

# School plan 2018-2020

## Lapstone Public School 4424



# School background 2018–2020

## School vision statement

To promote respectful, future focussed and creative citizens who have the capacity and adaptability they require for success and the confidence they need to manage their own learning and growth.

## School context

Lapstone Public School is an innovative, well-supported school situated in the lower Blue Mountains. We are committed to developing student potential and providing an education that is balanced, challenging, rewarding and enjoyable.

The school provides outstanding opportunities for the development of creative and performing arts and is a leader in sustainable environmental practices.

Through commitment and professionalism our teachers create an inviting learning environment, which promotes respect, responsibility, safety and learning. We strive to provide support and encouragement for all in an inclusive system.

Learning is structured to cater for a wide range of abilities and learning styles and our academic performance levels are well above the state mean in all areas. The curriculum is supplemented by learning support programs, enrichment projects, language classes and a comprehensive technology program.

Lapstone Public School also offers a variety of fitness and sporting programs as well as a positive student welfare program enabling all students. Our experienced and enthusiastic staff are committed to providing the best for their students and the school community.

## School planning process

Our planning processes provide opportunities for all community members to contribute effectively to the ongoing improvement of our school to ensure our vision is future-focused, evidence based, informed and aligned to the DEC and school's direction.

To facilitate quality outcomes for all students, the school provided questionnaires and opportunities for discussion with student, staff, AECG and parents to elicit their future aspirations for Lapstone Public School. Key strengths and improvements were identified.

Based on the feedback from this consultation process and educational research evidence, three strategic directions were identified. These reflect the current and emerging needs and aspirations of our school community.

Ongoing feedback and consultation with all stakeholders will continue to guide the implementation of our strategic directions and impact future educational priorities.

# School strategic directions 2018–2020



**Purpose:**

We aim for understanding of and preparedness for the changing world and strive to enable our students to be world class, active, aware and informed citizens, capable of making positive contributions to society with motivation, confidence, resilience and a growth mindset.

**Purpose:**

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on maintaining high expectations of improving student learning outcomes. Leadership capacity will be built through a culture of collaboration and empowerment toward leadership sustainability.

**Purpose:**

We are looking to further develop future focussed learning to extend every child and promote enrichment for all students.

We believe in growing the capacity of our staff to create and deliver programs that develop intrinsically-motivated students who employ lateral thinking skills to solve problems. Our students will be encouraged to ask questions and supported to seek answers whilst engaging with technology in a meaningful way.

# Strategic Direction 1: Real World Connections and Culture

## Purpose

We aim for understanding of and preparedness for the changing world and strive to enable our students to be world class, active, aware and informed citizens, capable of making positive contributions to society with motivation, confidence, resilience and a growth mindset.

## Improvement Measures

Increased community engagement as compared to 2017 baseline data.

All sections of the school community are represented in community feedback to the school.

## People

### Students

Access learning opportunities through a myriad of experiences at school, community, national and world levels to provide real context, promote connectedness and encourage global understanding.

Embrace the similarities and differences between ourselves and our global neighbours, promoting understanding, acceptance, inclusivity, empathy and positive relationships.

Engage and actively participate in learning through a variety of curricular and extra-curricular programs, experiencing success, managing setbacks and responding with resilience and grit.

### Staff

Understand that parents need to be partners in their children's education.

### Leaders

Develop and maintain professional and collegial relationships with local and national learning communities.

Encourage open, transparent, two-way communication between all stakeholders involved in and responsible for the learning journeys of our students.

### Parents/Carers

Develop open, positive, two way relationships with their school, enjoying the connectedness and sense of belonging that comes from our collaborative involvement

## Processes

Increasing community engagement.

Developing citizenship in students

The community knows what we do and why we do it.

1. Continuation and growth of the Aboriginal Torres Strait Islander Totem project
2. Teacher led parent information sessions. Café Connect.
3. Community feedback.
4. Connecting learning between home and the school

## Evaluation Plan

TTFM survey

Attendance rates at school events

Analysis of responses and response rates.

## Practices and Products

### Practices

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

The whole community shares and uses a common language to show respect.

Students consider the needs of others.

Greater student engagement through differentiated, authentic, innovative practices.

All sections of the school community are represented at school functions.

### Products

Increased parent and community engagement.

Strong engagement and growing partnerships with our AECG.

School priorities are supported by the work of the whole school community.

Increased whole school community awareness of the school's local, national and global connections.

A strong sense of acceptance and belonging for all.

A culture of perseverance, resilience, innovation, curiosity and reciprocal respect.

# Strategic Direction 1: Real World Connections and Culture

<b>People</b>
in the educational journey of our students.
<b>Community Partners</b>
Work collaboratively to establish meaningful and proactive partnerships to engage our students in 'real world' activities and strategies by accessing 'real world' events and relevancies.
<b>Community Partners</b>
Work collaboratively with our AECG

# Strategic Direction 2: Quality Teaching and Leadership

## Purpose

Teachers and leaders build a strong culture that has a growth mindset, collective efficacy and moral purpose.

