

School plan 2018-2020

Lakelands Public School 4266



School background 2018–2020

School vision statement

Our vision is that children leave school with a set of values – cooperation, caring, courtesy, consideration and commitment. An enquiring, discriminating mind and a desire for knowledge. Strong self-esteem and high personal expectations. Tolerance and respect for others. We value the partnership, which exists between school, parents and community and the part it plays in realising this vision.

School context

Lakelands Public School has an enrolment of 316 students and is a proud member of the Dapto Learning Community. Lakelands Public School is a community school with a caring staff committed to providing successful teaching and learning opportunities which cater to the individual learning needs and interests of all the students. The local community and parent body value their school and their pride is reflected in the wonderful support in successful fundraising, Parents and Citizens' Association and classroom involvement.

School planning process

The school has consulted extensively with staff, students and parents during 2017 and the beginning of 2018. Consultation included discussions and focus questions at P&C meetings, parent/community surveys, student surveys and informal discussion with members of the local community. In 2018, staff analysed our current school performance to further develop our strategic directions and areas for improvement. The priority areas for our school to achieve excellence have been included in the products and practices section of the school plan. Through staff and community consultation and student observations, we have identified mental wellbeing as an area of need for our students. We have included strategies to improve students' mental health through the Kids Matter framework. As part of staff meetings, staff examined the responses from the school community surveys. Staff collated all results and looked at common elements. The responses were extremely supportive of the current practices of the school. This jointly constructed school plan acts as a working document to drive school improvement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

A place where learning is the priority and staff work in partnership with students, each other and the community to ensure the learning of every student is a central focus. To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop into self-directed learners.

STRATEGIC DIRECTION 2 Leading

Purpose:

To establish outstanding leadership at all levels, where staff members and students are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom, school environment and school community. To build stronger, positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation.

STRATEGIC DIRECTION 3 Teaching

Purpose:

To ensure that our teachers have a deep knowledge of all syllabi and are consistently delivering quality lessons across all key learning areas. To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide excellent learning for all students.

Strategic Direction 1: Learning

Purpose

A place where learning is the priority and staff work in partnership with students, each other and the community to ensure the learning of every student is a central focus. To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop into self-directed learners.

Improvement Measures

Significant improvement in numbers of students that achieve their year appropriate expected growth in Literacy and Numeracy.

Increased use of evidence-informed pedagogy by all teachers which maximises student engagement and achievement.

Improved levels of student wellbeing and engagement in all Key Learning Areas.

People

Students

Will learn to identify, publish and monitor their own learning goals.

Create opportunities for students to learn through active participation in all Key Learning Areas where they can apply practical social strategies diversely in school settings.

Staff

Will help students focus on their own learning as well as delivering high quality differentiated learning opportunities for the students. They will implement new syllabuses in a systematic and collaborative way. All staff will be able to communicate the characteristics of successful learners so that everybody will be able to see, hear and feel the effects of great teaching.

Parents/Carers

Will understand the language of learning and support their children in being active in the achievement of their own learning goals.

Leaders

Will promote the language of learning amongst staff, students and parents and lead syllabus implementation.

Processes

Literacy and Numeracy

Ensure learning is data driven and based on formative assessment practices and learning progressions.

Visible Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Enrichment

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Closely monitor NAPLAN, Best Start 2, TEN, TOWN and school-based assessment data to analyse student performance. Utilise Tell Them From Me surveys to gauge effect through teacher, student and parent responses.

Regularly self-evaluate in terms of the School Excellence Framework (SEFv2).

Monitoring of the milestones in this strategic direction. Executive and team leader evaluations.

Practices and Products

Practices

Staff work collaboratively to improve data collection, data skills use, data analysis to plan their teaching and learning cycle.

All students have learning goals tailored to meet their developmental needs.

Relationships between stakeholders are both valued and nurtured to ensure continuity of quality student learning.

Products

Class, grade and stage data used to plot student growth in literacy and numeracy demonstrates student achievement at or above level on the literacy and numeracy progressions.

Visible learning that includes learning intentions, success criteria, assessment and feedback is embedded in English and Mathematics.

A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, to inform future direction.

