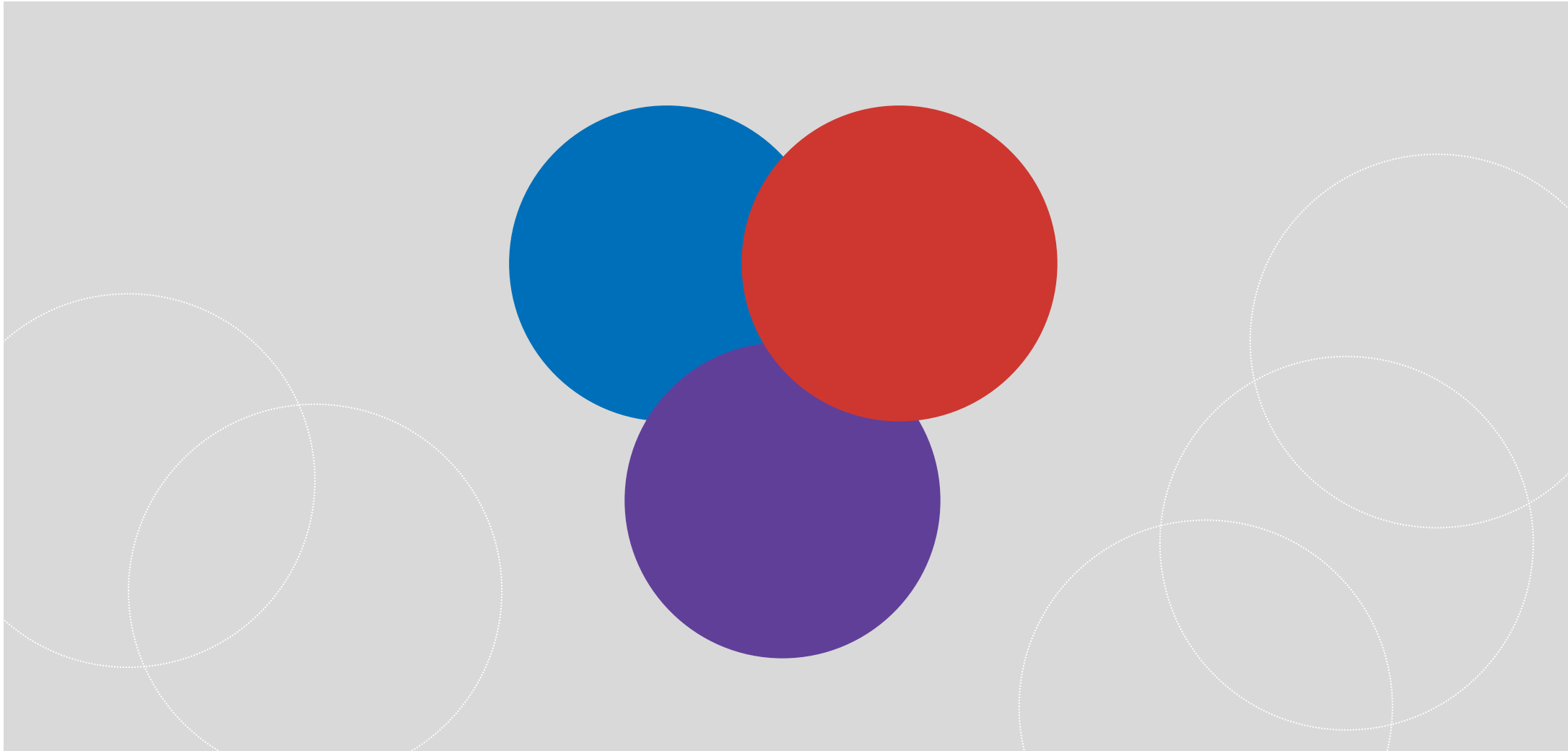


School plan 2015 – 2017

Lansdowne Public School 2370





School vision statement

Provide educational experiences and opportunities that enable our students to become successful learners, who are confident, creative, respectful and resilient individuals who become active and informed citizens through equity and excellence in education.

School context

Lansdowne Public School is located twenty minutes from Taree in a rural setting. The current enrolment is 68 students, 11% ATSI

Lansdowne Public School has a team of dedicated, caring and highly motivated staff that create a learning environment that delivers explicit, sequential and challenging programs within the quality teaching framework. A strong emphasis is placed on literacy and numeracy within the school, assisted by the appointment of an Instructional Leader through the Early Action For Success initiative. Focus is on evidence based literacy and numeracy practices.

