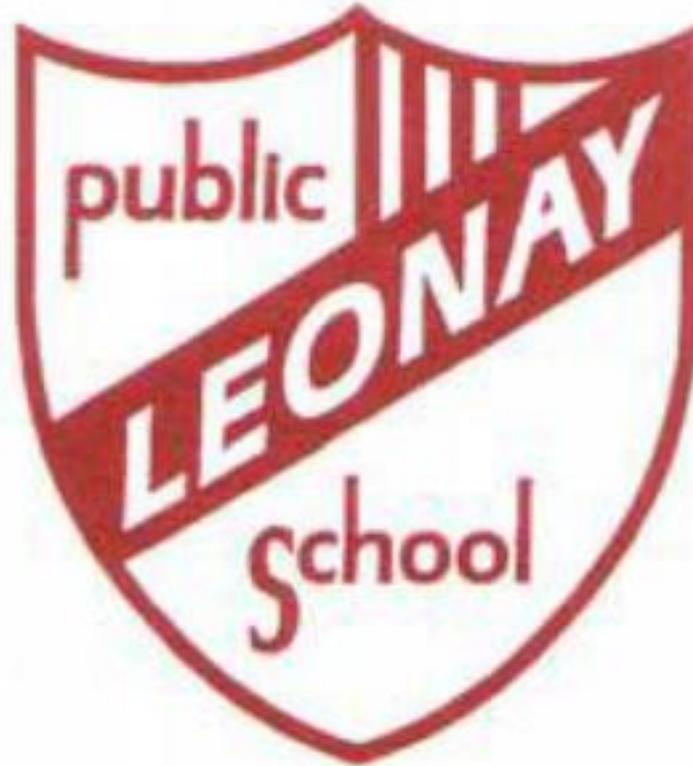


School plan 2018-2020

Leonay Public School 4475



School background 2018–2020

School vision statement

Leonay Public School students will be provided with the opportunity and support from the school community to:

- *develop the love of learning;
- *strive for academic achievement;
- *be creative, critical and innovative;
- *develop positive relationships;
- *be self-regulating, resilient and resourceful;
- *develop skills to collaborate and solve problems;
- *feel safe and
- *make informed decisions.

An inclusive, supportive school culture will enable all members of the school community to share expertise and work together to provide a quality learning environment for all students.

Leonay students will become confident, creative, active and informed citizens. They will have the capacity to communicate effectively and respectfully and have the values to be responsible, resilient and empathic citizens in our society.

School context

Leonay Public School is situated in the lower Blue Mountains area. The school is part of a close knit community, which fosters strong parent relationships, all working together to achieve excellence. A safe, supportive learning and social environment promoting collaboration, open communication, respect and team work is fostered. The Leonay school community is passionate about academic, artistic, sporting and social excellence. Students are provided with quality learning programs through a variety of hands-on activities and interesting excursions. Good teaching practices and support allow students to achieve their potential, leading to the development of well-rounded individuals. The seamless integration of technology allows students to experience modern and progressive subjects. Through these subjects, students have the opportunity to explore new concepts and develop a sense of belonging. Ongoing recognition and celebration of achievements are part of the school culture. The school's core values: to be Safe, Respectful, Learners are promoted through an active Positive Behaviour for Learning Program. Leonay Public School has an inclusive culture that promotes collaboration between all members of the school community. Leonay Public School are developing connections with local primary and high schools as part of the Nepean Learning Community.

School planning process

This section outlines the findings from self-assessment using the School Excellence Framework Version 2, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year the staff at Leonay Public School discuss the School Excellence Framework and its implications for informing, monitoring and validating our work. Leonay Public School teachers are an integral in evaluating our school's progress in the implementation of the School 2018–2020 School Plan. The School Strategic Direction Teams conduct comprehensive evaluations to determine areas of strength and development as we continue the journey of excellence. Each year, the school undertakes a self-assessment using the elements of the School Excellence Framework. This is completed with community consultation as part of the process.