All teachers and leaders will be provided with opportunities to actively engage in differentiated professional learning to enable the delivery of a flexible, evidence-based curriculum focused on maintaining high expectations of improving student learning outcomes. Leadership capacity will be built through a culture of collaboration and empowerment toward leadership sustainability.

## Improvement Measures

90% of students are able to articulate their learning goals and progress in literacy and numeracy.

100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.

### Professional Development Plans

100% of teachers link professional learning goals to school strategic direction and identify their own professional goal to enhance professional practice in order to improve learning outcomes for students

## People

### Students

Through teachers' use of learning intentions and goal setting discussions based on formative assessment, students will

increase their expectations, capacity and achievements in the classroom.

### Staff

Actively seek and participate in high quality professional learning that reflects school direction and focus and supports teachers' individual learning needs identified and discussed in Professional Development Plan.

### Leaders

Will lead the process of ongoing school evaluation through data informed and evidenced based decision making.

Will lead capacity building in the use of data and enable the engagement in collaborative planning to improve student learning outcomes.

### Parents/Carers

Parents will increasingly understand how we teach literacy and numeracy concepts and will be supported to be engaged contributors to their child's learning.

## Processes

### Instructional Collaboration:

Teachers will be engaged in focussed collaborative work within and across schools. Teachers will participate in:

### Mentoring

Professional Learning Communities– Nepean Learning Community and Lower Mountains Learning Community

### Accreditation

Student learning outcomes are improved and regularly monitored through practices which will include:

1. Effective Classroom Practice.– Explicit teaching
2. Quality Assessment.
3. Data skills and use. Including Learning Progressions

## Evaluation Plan

The Leadership team will:

Collect and review data related to effectiveness of professional learning through PDP processes and student achievement. Analyse student performance data to inform effectiveness of teaching practices.

## Practices and Products

### Practices

Students are able to articulate their learning goals and progress.

Teachers embed consistent assessment practices which inform and result in differentiated classroom practices.

Staff evaluate their practice and provide evidence of impact measured against their professional development goals.

### Products

100% of teachers demonstrate and articulate the professional learning undertaken through modifying teaching and learning activities and engage in collaborative practice.

Teaching and learning programs are informed by summative and formative assessment. including the provision of feedback in all forms.

# Strategic Direction 3: Shaping Creative Life Long Learning

## Purpose

We are looking to further develop future focussed learning to extend every child and promote enrichment for all students.

We believe in growing the capacity of our staff to create and deliver programs that develop intrinsically-motivated students who employ lateral thinking skills to solve problems. Our students will be encouraged to ask questions and supported to seek answers whilst engaging with technology in a meaningful way.

## Improvement Measures

Project and Problem Based Learning activities are embedded into teaching and learning programs to encourage critical and creative thinking.

100% of students are tracked through the general capability and ICT learning continuums which is then communicated to parents.

A range of strategies exist to identify, differentiate and support students to reach their full potential in and outside the classroom.

## People

### Students

The implementation of the General Capability and ICT Framework will lead to increased student engagement with innovative teaching and learning experiences.

Creativity and critical thinking will be encouraged in all students through Project and Problem based learning.

### Staff

Targeted professional learning will provide staff with a range of skills to support student engagement with Problem Based curriculum and technology.

Staff programs will reflect a deeper knowledge of strategies to support gifted and talented learners.

Display increased confidence tracking student data on the ICT framework.

### Leaders

School Leaders will ensure that their teams are implementing quality teaching programs to create a school-wide culture of critical and creative thinking.

Leaders will provide and guide staff through professional learning on Science and Technology, STEM, digital fluencies and Project or Problem Based learning.

Leaders will share their training in Visible Learning practices with all staff.

### Parents/Carers

## Processes

### Technology Influenced Pedagogy

Teachers and Leaders will draw on the General Capability Framework and training in Coding, Lego robotics and digital fluencies to authentically embed technology into programs and track student progress.

### Challenge-Based Learning

Training in Project-based learning and STEM will support teachers to lead innovative and investigative learning with authentically embedded technology.

### Enriched Curriculum

Training in pedagogy to support gifted and talented students will empower teachers to identify, differentiate and engage these learners.

### Visible Learning

Leader training in Visible Learning Practices will be shared with all staff to further support student growth and reflective thinking.

## Evaluation Plan

Monitor student progress through the regular collection of data in relation to the general capabilities and the ICT learning continuum.

Leaders and teams will monitor, discuss and observe challenge-based learning in action.

Processes that identify and support gifted and talented students will be evaluated.

## Practices and Products

### Practices

Effective and authentic use of technology is embedded in teaching and learning programs.

Staff incorporate inquiry learning and Visible Learning strategies into regular classroom programs.

Staff evaluate and refine programs based on feedback.

### Products

Staff receive professional development to ensure effective delivery of Problem Based Learning and Visible Learning and Student reflection approaches in their classroom practice.

Students demonstrate critical and creative skills, increased motivation, engagement and ability to problem solve.

# Strategic Direction 3: Shaping Creative Life Long Learning

## **People**

School-based workshops will provide parents with the skills they need to be active participants in their children's learning.

## **Community Partners**

Expert knowledge from the local community will be sought to assist students and teachers to engage with the latest technology.