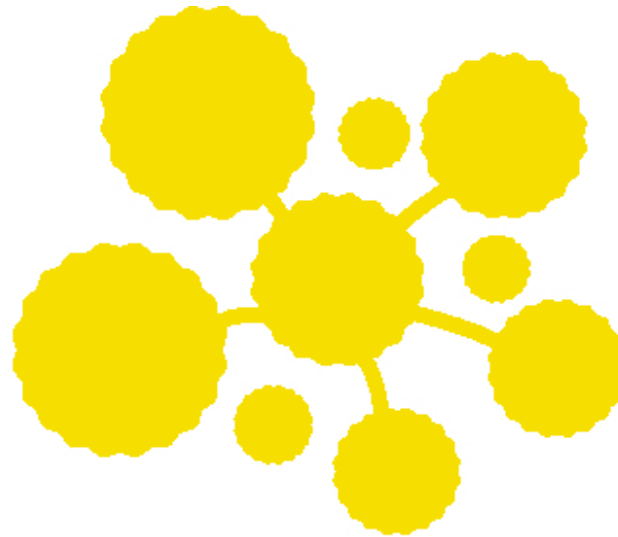


# School plan 2018-2020

**Loftus Public School 4221**



**LOFTUS**  
**Public School**

# School background 2018–2020

## School vision statement

At Loftus Public School, we believe in '*Educating for Excellence*' within a safe, inclusive environment so that students become confident, creative, critical thinkers and self-directed life-long learners who are empowered to contribute to a sustainable, global community.

## School context

Loftus Public School provides a dynamic and inclusive educational environment in which all students access rich and diverse educational programs within a varied and balanced curriculum.

Major initiatives in the areas of literacy, numeracy, technology, sport, creative arts and student wellbeing have brought about widespread recognition of excellence within the school and across the wider community.

Our dedicated, highly skilled staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive environment with quality teaching programs. Student engagement, syllabus implementation and best practice for future focussed learning is well supported by teacher professional development.

Our core values of self-confidence, honesty, responsibility, excellence, cooperation and kindness underpin all facets of our interactions with Positive Behaviour for Learning and Restorative Practices providing scaffolds for respectful relationships.

Our school is committed to transparent community decision-making with a highly interested, committed parent body.

## School planning process

The school sought the opinions of parents, students and teachers through comprehensive consultation to develop a vision and focus for 2018–2020. The evaluation process included a review of the strengths, opportunities and areas for development across the school.

Consultation has been carried out through community forums, extensive surveys, evidence-based data analysis and staff professional learning sessions. In addition, the school leadership team worked to analyse and evaluate a range of programs and school structures. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community.

The three strategic directions capture the whole school community vision and hopes for our students' futures, long term aspirations for the school and its programs and strategies to be implemented for improvement.

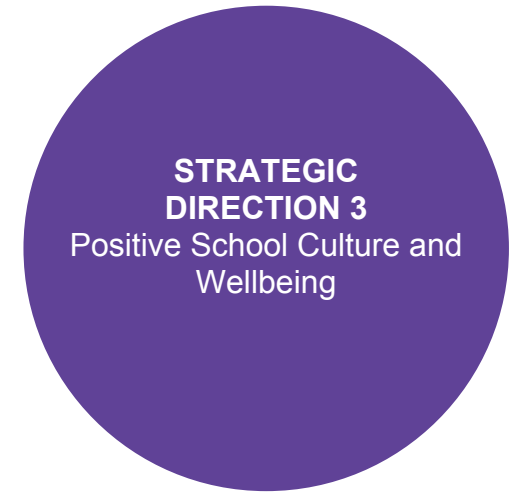
# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Excellence in Learning



**STRATEGIC  
DIRECTION 2**  
Quality Teaching and  
Leadership



**STRATEGIC  
DIRECTION 3**  
Positive School Culture and  
Wellbeing

**Purpose:**

To ensure all students achieve their full potential and are highly engaged, creative learners and critical thinkers.

**Purpose:**

To develop passionate and highly skilled teachers who provide quality and explicit teaching and learning programs based on research and data that enables students to develop as successful, self-directed learners.

**Purpose:**

To provide a safe, effective teaching and learning environment, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

# Strategic Direction 1: Excellence in Learning

## Purpose

To ensure all students achieve their full potential and are highly engaged, creative learners and critical thinkers.

## Improvement Measures

Increase proportion of Loftus Public School students in the top two bands in literacy and numeracy in NAPLAN.

Consistently increasing student growth on internal and external measures.

Increased visibility of assessment, student progress and differentiation as demonstrated in programs, data, and success in individual learning goals.

## People

### Students

Students will, through a growth mindset, demonstrate increased engagement, growth and success in their learning via targeted, differentiated, rich teaching practices.

### Staff

Staff need to develop a mindset to trial innovative ways of teaching including new strategies to develop skills in ongoing collection, analysis and personalisation of assessment data to provide engaging and differentiated learning.

### Leaders

Leaders need to value and provide evidence based, targeted professional learning in aligning curriculum with assessment practices to guide instruction that leads to measurable improvement.

### Parents/Carers

Parents and carers will support and value changes differentiation, new ways of teaching and engage in literacy and numeracy information activities around assessment and teaching strategies.

## Processes

**Literacy & Numeracy Project:** Use current research to develop and implement high quality teaching and learning programs in aspects of Literacy and Numeracy.

