

School plan 2018-2020

Lake Heights Public School 4011



School background 2018–2020

School vision statement

At Lake Heights Public School, we are committed to the pursuit of excellence through quality teaching and learning, and an environment where positive relationships underpin our school culture. We draw on creative and innovative practices that inspire students to become active, confident participants in a rapidly changing world.

School context

Lake Heights Public School is a small school with an enrolment 148. The school is comprised of students from a range of social and cultural backgrounds with 9% Indigenous, and 23% of with a language background other than English. We embrace the diversity that this brings to our learning environment.

Teaching and learning programs are personalised for students, to connect and engage all learners. As an Early Action for Success school (2017 – 2020), Lake Heights has an instructional leader and interventionist who play key roles in building staff skills and knowledge in teaching and assessing literacy and numeracy. They also assist our teachers to customise interventions for individual students through approaches that include Language Learning and Literacy (L3) and Targeted Early Numeracy (TEN).

Student wellbeing measures, such as the KidsMatter framework, the Bounce Back program and inter-agency partnerships have fostered a thriving school climate. We continue to work with parents, our active P&C and the wider community to enable students to reach their full potential.

School planning process

Professional learning about appreciative inquiry.

Review previous school plan.

Development of an updated school vision and context using an appreciative inquiry approach.

Consultation with staff, students and parents to list our strengths and dreams.

Formation of small groups to write the 5Ps.

Leadership team took part in training on writing effective milestones.

Milestones were developed and worked with staff.

Feedback on draft plan considered and adjustments made.

We have timetabled weekly leadership meetings to document progress and evidence of impact on SPaRO (School Planning and Reporting Online)

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student wellbeing

Purpose:

A planned approach to student wellbeing processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Our purpose is to create a school-wide, collective responsibility for student learning, which is shared by parents and students. We aim to promote the social and emotional wellbeing of all students, to ensure optimum conditions for student learning across the whole school.



STRATEGIC DIRECTION 2

Quality teaching and learning

Purpose:

Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners. Our purpose is to implement effective, evidenced-based teaching methods that optimise learning progress for all students. Teaching and assessment is responsive and personalised to meet the unique needs of each students. Through a collaborative and reflective approach to planning, teaching and assessment, we create a strong, visible culture in the school that promotes and supports improvement in teaching and learning.



STRATEGIC DIRECTION 3

Innovation for learning

Purpose:

Successful learners are creative and productive users of technology who think deeply and logically to solve problems. The physical environment of the school is flexible, promotes collaboration and is responsive to the changing needs of learners. Teachers facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Strategic Direction 1: Student wellbeing

Purpose

A planned approach to student wellbeing processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Our purpose is to create a school-wide, collective responsibility for student learning, which is shared by parents and students. We aim to promote the social and emotional wellbeing of all students, to ensure optimum conditions for student learning across the whole school.

Improvement Measures

Improved levels of student wellbeing as measured by the Tell Them From Me survey at the beginning and end of each year.

Attendance levels at 93% or better and a 20% reduction in late arrivals compared to the previous year.

People

Students

Are resilient and able to regulate their own emotional and social wellbeing. They view school as a safe and supportive environment where they feel a sense of belonging. They see themselves as capable learners who can take on challenges in their learning and every day lives.

Staff

Provide students with the necessary skills to become resilient and meet the demands of everyday life.

Communicate openly and respectfully with students and families to foster a collective responsibility of student learning.

Leaders

Ensure there is a planned approach to student wellbeing measures.

Track measurable outcomes of implemented strategies

Parents/Carers

Communicate openly and respectfully with teachers to foster a collective responsibility of student learning.

Become active participants in their child's education.

Feel a sense of belonging within the school.

Community Partners

Processes

Systems and procedures

Apply the strategies and tools from KidsMatter, to the systems and procedures across the school.

Social and emotional wellbeing

Implement strategies to build upon the social and emotional wellbeing of students, to foster resilience, perseverance and a growth mindset.

Evaluation Plan

- * learning and support BETLS observation tool

- * KidsMatter systematic approach to communication log

- * internal surveys –student/teacher/parents

- * lesson plans/teaching programs

Practices and Products

Practices

Students draw on a range of taught strategies to regulate their behaviour and are willing to take on challenges.