Learning

In this domain the school will focus on implementing programs that reflect a consistency of learning. Progress will be centred around Wellbeing, Curriculum, Assessment and Reporting.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. It will investigate and introduce a whole school program to build resilience in the students. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Teaching and learning programs describe what students are expected to learn and how this will be achieved. A range of assessment strategies are used across the school to determine student achievement and future directions. Parents play an important role in this learning conversation.

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Teaching

In the domain of teaching the focus is on effective classroom practice for staff members with professional learning and development using evidence informed practice as a focal point.

Teachers work together to improve teaching and learning in their year groups and stages. The school has embedded systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive school-wide improvement in teaching practice and student outcomes. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgment. Teachers engage in targeted professional learning to enhance individual skills and knowledge and whole school practice. Target areas include writing, technology and mathematics.

Leading

In the domain of leading the priorities are educational leadership, school planning, implementation and reporting and school resources.

The school leadership team oversees the implementation of syllabus, assessment and reporting processes. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school is committed to the development of leadership skills in staff and students. Through the development of Personal Development Plans (PDP's) staff are able to identify areas of leadership development and explore ways to further enhance their skills. They are also able to track their learning journey through MyPL. There are enhanced opportunities for students to take on leadership activities within the school. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. Technology is used effectively within the school by all stakeholders.

School strategic directions 2018–2020



Purpose:

To provide quality literacy, numeracy and technology programs that are underpinned by evidence-based research and data to meet the diverse needs of all students.

Purpose:

To develop resilient students with social skills to connect, thrive and succeed.

Purpose:

To provide quality leadership opportunities for staff, develop staff capacity to self-monitor their own professional learning and build leadership skills in students.

Strategic Direction 1: Quality Teaching Practices

Purpose

To provide quality literacy, numeracy and technology programs that are underpinned by evidence-based research and data to meet the diverse needs of all students.

Improvement Measures

As a result of quality teaching practices, 70% students demonstrate greater than or equal to expected growth in writing and numeracy NAPLAN results.

90% students achieve stage appropriate indicators from the school developed ICT scope and sequence, to demonstrate that they are competent users of technology from their technology lessons.

All teaching programs and practices demonstrate differentiation in response to student data gathered from assessments, that are based on current research in best practice.

People

Staff

Understand the purpose and nature of effective assessment practices and apply this to teaching and learning.

Leaders

The school executive adopt a co-ordinated approach to the provision of teacher professional development resulting in a shared expectation of growth in literacy, numeracy and digital technology competence.

Parents/Carers

Enhance parent/carer knowledge of school-wide teaching/learning practices in targeted areas to allow greater support with their child's learning.

Processes

Draw on research to develop and implement high quality professional learning in literacy to inform teaching practices.

Draw on research to develop and implement high quality professional learning in numeracy to inform teaching practices.

Draw on research to develop and implement high quality professional learning in digital technologies to inform teaching practices.

Evaluation Plan

Collate and evaluate attendance data and feedback given for focus sessions based on literacy, numeracy and digital technologies.

All staff to have a goal in their Performance and Development Plan (PDP) to target school identified process area.

Classroom Observations each semester to link in with PDP goal.

Student data on standardised and school based assessments in targetted areas to demonstrate level of achievement.

Practices and Products

Practices

Staff will collaborate with colleagues to develop a range of assessment strategies and apply them as part of the teaching and learning cycle.

Every teacher regularly collects and uses data to differentiate their teaching and learning by tracking student progress in literacy, numeracy and technology.

Products

Teaching and learning programs identify regular opportunities for assessment which gather data to inform differentiation for individual student learning needs.

Teaching and learning programs demonstrate syllabus content measured by program reviews and student work samples.

Strategic Direction 2: Quality Learning Environments

Purpose

To develop resilient students with social skills to connect, thrive and succeed.

Improvement Measures

100% teaching/learning programs include explicit teaching of social skills with a focus on resilience.