An extensive technology presence is maintained at the school, combining wireless internet connected computers, tablets and interactive whiteboards in every classroom and the library. Video conferencing facilities are established in both the double classroom and the library. The school environment program is comprehensive with projects to enhance the school's sustainability. The importance of student voice is an integral part of the school philosophy as evidenced by our Student Parliament program.

Strong partnerships with the broader community continue to develop and strengthen to provide enhanced learning outcomes for all students.

School planning process

In 2014 the school community was involved in completing surveys to find what was important to them for their children to be learning at school and if the school was currently meeting their needs.

A series of staff meetings were held to establish the school vision of staff. Sessions included recording what values were important for the staff to be teaching students. From information gathered in staff meetings a draft vision was established.

A parent forum was conducted to find if their values matched the staff values. During the parent forum the draft vision statement and strategic directions were shared with the community. Discussion was based around what they thought of the directions and changes made to suit both.


The vision statement and strategic directions were then shared again with staff and the community through staff, meetings, parent newsletters and P&C meetings.

The school plan was reviewed and refined at each of these consultations.

The 5P planning page was shared with the whole school community through the school newsletter and P&C where suggestions for community input into the provision of some of the products and practices was sort.



Lansdowne Public School




**STRATEGIC
DIRECTION 1**
Quality Student
Learning

Purpose:

To support our students in becoming confident, successful and creative learners in an environment that challenges them to think creatively, be respectful of others and where there is a focus on 21st Century learning in all classrooms.

Each student is empowered with the skills and attributes that allow them to achieve their full potential as a learner, a leader and a productive citizen.



**STRATEGIC
DIRECTION 2**
Quality Professional
Practice and
Leadership

Purpose:

To improve student outcomes by ensuring teacher professional practice is evidence based and focused on individual needs. There is a focus on continuous improvement of professional practice and the development of leadership skills.



**STRATEGIC
DIRECTION 3**
Community
Engagement

Purpose:

To build stronger, respectful partnerships within our community to enhance student engagement, resilience and performance.

Community members value and contribute to the success of our school by sharing their skills, expertise and experience.

Partnerships are strengthened with surrounding schools to provide opportunities for collaboration, wider learning experiences, professional learning and networking.

Strategic Direction 1: Quality student learning

Purpose

Why do we need this particular strategic direction and why is it important?

To support our students in becoming confident, successful and creative learners in an environment that challenges them to think creatively, be respectful of others and where there is a focus on 21st Century learning in all classrooms.

Each student is empowered with the skills and attributes that allow them to achieve their full potential as a learner, a leader and a productive citizen.

Improvement Measures

- ❖ K-2 students achieve benchmarks on the literacy and numeracy continuums
- ❖ 100% of all students have PLP's
- ❖ All students participate in innovative teaching and learning programs that incorporate interactive learning technologies.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students are more engaged in their learning and work collaboratively with others to problem solve. Students identify individual learning strengths and areas for development to create and evaluate their own learning goals.

Staff: Staff undertake professional learning to incorporate 21st Century learning into classroom practice. Strategies and programs include L3, Focus on Reading and implementation of new syllabus documents, integration of ICT into classroom practice.

Parents/Carers: Participation in 3 way interviews to develop PLPs for their children. Parents view classrooms in action to build understanding of new strategies for learning.

Leaders: Provide professional learning support in L3 and FOR

Processes

How do we do it and how will we know?

- **Early Action for Success:** Identify students and needs, change pedagogy, monitor progress using continuums, tiered interventions.
- **L3 and Quality Literacy Stage One** Professional learning provided to ES1 and Stage one teachers.
- **Focus on Reading (FOR)** professional learning provided to Stage 2 and 3 teachers.
- **Effective Integration of Technology:** Evaluate the way technology is used to assist students to achieve 21st Century learning outcomes. Reflect on teaching practice to embed technology in all areas
- **Targeted support for literacy and numeracy programs** Student growth in literacy and numeracy is evident.

Evaluation Plan

Continuous evidence collection of formative assessments, observations, mentoring sessions, teaching/learning program reviews. Literacy and numeracy PLAN data. Naplan Data

Products and Practices

What is achieved and how do we measure?

- ❖ 100% of all students have PLP's
- ❖ All students participate in innovative teaching and learning programs that incorporate interactive learning technologies.

Product:

- Improved K – 6 student performance in numeracy and literacy so that all students show growth on the literacy and numeracy continuum.

Product:

- Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources.
- Differentiation evident in classroom practice and programming.
- School Parliament and class groups provide leadership opportunities for students.