The use of tools and strategies that support student wellbeing will be evident in:

- class programs
- communication logs
- professional learning
- formal referrals
- handover student profiles

Products

Improved social and emotional wellbeing for students that creates a learning culture where students connect, succeed and thrive

Strategic Direction 1: Student wellbeing

People

Work in partnership with the school to promote student wellbeing.

Strategic Direction 2: Quality teaching and learning

Purpose

Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners. Our purpose is to implement effective, evidenced-based teaching methods that optimise learning progress for all students. Teaching and assessment is responsive and personalised to meet the unique needs of each students. Through a collaborative and reflective approach to planning, teaching and assessment, we create a strong, visible culture in the school that promotes and supports improvement in teaching and learning.

Improvement Measures

A significant percentage of students in each grade will be on-track with each aspect of the EAfS targets in literacy and numeracy.

Remain on-track to achieve the Premier's Priority by 2020 – i.e. The proportion of students in the top two NAPLAN bands will increase by eight per cent (30% increase for Aboriginal students as an inclusive part of the 8% increase for the general population)

People

Students

Articulate how and why they learn, and how they can improve their learning. They work collaboratively and are actively engaged in their learning.

Staff

Deliver effective lessons which are differentiated for individual learners and are informed by valid and reliable data.

Provide timely feedback to students.

Collaborate with others to plan, assess and ensure consistency of judgements across the school.

Leaders

Provide professional learning that enables sharing, collaboration and builds upon individual strengths and areas of development.

Parents/Carers

Support students in their learning.

Processes

Evidenced based teaching

Draw on current research to implement effective evidenced-based teaching methods in all classrooms.

Personalised learning

Use consistent and reliable evidence, to provide learning and feedback that is personalised and responsive to individual learners.

Evaluation Plan

- EAfS learning progression data
- teaching program discussions
- data round evaluations
- classroom observation data
- 2017 NAPLAN reading and numeracy data will provide a baseline
- Student surveys
- teacher reflections pre and post

Practices and Products

Practices

Staff will draw on current research to implement effective evidenced-based teaching methods to meet the unique needs of each learner.

Learning will become a collaborative process between teachers and learners, where planning, teaching and assessment are responsive and reflective.

Products

Personalised learning experiences meet the unique needs of each learner and assist them to move towards their expected syllabus outcomes.

Professional learning assists teachers to develop their use of evidence-based pedagogy and refine their practice.

Strategic Direction 3: Innovation for learning

Purpose

Successful learners are creative and productive users of technology who think deeply and logically to solve problems. The physical environment of the school is flexible, promotes collaboration and is responsive to the changing needs of learners. Teachers facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Improvement Measures

Students engaged in authentic, challenging learning and play that results in fewer conflicts and higher levels of problem solving as reported by teachers who monitor the playground spaces. Student surveys in relation to their play time indicate that their playground experience has variety and high interest.

In 2018, staff participate in professional learning that focuses on the vision and purpose of adventure play with a goal to determine improvement measures.

People

Students

Draw on creative and critical thinking skills to think deeply and logically to solve problems.

Staff

Facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Explicitly teach critical and creative thinking skills and provide challenging and meaningful opportunities to solve a variety of complex problems across all curriculum areas.

Leaders

Provide opportunities for professional learning for staff.

Coordinate improvements made to the physical environment of the school

Parents/Carers

Provide input into improvements made to the school.

Community Partners

Provide expertise in planning the physical learning environment.

Support the school in playground improvements.

Processes

Innovative Learning Environments

Draw on current research to provide physical learning environments that are flexible, promote collaboration and meet the changing needs of learners.

Creative and Critical Thinking

Provide challenging and meaningful opportunities for students to draw on creative and critical thinking skills across the curriculum.

Evaluation Plan

- teacher reflections of critical thinking skills (pre and post)

- student observations (playground and classroom)

- student engagement observations

- Science and Technology assessment and student reflection data

- teacher programming showing evidence of student-led inquiry

- evaluation of professional learning

- classroom observations

Practices and Products

Practices

Classrooms provide opportunities for students to become creative and critical thinkers through student-led inquiry, problem solving, collaboration and discussion.

Products

Stimulating, authentic and flexible learning environments that promote collaboration and challenging learning and play.

Students can think critically, creatively and locate information needed to solve complex problems.