

School plan 2018-2020

Lurnea Public School 4289



School background 2018–2020

School vision statement

At Lurnea Public School, we are deeply committed to providing high quality educational experiences for all students, especially in Literacy and Numeracy. We nurture the development of confident and creative individuals; active and informed citizens and successful lifelong learners.

Lurnea Public School strives to ensure that all students learn in a world-class learning environment that values and respects Aboriginal First Nation Peoples.

We strive to ensure every student is known, valued and cared for; and we make decisions to ensure each student is challenged to reach their potential.

School context

Lurnea Public School has a student enrolment of 472 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds, including 30 Aboriginal students. 71% of students come from a language background other than English.

The school benefits from the opportunity of having a Support Unit to cater for students with additional learning needs. The Support Unit provides a service to students with intellectual disabilities, Autism and a range of other learning needs.

The school has a proud tradition of teaching children to be safe and respectful learners in a positive environment. Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective.

The Spiral of Inquiry is a framework used to underpin all professional learning and is an important aspect of the school learning community. Lurnea Public School is an Early Action for Success school that has a highly effective and strategic partnership with our Community of Schools to deliver outstanding professional learning and innovative classroom practice.

School planning process

Our school planning process has ensured that all stakeholders have had input into future plans.

Staff have evaluated our current school priorities and initiatives through staff meetings and team collaboration. Key strengths and future areas of improvement were identified and feature within our strategic directions.

Focus groups and surveys have been conducted to gain student perspectives in relation to teaching and school life. These perspectives have been considered in the school planning process and future student surveys will be conducted to gauge any improvements.

The processes and milestones to achieve the desired products and embedded practices were collaboratively developed by planning committees, refined by key stakeholders and shared across the community.

Progress will be monitored through the milestones and performance indicators within the improvement measures and reported at regular information sessions and the annual report.

School strategic directions 2018–2020



Purpose:

To grow strong personal and professional relationships. We use collaboration as the driver for student success and the foundation of teacher efficacy and job satisfaction. Quality organisational practices for staff, students and the community result in observable and sustainable improvement reflecting the Department of Education's Strategic Plan.

Purpose:

Every child will experience modern, data driven teaching and learning in a technology enhanced learning environment. Every student will have a strong foundation in Literacy and Numeracy which will allow them to set learning goals that are aspirational, connected and adaptable. All students will have the opportunity to thrive and succeed regardless of background, capability or socioeconomic status.

Purpose:

To develop, implement and embed a cohesive, equitable and shared set of core beliefs that underpins practices and future directions, both at the local community and wider educational level.

All external agencies and stakeholders will support these core beliefs so that a strong sense of collective efficacy, or a common understanding of purpose and direction, can exist.

We will reduce the impact of disadvantage by continuing to grow a results focused Learning and Support Team response that is timely and effective.

Strategic Direction 1: Student Engagement and Achievement

Purpose

To grow strong personal and professional relationships. We use collaboration as the driver for student success and the foundation of teacher efficacy and job satisfaction. Quality organisational practices for staff, students and the community result in observable and sustainable improvement reflecting the Department of Education's Strategic Plan.

Improvement Measures

Increased percentage of students achieving the top two bands of NAPLAN in Reading

Increased percentage of students achieving the top two bands of NAPLAN in Numeracy

Increase in the number of students who feel their academic and wellbeing needs are being supported.

People

People

Through involvement in collaborative practices and system leadership students, staff and community will:

Staff

Embed a collaborative culture that recognises current global research as the cornerstone of all staff learning.

All staff see themselves as high quality educators.

Grow sustainable evaluative practices based on focused data collection and evidence based decision making.

Students

Work together as a learning community to grow their capacity to demonstrate and reflect on their learning goals and life aspirations.

Leaders

Continue to engage in high quality professional learning with school leaders from across the whole education sector both locally and internationally.

Processes

1. Well resourced collaborative opportunities enable teachers to evaluate and enhance teaching and learning, especially in Literacy and Numeracy.

2. Provision of embedded, cyclic, professional learning opportunities in current educational pedagogies informed by evidence, through school and across-system networks.

3. Ongoing strategic development of systems and practices to ensure productive learning environments and positive relationships between students, staff and the community.

3. Coordinated support for student learning, with a focus on improving the level of achievement for Aboriginal students, including tiered levels of intervention and external agency engagement.

Evaluation Plan

Early Action for Success data collections

PLAN2 data

Tell Them From Me surveys

Spirals Action Plans

Therapeutic service provider reports

NAPLAN

Practices and Products

Practices

1. All teachers collaborate within the Spirals of Inquiry framework and within weekly stage based collaboration sessions to develop plans of action which set aspirational, measurable goals for student achievement in Literacy and Numeracy.

2. All teachers engage in data informed planning and evidence based practice to improve student outcomes in Literacy and Numeracy.

3. Consistent data collection and proactive links with external agencies and therapeutic service providers with a strategic focus on establishing the school as a community learning hub.

Products

1. Authentic learning networks using action plans to refine quality teaching in order to measure and evaluate impact.

2. All teachers consistently use formative assessment practices and other contemporary pedagogies to enable students and staff to articulate Literacy and Numeracy learning goals.