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

Practice:

- L3 established in K-2, FOR strategies used in 3-6 classes to improve student outcomes in literacy which enables students to be confident in their ability leading to sustained success.

Practice:

- PLP's monitored at least twice a year with input from teachers, parents and students.
- Students reflect on their own learning and map their own progress against their personal learning goals.

Strategic Direction 2: Quality Professional Practice and Leadership

Purpose

Why do we need this particular strategic direction and why is it important?

To improve student outcomes by ensuring teacher professional practice is evidence based and focused on individual needs. There is a focus on continuous improvement of professional practice and the development of leadership skills.

Improvement Measures

- ❖ 100% of staff plan, implement and review their Performance Development Plan (PDP)
- ❖ Student growth data shows students achieving desired benchmarks in Naplan and the literacy and numeracy continuums.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students set learning goals to measure their growth and identify areas of need. They are engaged in their learning and work collaboratively with others.

Staff: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice. Staff identify 3 professional goals as part of their PDP.

Parents/Carers: Parents involved in parent information sessions and training to become familiar with new school practices.

Leaders: Leaders engage in mentoring staff to tailor professional learning to individual needs. PDP's are developed for all teaching staff. Leaders ensure the understanding and use of new syllabus documents across all staff through program supervision and mentoring sessions.

Processes

How do we do it and how will we know?

- Teachers focus on adopting evidence based practices.
- Teachers are continuously reflecting on and developing their professional practice and leadership skills through their PDP and mentoring sessions.

Evaluation Plan

- All PDP's are signed off by teachers and Principal at each stage.
- Teacher self-reflection shows growth in professional learning and change in teaching practice.
- Professional dialogue, programs and assessment tasks reflect changes to pedagogy and implementation of new curriculum.

Products and Practices

What is achieved and how do we measure?

- ❖ 100% of staff plan, implement and review their Performance Development Plan (PDP)
- ❖ Student growth data shows students achieving desired benchmarks in Naplan and PLAN data

Product:

- All teachers are effectively using data to inform teaching practice.

Product:

- Mentoring sessions provide individualised teacher professional learning

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

Practice:

L3 pedagogy underpins all K-2 literacy practice

Practice:

Setting of professional learning goals are monitored and adjusted through need.

Practice:

Consistency of teacher judgement – all teachers check their data against agreed samples of work

Strategic Direction 3: Community Partnerships

Purpose

Why do we need this particular strategic direction and why is it important?

To build stronger, respectful partnerships within our community to enhance student engagement, resilience and performance. Community members value and contribute to the success of our school by sharing their skills, expertise and experience. Partnerships are strengthened with surrounding schools to provide opportunities for collaboration, wider learning experiences, professional learning and networking.

Improvement Measures

- ❖ 100% of teachers develop confidence in teaching skills that promote good mental health.
- ❖ The number of volunteers from the community working with the school increases.
- ❖ 100% parents are involved in developing student PLPs.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students develop skills in citizenship through working with community members. Students become more resilient through involvement in Kids Matter.

Staff: Staff provided with professional learning to assist in collaboration of wider learning experiences for students and staff. Staff participation in CLN initiatives and leadership development.

Parents/Carers: Parents/Carers feel their time and expertise is valued and purposeful. Parents form part of the Kids Matter action team

Community Partners: Collaboration between other small schools and pre-schools are developed and enhanced.

Leaders: Promote participation in CLN initiatives. Build links with local pre-school services.

Processes

How do we do it and how will we know?

- Build effective channels of communication with parents, carers and the wider community
- Provide a greater range of learning opportunities using community expertise.
- Develop a comprehensive transition to school program that works in conjunction with local pre-school services.
- Build links with the wider education community through participation in leadership programs, curriculum networks, Yr 6 to high school transition.

Evaluation Plan

Parent surveys indicate satisfaction with the school and feeling of being valued for their contributions to school programs and initiatives.

Participation in school collegial networks for students, staff and leaders increases.

Increased positive publicity promotes the profile of our school.

Products and Practices

What is achieved and how do we measure?

- ❖ The number of volunteers from the community working with the school increases.
- ❖ 100% parents are involved in developing student PLPs.
- ❖ The range of creative and environmental programs available for students to participate in increases.

Product:

- All students have had the opportunity to participate in sporting, cultural or creative programs provided by community expertise.

Product:

- Parent participation in school activities increases.
- A community garden is established.
- There is a greater parent understanding of student progress and learning.

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

Practice:

- School becomes a Kids Matter school providing students strategies to promote good mental health and resilience.

Practice:

- Stage 3 are involved with a CLN leadership initiative (CLASS)