**Curriculum Project:** Develop systematic and engaging teaching and learning programs that align to the NSW Syllabus for the Australian Curriculum.

**Assessment & Differentiated Learning Project:** Develop a systematic and reliable assessment framework to ensure all students are challenged and all adjustments lead to improved learning.

## Evaluation Plan

NAPLAN

Learning Progressions

Internal data

SENA

Best Start

SCOUT

Individual learning goals

Teacher programs

Observations and student work samples

## Practices and Products

### Practices

Learning Progressions, SMART, PLAN, staff and student data collection are consistently used to track and monitor student progress and inform teaching and learning.

Teachers design and implement assessment schedules with teaching and learning programs reflecting for, of and as assessment to differentiate learning.

Teachers use explicit and systematic teaching strategies to engage and empower students to ensure growth is evident in all key learning areas.

### Products

Rich learning experiences and high levels of student engagement is evident in classrooms with students articulating learning goals and success criteria.

Teachers analyse, interpret and collaboratively use data to inform planning, identify student individual capabilities and incorporate appropriate adjustments to teaching and learning programs.

Teacher programs and individual learning goals prove differentiation is successful in enhancing student growth.

# Strategic Direction 2: Quality Teaching and Leadership

## Purpose

To develop passionate and highly skilled teachers who provide quality and explicit teaching and learning programs based on research and data that enables students to develop as successful, self-directed learners.

## Improvement Measures

Teacher reflection and surveys show increased opportunity to build leadership skills and lead programs towards success.

Observations, reflections and surveys show increased quality and explicit teaching practices, based on research, proving continuous teaching expertise.

Agile learning techniques will be increasingly embedded across the curriculum as teachers engage with data and learning sprints resulting in increased student success.

## People

### Leaders

Leaders empower their teams through understanding best leadership practice including high level instructional leadership and valuing research and evidence based practices. Leaders will distribute leadership through a balance of support, mentoring and guidance.

### Staff

Staff need to value new ways of teaching and collaboration with other schools to enhance dynamic teaching practices.

### Community Partners

Community of schools will collaborate to develop a collective teacher efficacy by valuing the sharing of expertise and collegial support.

## Processes

**Learning Sprints:** Leadership and teacher teams use Learning Sprints to continuously improve their practice in short, manageable cycles of evidence informed, impactful work.

**Data Project:** Developing whole staff capabilities in understanding data literacy concepts and using and interpreting data to inform their classroom practice.

## Evaluation Plan

Surveys

Student data

Learning Sprints proformas

Teaching programs

Leadership reflections

Observations

PDPs

## Practices and Products

### Practices

All teachers use student assessment data to collaboratively inform planning, identify interventions and modify teaching strategies to meet student needs.

Collaborative professional learning engages staff through shared understanding and opportunities to share expertise across a community of practice.

Learning sprints are used to provide explicit, focused teaching and review to increase student capability and knowledge.

### Products

Data and evidence will consistently show student growth.

Focused, explicit, data informed teaching practices, will be evident across the school including Learning Sprints.

The leadership team prioritises distributed instructional leadership to sustain a culture of effective, evidence-based teaching and measurable learning progress.

# Strategic Direction 3: Positive School Culture and Wellbeing

## Purpose

To provide a safe, effective teaching and learning environment, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

## Improvement Measures

Increasingly positive student, staff and community responses from the Tell Them From Me Surveys.

An increase in the use of the restorative practice framework and the language of PBL expectations being implemented by staff when dealing with student interactions in both classroom and playground settings.

Decrease in negative student behaviour and increase in positive behaviours being reported to executive staff and recorded in Sentral.

## People

### Students

Students will understand the core values of being safe, respectful and responsible learners, have high expectations of themselves and develop capabilities which foster respectful, empathetic and inclusive relationships.

### Staff

Teachers will value their knowledge of the principles and application of Positive Behaviour for Learning, Restorative Practices and programs such as Circle Time. They will be able to apply these frameworks and approaches to improving the wellbeing of all stakeholders in our school community, in an authentic and sustainable manner.

### Leaders

Leaders will mentor and support staff in implementing the wellbeing framework in the school to ensure a safe and happy learning environment for all stakeholders.

### Parents/Carers

Parents and carers will trust, support and reinforce the language and values of the school's wellbeing framework to encourage connection to and engagement with the school.

## Processes

### Student Wellbeing;

Develop school wide practices that improve student wellbeing leading to increased student engagement and learning outcomes. (RP, PBL, Student Welfare & Discipline Policy, Anti Bullying Policy, Cyber Safety)

## Evaluation Plan

Tell Them From Me Surveys

Student Voice

Student focus groups

SENTRAL data

PBL surveys

## Practices and Products

### Practices

School wide approach to wellbeing is consistently implemented to define and support behavioural expectations creating a positive teaching and learning environment.

Staff consistently use the school wellbeing framework to ensure monitoring and support of student wellbeing needs.

Positive Behaviour for Learning, restorative practices and circle time are used in all classes and school-wide settings.

Students are respectful, empowered and respond that they are treated fairly and know that they are listened to, valued and cared for.

### Products

Students develop strong identities as successful learners and along with staff and community members, build respectful, positive relationships and actively contribute to the school and community.

A framework for the school community, which incorporates a revised student welfare and discipline policy, is used to support the well being of every student.