3. All students will experience an inclusive school setting that is strategically designed to support their wide ranging academic, socio-emotional and wellbeing needs.

Strategic Direction 2: Purposeful Decisions Quality Pedagogy

Purpose

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Improvement Measures

Increased use in formative assessment practices.

Increased confidence of staff in using the National Learning Progressions to monitor and track student achievement in Literacy and Numeracy.

Increase in the number of students able to articulate their learning goals.

People

Students

Access contemporary teaching and learning pedagogy through the consistent use of formative and summative assessment practices.

Develop the ability to articulate their learning goals and participate as co-designers in their learning.

Staff

Engage in high quality professional learning focused on the authentic use of technology to underpin aspirational student achievement goals as outlined in stage team action plans.

Use collaboration and evaluative practices to monitor and measure the impact of teaching.

Parents/Carers

Have opportunities to understand and inform current school priorities and practices.

Leaders

Facilitate the development of quality, timely and future focused professional learning.

Creating opportunities for teams to engage in evaluative practices.

Processes

1. Refining and improving a consistent and measured approach to the use of formative assessment strategies and the authentic integration of technology into these practices.

2. Creating a whole school assessment schedule.

3. Implementation of inquiry based professional learning focused on data informed, evidence based action to ensure the progress of students in Literacy and Numeracy as measured against the National Learning Progressions.

Evaluation Plan

Early Action for Success data collections

PLAN2 data

Tell Them From Me surveys

Evaluating impact of Spirals action plans

Professional learning feedback

Practices and Products

Practices

1. Collaborative inquiry based cycles of learning for staff resulting in the systematic use of formative assessment strategies that are age appropriate, have demonstrated effectiveness and are supported by integrated technology.

2. Stage teams engaging in the regular design and implementation of essential student assessment tasks.

3. Using the Spiral of Inquiry to examine student performance in Literacy and Numeracy to empower teachers to make strategic and equitable decisions to set meaningful goals for student achievement.

Products

1. Every teacher engages in evidence collection measured against the National Learning Progressions to inform the future directions in teaching and learning in relation to syllabus requirements.

2. Teachers relate syllabus requirements to student achievement to codesign with students their next steps in learning.

3. Students are able to articulate their learning goals and describe their future directions of learning.

Strategic Direction 3: Learning Culture

Purpose

To develop, implement and embed a cohesive, equitable and shared set of core beliefs that underpins practices and future directions, both at the local community and wider educational level.

All external agencies and stakeholders will support these core beliefs so that a strong sense of collective efficacy, or a common understanding of purpose and direction, can exist.

We will reduce the impact of disadvantage by continuing to grow a results focused Learning and Support Team response that is timely and effective.

Improvement Measures

Increase of students with improved skills in being able to regulate emotions and articulate learning.

Increased number of teachers pursuing higher levels of accreditation.

Increased community involvement as partners in learning.

People

Students

Engage in authentic learning opportunities that allow for student agency and voice.

Increase capacity to articulate learning and the emotions that can impact on learning.

Increase capacity to build and sustain positive relationships and improve self-regulation skills.

Staff

Provide scaffold and support for ownership of professional growth and attainment of high current standards.

Model effective self-regulation strategies

Develop understanding of executive functioning and the impact it has on learning.

Community Partners

Consult and collaborate in school planning, initiatives and activities.

Build and sustain positive relationships with the school.

Develop understanding of learning processes, goal setting and executive functioning skills.

Leaders

Provide opportunities and support for staff to develop capacity in building stronger community relations with parents from all cultural backgrounds.

Processes

1. Create a learning design to connect students, staff and the community with the necessary expertise to support student learning.

2. Implement a framework of learning based on emotional regulation and executive functioning that is focused on teaching clearly defined skills needed to connect, succeed and thrive.

3. Create opportunities for staff to build leadership capacity and pursue higher levels of accreditation to ensure succession planning, resulting in embedded core beliefs that are protected and maintained.

4. Develop strategies to increase community understanding and engagement with the school to create positive relationships that enhance partnerships in learning.

4. Schedule of evaluation that seeks and acts on stakeholder feedback and is designed to improve school performance.

Evaluation Plan

Tell Them From Me student surveys

Tell Them From Me teacher surveys

Tell Them From Me parent surveys

Focus groups

School Excellence Framework Self Evaluation

PBL Data

Practices and Products

Practices

1. Continued implementation and refinement of Learning Support procedures with routine, impactful communication with School Services and therapeutic providers.

2. All staff implement school wide Positive Behaviour for Learning (PBL) framework incorporating development of executive functioning skills and self-regulation strategies in students.

3. All staff share core beliefs that include high expectations of professional standards and commitment to ongoing professional learning.

4. Shared school wide decision making incorporating all levels of the community.

Products

1. Increased number of students with additional needs accessing quality intervention and support services.

2. Positive and respectful relationships across the school community resulting in school wide collective responsibility for learning.

3. Staff achieve higher levels of accreditation.

4. Community partnerships are strengthened and purposeful decisions are made with community support.

Strategic Direction 3: Learning Culture

People

Model collaborative and valued practices with all key stakeholders.