School plan 2015 – 2017
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Our vision is that children leave school with:

- A set of values – cooperation, caring, courtesy, consideration, 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 309 students and is a proud member of the Dapto Learning Community. Lakelands Public School is a community school with caring staff committed to providing enriched teaching and learning opportunities which cater for 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 fundraising, Parents and Citizens' Association and classroom involvement.

### SCHOOL PLANNING PROCESS

The school has consulted extensively with staff, students and parents during 2014 and the beginning of 2015.

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 2015, 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 positive of the current practices of the school.

This jointly constructed school plan acts as a working document to drive school improvement.
Creative successful lifelong learners will be developed through innovation, quality curriculum and 21st century pedagogy.

Provide targeted professional learning and leadership opportunities, aligned to the performance framework, to meet the varying needs of a diverse staff.

Positive partnerships with an active, informed school community.
Strategic direction 1: Quality Teaching and Learning

**PURPOSE**

To support all students to become confident and competent readers, writers, thinkers and problem solvers in the 21st century. Through professional learning opportunities, teachers will enhance their knowledge and skills in delivering high quality teaching and learning programs.

**PEOPLE**

**Students**: Develop students' understanding of their roles and responsibilities as successful learners in the 21st Century. Students engage in quality literacy and numeracy learning, tailored to specific needs and curriculum expectations.

**Teachers**: Strong focus on curriculum differentiation within new syllabuses. Focus on Literacy and Numeracy ensuring whole school systems are in place to provide quality teaching and learning to all students.

**Parents**: Develop parents' understanding of their roles and responsibilities for successful learning in the 21st Century.

Establish a collaborative learning community by providing more information about teaching and learning, and how parents may help. Use Facebook, You Tube and curriculum workshops.

**Leaders**: Executive staff develop skills in coaching and mentoring, curriculum, data collection and analysis, 21st Century pedagogy, consistent teacher judgement and strategies to ensure time to implement leadership roles.

**PROCESSES**

**Literacy & Numeracy**: Teachers will improve their ability to plan, teach, differentiate and assess Literacy & Numeracy through consistent teacher judgment workshops within the school and Dapto Learning Community.

Targeted professional learning with a focus on literacy and numeracy through Targeting Early Numeracy, Taking Off With Numeracy and Writing In The Middle Years projects.

**Australian Curriculum**: Staff will collaboratively contribute to the development of scope and sequences, programs and assessment tasks to reflect student needs, school targets and NSW syllabus documents.


**PRODUCT AND PRACTICES**

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using innovative, evidence-based teaching practices.

Raise awareness of all mandatory curricula and the expectations associated with teaching them.

Effective, consistent teacher judgement practices in Literacy & Numeracy are embedded K-6.

Prepare for each syllabus in the new Australian Curriculum with training and staff discussions about what's expected. Put in place rigorous systems to ensure each syllabus is taught in its entirety and aligned to assessment and reporting practices.

High quality differentiated teaching and learning programs, demonstrating integration of 21st century pedagogy implemented K-6.

Quality teaching and learning practices across the school, demonstrated through differentiated literacy and numeracy lessons, leading to improved student achievement.

All students supported and extended through greater teacher understanding of curriculum, increased awareness of individual needs, involvement in a range of support programs, and use of data analysis.

**IMPROVEMENT MEASURE/S**

95% students at Lakelands Public School will be proficient in Literacy as indicated in NAPLAN, PLAN and school data.

95% students at Lakelands Public School will be proficient in Numeracy as indicated in NAPLAN, PLAN and school data.

Tell Them From Me data – teachers satisfaction level regarding professional learning and growth; student engagement; increased parent awareness.
## Strategic direction 2: Teachers as Leaders

### PURPOSE

Provide targeted professional learning and leadership opportunities, aligned to the Australian Professional Teaching Standards and the Performance Development Framework, to meet the varying needs of a diverse staff. Develop a collaborative culture in which sharing and recognising the expertise of all teachers is valued and incorporated into daily practice. Performance development practices will strongly feature teachers mentoring, coaching and supporting one another.

### PEOPLE

**Students:** Quality teaching and learning meet the needs of all students.

**Staff:** Critically analyse and reflect on teaching practice. Negotiate and participate in all Professional Learning opportunities, including coaching and mentoring. Commit to the school’s 3 strategic directions and take a shared responsibility for our successes.