30% parent/carer input into workshops and surveys focused on the development of student wellbeing.

Levels of satisfaction regarding student engagement reflected in Tell Them From Me survey responses increase from 68% to 78%.

People

Students

Build skills, strategies and resilience to promote respectful relationships and positive wellbeing.

Staff

All teaching staff are committed to improving student wellbeing through the explicit teaching of social skills leading to positive relationships.

Leaders

The school executive value and facilitate the explicit teaching of social skills across the school.

Parents/Carers

Actively support and understand the importance of student wellbeing and the school based programs being implemented.

Community Partners

Harness expertise of immediate and wider school community members/organisations including AECG, to increase student engagement and cultural opportunities.

Processes

Implement a highly-effective peer support program that aims to develop students' resilience and social skills.

Embed enhanced wellbeing practices throughout the school through the implementation of a social skills program with focus areas on pertinent issues.

Implementation and ongoing evaluation of peer interest groups, based upon student choice, to enhance social skills and further develop a sense of connectedness.

Evaluation Plan

Feedback from teaching programs.

Tell Them from Me student, staff and parent data.

School developed surveys with students, parents/carers and community at regular intervals.

Parent/carer attendance at workshops.

Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones.

Practices and Products

Practices

Every teacher explicitly teaches social skills through a whole school evidence-based approach.

Parent/carers are active stakeholders in the monitoring and evaluation of school-wide wellbeing programs.

Every student is engaged in across stage Peer Support Groups and learning experiences centred on the pursuit of shared interests using a wealth of expertise from the broader school community.

Products

Wellbeing programs and practices are embedded across the school.

Parents are informed of whole school wellbeing programs and have opportunities to participate throughout each school year.

An increased sense of student belonging is fostered through active involvement in meaningful and engaging across stage school programs and external enrichment opportunities.

Strategic Direction 3: Quality Leadership and Teamwork

Purpose

To provide quality leadership opportunities for staff, develop staff capacity to self-monitor their own professional learning and build leadership skills in students.

Improvement Measures

All staff are accredited at their level and maintaining professional learning logs through MyPL registration.

Each semester, staff are actively engaged in leadership opportunities to share knowledge and expertise within the whole school community.

60% students across the school fulfil leadership roles aligned with their capabilities.

People

Students

Students are aware of different leadership roles and responsibilities within the school. They appreciate ongoing commitment to chosen roles and initiate new opportunities for leadership.

Staff

All staff embrace collaborative practices, sharing expertise, knowledge and skills.

Leaders

The school executive will value all members of the school community and encourage them to explore leadership opportunities.

Parents/Carers

Enhance parent/carer knowledge of student leadership roles and responsibilities within the school, providing encouragement and support.

Community Partners

Community opportunities are valued and explored to allow students and staff to develop leadership skills.

Processes

Establish a system to allow staff to take ownership of their Professional Learning experiences and demonstrate accountability by regularly recording these on MyPL.

Establish a process for staff sharing of expertise on a regular basis.

Provide leadership opportunities to students and encourage them to initiate new leadership roles.

Evaluation Plan

Establish professional learning calendar of mandatory training. Inservice staff on sourcing professional learning for individual goals and the application process. Evaluate attendance and feedback from each session.

All staff share an area of expertise at designated staff meetings throughout the year.

All staff maintain professional learning logs through MyPL. Classroom observations are held each semester as part of the PDP process.

Collect and collate data on student involvement in leadership roles and their ongoing commitment.

Each classroom teacher records leadership roles fulfilled throughout the year by students.

Practices and Products

Practices

Each term, teachers constantly update, record and share professional learning as part of ongoing evaluation and collaborative practices.

Staff identify leadership opportunities and use their expertise to build the capacity of others.

Document leadership roles offered to students, facilitate and monitor involvement in leadership opportunities.

Products

100% staff have an up-to-date MyPL registration and log.

Each term, staff demonstrate leadership skills through sharing of expertise in targeted area.

Students actively demonstrate leadership skills.