Strategic Direction 2: Leading

Purpose	People	Processes	Practices and Products
To establish outstanding leadership at all levels, where staff members and students are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom, school environment and school community. To build stronger, positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation.	Students Strive for / accept leadership roles, engage with school values, rules and positive behaviour.	Leadership Development Leadership and decision making facilitated through training and mentoring opportunities.	Practices Strengthen a shared leadership approach to managing the school. All staff committed to the school's strategic directions and taking action to ensure our collective success.
Improvement Measures Leadership skills and practices are evident at all levels of teacher leadership across policy implementation through designated and supported roles and responsibilities.	Staff Lead critical learning and initiatives. Collaborate with the Learning Performance Framework with a view to whole staff professional standards accreditation. Collaborate, train and implement school innovations to support learning and system administration.	Instructional Leadership Mentoring leadership support to assist with implementation, in-class teaching practice, early career and experienced teachers.	Staff engaged in leadership opportunities as teachers in their classroom and Dapto Learning Community (DLC) through school and DLC initiatives.
All staff display increased leadership capacity through opportunities and structured support from leadership mentors.	Parents/Carers Engage with leadership and support student leadership. Encourage and support innovations in learning and system administration.	Partners Engage all school partners to complement teaching, learning and wellbeing in our school.	Through regular contact with the school, partners committed to the relationship with the school and its culture.
Improved relationships and levels of involvement of all school partners to improve student learning and wellbeing.	Community Partners Contribute and support leadership. Support innovations in learning and system administration.	Evaluation Plan Tell Them From Me surveys. Analysis of student wellbeing data. Focus groups. Implementation and progress towards staff PDP goals.	Products Clear distributed and empowered leadership structures with embedded, roles, responsibilities and accountabilities to effect change, implementation and school progress. This will include the continuation of the Professional Development Framework for staff, P&C and school initiatives and Student Representative Council.
	Leaders Assume leadership and responsibility for implementation of roles and responsibilities. Collaborative support for the Professional Development Framework. Oversight of Learning Support Team. Oversight of innovations and initiatives. Develop effective change management, organisation and accountability skills.	Regularly self-evaluate in terms of the School Excellence Framework (SEFv2). Monitoring of the milestones in this strategic direction. Executive and team leader evaluations.	Increased leadership capacity for all staff as identified through Professional Development process and roles and responsibilities statement.
			Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Strategic Direction 3: Teaching

Purpose

To ensure that our teachers have a deep knowledge of all syllabi and are consistently delivering quality lessons across all key learning areas. To build a teaching team that works collaboratively within and between schools in pursuit of outstanding teaching skills that will provide excellent learning for all students.

Improvement Measures

All staff and students trained in and implementing Higher Order Ways 2 Learn (HOW 2 Learn).

All staff will engage in professional learning aligned to the school plan and are successful in maintaining their accreditation.

Monitor and analyse Performance and Development Plans for all staff which builds capacity across all aspects of professional practice.

People

Students

Will be provided with current best practice learning opportunities to develop their skills in: creativity, diversity and critical thinking.

Staff

Demonstrate a clear understanding of student difference with clear evidence of differentiation and accommodations and adjustments to maximise learning opportunities for all.

Parents/Carers

Support school focus on initiatives that showcase and promote all Key Learning Areas.

Community Partners

The specialist teaching skills from local partner high schools increase learning opportunities for all students.

Leaders

They will need to budget for and then timetable opportunities for teachers to collaborate and attend professional learning. They will ensure an alignment of professional learning plans, the teacher improvement cycle and the School Plan.

Processes

HOW 2 Learn

Train staff to be trainers in Higher Orders Ways to Learn (HOW2L). Implement HOW2L Phase 1 2018–19. All 6 modules. Continue implementation of Phases 2 and 3.

Teacher Professional Learning

Professional Learning aligned with the school plan with a commitment to regular, timetabled Professional Learning Meetings focused on curriculum delivery and differentiation, student assessment and moderation.

Professional Development Plans

All staff using data and evidence-based research to engage in ongoing reflective practice, which facilitates improvement in teaching. School planning and evaluation processes ensure the implementation of the school plan, within the context of the School Excellence Framework.

Evaluation Plan

PDP observations and school-based walkthroughs identifying exemplary teaching practices.

Regularly self-evaluate in terms of the School Excellence Framework (SEFv2).

Monitoring of the milestones in this strategic direction. Executive and team leader evaluations.

Practices and Products

Practices

Staff, community and students collaborate within a policy framework that maximises student learning in a safe and caring environment.

All staff have a deep understanding of BOSTES NSW syllabus and there is clear evidence of school-based scope and sequence documents informing teaching and learning programs.

All staff demonstrate a desire to constantly improve pedagogical practice evidenced in Professional Development Plans aligned to the School Plan and the Australian Teaching Standards and supported with meaningful and strategic professional learning.

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence-informed pedagogy.

All teachers meet or exceed the level of proficiency as outlined in the BOSTES teacher accreditation Professional Standards guidelines.

All staff using data and evidence-based research to engage in the ongoing reflective practice, which facilitates improvement in teaching.