**Leaders:** Develop skills in coaching and mentoring. Ensure shared leadership opportunities around the school plan. Ensure PDPs reflect the needs of the teaching staff, including classroom observations, feedback and evidence. Support aspiring leaders and provide opportunities for their professional growth as leaders.

**Parents:** Support the school in providing quality education for all students by entrusting staff to meet the needs of their children.

### PROCESSES

**PDP Implementation Accreditation:** Initiate accreditation process for 2016 and beyond. All teachers will have a Performance Development Plan based on Australian Professional Teaching standards.

**Teacher Collaboration:** Teachers to share, reflect and engage in professional dialogue, which includes planning, lesson observation and feedback, with one another.

**Aspiring Leaders:** Actively support the development of aspiring leaders through inschool and external networks.

**School leadership team:** Leadership team to develop and refine coaching and mentoring practices to better support teachers in developing and meeting their professional goals. Awareness raising of staff regarding coaching and mentoring will occur.

**School Culture Continuous School Improvement:** 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.

### PRODUCT AND PRACTICES

Strengthen the existing culture, where teachers trust and respect each other's knowledge and expertise to improve and reflect on innovative practice to benefit student learning.

Negotiated performance development goals and plans and professional learning meet the needs of all teachers.

Effective school planning processes ensure strong evaluation and significant school improvement.

Collaborative practices such as mentoring and coaching are successfully utilised to enhance teacher effectiveness and support aspiring leaders.

**Trust culture:** Promote a culture where staff are highly motivated, children are engaged and successful learners and parents are confident that the school meets their child’s educational needs.

**Teamwork:** 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 MEASURE/S

- 100% staff have made significant progress in their professional goals and have evaluated the effectiveness of mentoring sessions.
- 100% of aspiring leaders identify as being well supported in leadership opportunities.

**Evaluation Plan:** Staff involvement, knowledge and understanding of School Planning processes. Achieved through Staff Surveys and focus groups - Tell Them From Me.
## Strategic direction 3: Community Partnerships

### PURPOSE
Promoting a collective responsibility for positive community partnerships, ensuring an active, informed school community. Provide opportunities for authentic two-way communication and consultative decision making. Enhancing school effectiveness through links with networks beyond the school such as Dapto Learning Community.

### PEOPLE

**Students:** Promote learning environments where students are involved in the decision making around their learning. Students are given a platform to voice their opinions about how the school community can better support them in their learning.

**Staff:** All staff engage in professional learning to reflect on the opinions, feedback and advice of the wider school community, including student representative council (SRC) and P&C. Professional learning on effective communication methods and processes to ensure school programs, activities and student progress are communicated clearly to parents.

**Parents:** Regular opportunities created for authentic two-way communication with parents and caregivers through the P&C and other avenues to ensure transparent and accountable decision making that benefits all stakeholders. A variety of communication modes used to inform and communicate information.

**Community partners:** Stronger links and communication with outside agencies that enable collaborative planning and decision making to benefit the school community.

### PROCESSES
Strengthening P&C to work in collaboration with staff to engage in regular opportunities that promote discussion, feedback and decision-making around school governance. Promoting parent understanding of student learning through participation in workshops for learning. Empowering students to take an active part in decision making around their learning through the SRC.

Develop and improve modes of communication between home, school, and the wider community through the use of communication books, school website and social media such as the eNews app, Facebook and Youtube.

Community involvement at key school transition points. Orientations organised to ensure students K-6 are supported in adjusting to new learning environments.

**Evaluation plan:**
Surveys/focus groups/feedback from community consultation. E.g. Tell Them From Me Parent Surveys and KidsMatter Surveys

Observations and data collection from transition programs.

Attendance at Workshops.

Community Matrix – Focus Group Discussions.

### PRODUCT AND PRACTICES
A decision making process that is collaborative, transparent and accountable through opportunities for authentic two-way communication between the school and home.

Achievement of student success, including support at key transition points, is a collective responsibility that is shared between the school, parents and caregivers, community agencies and businesses. Continual evaluation of school transition programs.

Through parent consultation and feedback parents have an active role in the decision-making around student well being, school planning and future directions.

A school culture where community works alongside the school and other outer agencies.

Innovative modes of communication developed to ensure all stakeholders are well informed of school events.

### IMPROVEMENT MEASURE/S

- 100% increase in parent attendance at Curriculum workshops.
- 50% increase in parent engagement in electronic communication.
- 100% increase of parent involvement in school surveys.