

Increased capacity to identify learning goals through self–reflection of learning progress.

### Parents/Carers

Increased awareness and understanding of assessment, reporting, learning goals and self–reflection to enhance capacity to support their child's learning.

## Processes

### Curriculum

Whole school practices and programs enhanced through strategic professional learning to increase teacher capacity to deliver quality differentiated learning for all students focusing on numeracy, reading and writing.

### Assessment

Teachers implement quality formative and summative assessment processes and provide quality feedback to enhance student learning.

### Student Performance Measures

Students utilise understanding of assessment and feedback to self–reflect and determine learning goals applicable to their personal learning needs.

### Evaluation Plan

Improvement milestone plans will be evaluated every 5 weeks and all milestone plans will have an annual evaluation, measuring the impact and success of the program.

## Practices and Products

### Practices

#### Curriculum

Teachers effectively differentiate curriculum content to meet the learning needs of all students.

Teachers, students and parents work together to plan and support student learning and their achievement of learning goals.

#### Assessment

Teachers highly skilled in utilising evidence to inform their programing and delivery of quality learning experiences that meet the needs of the students in their care.

#### Student Performance Measures

Students understand learning progressions and show expected growth on internal school progress and achievement data.

### Products

#### Curriculum

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

SEF–differentiation

#### Assessment

# Strategic Direction 1: Dynamic and Inclusive Learning Culture

**Practices and Products**

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 has processes in place that support teacher's consistent, evidence based judgement and moderation of assessments.

SEF–Monitoring of student learning

**Student Performance Measures**

Internal school progress and achievement data indicates students are attaining expected or higher than expected growth in literacy and numeracy.

SEF– Measures against syllabus standards

# Strategic Direction 2: High Quality Teaching

## Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence–based and at an individual and collective level.

### Improvement Measures

The school is able to evidence growth on the SEF from delivering to sustaining and growing in the domain of Teaching against the elements Data Skills and Use, Professional Standards and Learning and Development.

Teachers demonstrate proficiency or above in the domains of Professional Practice and Professional Engagement against the Australian Professional Standards for Teachers.

## People

### Staff

Apply knowledge and understanding of effective teaching strategies to support student's literacy and numeracy development.

2.5.2

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

6.3.2

### Leaders

Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievements in literacy and numeracy using research based knowledge and student data.

## Processes

### Data Skills and Use

Teachers further their knowledge and skills in gathering and analysing student data from internal and external sources.

### Professional Standards

Teachers consolidate and extend the capacity to explicitly teach literacy and numeracy to students at all levels of achievement.

### Learning and Development

Leadership team facilitate specific professional learning within the areas of writing, reading and Mathematics and quality assessment and feedback processes.

### Evaluation Plan

Improvement milestone plans will be evaluated every 5 weeks and all milestone plans will have an annual evaluation, measuring the impact and success of the program.

## Practices and Products

### Practices

#### Data Skills and Use

Teachers collaborate in stage and whole school environments to distribute detailed knowledge associated with student progress and achievement derived from quality assessment and data analysis practices.

#### Professional Standards

Teachers utilise professional learning to enhance delivery of quality differentiated learning experiences in literacy and numeracy.

#### Learning and Development

Teachers engage in professional learning and discuss and collaborate to improve student learning in their stage.

### Products

#### Data Skills and Use

Consistent and comparable judgement of student learning and monitoring identifies areas for consolidation and extension.

SEF–Data use in teaching

#### Professional Standards

Development of evidence based programs and lessons which meet the literacy and numeracy needs of all students.

SEF Literacy and numeracy

#### Learning and Development

# Strategic Direction 2: High Quality Teaching

**Practices and Products**

Evaluation of professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

SEF Professional learning

# Strategic Direction 3: Positive Partnerships, High Expectations

## Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

## Improvement Measures

Annual School Report reveals alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

Involvement of staff and community in the school improvement process increased through the deep understanding of its purpose.

## People

### Staff

Develop a greater understanding of the evaluative processes for school planning and become actively involved in addressing strategic directions and meeting improvement measures.

### Leaders

Lead improvement measures that enhance staff and community understanding and involvement in school plan implementation processes.

### Parents/Carers

Develop a greater level of understanding toward the school plan and the continuous improvement processes required for on going progress and achievement.

## Processes

### Planning, Implementing and Reporting.

Executive lead the capacity building of the school community towards school plan processes to enhance engagement and contributions toward improvement measures.

### Evaluation Plan

Improvement milestone plans will be evaluated every 5 weeks and all milestone plans will have an annual evaluation, measuring the impact and success of the program.

## Practices and Products

### Practices

#### Planning, Implementation and Reporting

Executive ensure the effective implementation of the school plan is achieved through concise information, processes, timelines and milestones.

### Products

#### Planning, Implementation and Reporting

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

SEF– School plan