School plan 2015 – 2017

Lethbridge Park Public School 4408

Connected Community

Imaginative Teachers

Inspired Students
### School vision statement

At Lethbridge Park Public School, we believe in ‘Creating tomorrow’s Successes’, in an inclusive environment where each student is inspired to learn and become creative, confident individuals, prepared to embrace life’s opportunities.

### School context

Lethbridge Park Public School has an enrolment of 357 students, including 22% Aboriginal and Torres Strait Islander and 29% Pacific Islander students. It boasts a highly accredited preschool and three support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff, provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of all, staff at all levels, is highly valued and respected. The school’s strategic directions of a Connected Community, Imaginative Teachers and Inspired Students, with the incorporation of technology into classroom practice, ensure students are actively involved in their learning. Lethbridge Park PS is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

### School planning process

In preparing the 2015 – 2017 School Plan, the planning committee undertook a school wide analysis including:

- Student achievement data, including NAPLAN, PLAN, EAfS, Best Start and school based data
- Student discussions and surveys - formal and informal
- Parent surveys and forum discussions – formal and informal
- Staff surveys
- Classroom observations
- Student Welfare Data – enrolment trends, attendance, suspension and engagement
- OASIS Financial reports
- Staff profile
- Teacher Assessment Review procedures and data
- Executive Assessment Review procedures and data
- Community sources and agencies

Using this evidence the school leadership team including all staff and members of the community, undertook a detailed collaborative and consultative process to determine the school's strengths and identify future aspirational and strategic directions.

The school Liaison community will continue to be involved in the evolution and achievement of our directions through our evaluation cycles and desire to work collaboratively in ‘Creating tomorrow’s successes’.
Lethbridge Park Public School: Creating tomorrow’s successes

To ensure that the learning environment is highly skilled, personalised and embraces the community to support confident, creative individuals.

**Purpose:**
To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

**Connected Community**

**Purpose:**
To empower reflective teachers to create flexible and dynamic classrooms, that foster a sense of adventure in learning, while enabling leadership, risk taking and capacity for all stakeholders.

**Imaginative Teachers**

**Purpose:**
To instil in students, a sense of aspiration, hope and excitement as they embrace and plan for all the possibilities of their future.

To engage every child with a differentiated and challenging, relevant curriculum focused on innovation and measureable growth.

**Inspired Students**
**Strategic Direction 1: Connected Community**

### Purpose
To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

### Improvement Measures
- **20% increase in parent, student and staff satisfaction ratings** measured using ‘Tell Them From Me’ survey tool and against the School Excellence Framework.
- **75% of our families will regularly access samples of their children’s work via** electronic communication systems, including ‘Skool Bag’ app, augmented reality, QR codes or the school website.
- The establishment of procedures, measurement strategies and communication systems to identify students for the National Consistent Collection of Data and the level of adjustment needed.
- Improve the capacity of all staff to proactively respond to unproductive behaviour in a consistent and educative way to facilitate positive change.

### People

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Will be taught to take pride in their work and appreciate the value staff and families put on their creations.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Will have strategies to use when they are feeling experiencing socially challenging situations.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Training in how to use modern education and communication software to facilitate communication with families.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Community training in the use of modern communication systems including: Augmented Reality, QR codes, Skool Bag app.</td>
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<tr>
<td><strong>Parents/Carers</strong></td>
<td>Develop parent capacity to seek family assistance / determine levels of support required for their child and to follow through with specialist services is enhanced with our Community Liaison Officers and Aboriginal Education Officer.</td>
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<tr>
<td><strong>Community Partners</strong></td>
<td>Partnering with local and professional organisations with the development of school initiatives, meeting of local and family needs and the improvement in student learning.</td>
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### Processes

- Applications on family smart phones and visual signage around the school (bar codes) as keys for families to unlock their child’s work samples as well as informing families of school events.
- Establish a timeline for surveying all key stakeholders to identify areas of high satisfaction and ideas for improved practice and new innovations.
- Initial one-to-one and then on-going professional learning for staff in the National Consistency Collection of Data (NCCD) and distinguishing between levels of adjustment.
- Staff will receive professional learning in the use of behaviour management strategies with the ability to justify the use of each strategy in specific scenarios.

### Products and Practices

<table>
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<tbody>
<tr>
<td><strong>Products</strong></td>
<td>20% increase in parent, student and staff satisfaction, measured using surveys and the School Excellence Framework.</td>
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<tr>
<td><strong>Products</strong></td>
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- The establishment of procedures, measurement strategies and communication systems to identify students for the National Consistent Collection of Data and the level of adjustment needed.
- Improve the capacity of all staff to proactively respond to unproductive behaviour in a consistent and educative way to facilitate positive change.

| Practice                  | Increased ability to work in partnership with families and their child’s learning, through specific and more frequent feedback relating to student work samples. |
- Using innovative, modern communication systems to connect with our families to share student learning and their personal successes.
- Community Officers and Aboriginal Education Officer will work with families and peak groups to facilitate communication and meet local needs.
- The school runs a variety of events throughout the year that reflect the culture and identity of the community and the directions of the school.
Strategic Direction 2: Imaginative Teachers

**Purpose**
To empower reflective teachers to create flexible and dynamic classrooms, that foster a sense of adventure in learning, while enabling leadership, risk taking and capacity for all stakeholders.

**Improvement Measures**

| Maintaining Australian Teaching Standards | All teachers will identify personal goals which are relevant to school targets and follow the Performance and Development Framework. |
| Production of Quality Teaching Videos | Professional Learning Groups will engage in a process of identifying personal areas of growth, data analysis, lesson planning, peer observation and teaching evaluation which is recorded for future reflection and professional learning. |

**People**

| Students | Levels of achievement in Literacy and Numeracy will be improved through the development of engaging, differentiated teaching and learning conceptual units designed to meet the needs of all individuals. |
| Staff | Capabilities will be developed by designing and implementing differentiated individualised professional learning. School-wide systems and structures will be developed which support all staff in meeting the educational needs of students. |
| Parents/Carers | Will engage in a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community forums on Literacy, Numeracy, integrated units of work and new NSW BOS syllabus documents and assessment guidelines. |
| Community Partners | Include a variety of department of education networks as well as the both private and charity organisations that all contribute to both developing staff expertise and student learning. |
| Leaders | Leadership personnel have the necessary skills to lead and support staff through a change process as they develop the skills and systems for improved student learning. |

**Processes**

| Whole school approach to scope and sequencing, planning and assessing | Develop a whole school scope and sequence for conceptual integrated units of work, incorporating new NSW BOS syllabi (K-6); develop high quality formative assessment, triangulated with summative assessment and external data, to guide planning, programming and teaching models from P-6. |
| EAfS, AP’s and Learning & Support | The leadership team will provide professional learning in quality teaching practices to improve student learning in English and Mathematics, e.g. vocabulary development, sentence structure, comprehension, grammar & spelling and numeracy strategies. |
| Professional Learning Groups | Provide training and planning time to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy, using Quality Teaching elements and create school wide content to support future professional learning. |
| Evaluation Plan | With the use of the School Excellence Framework, monitor the implementation of scope and sequence, the writing of units of work, assessment procedures and timelines. |

**Products and Practices**

| Maintaining Australian Teaching Standards | All teachers will identify personal goals which are relevant to school targets and follow the Performance and Development Framework. |
| Production of Quality Teaching Videos | Professional Learning Groups will engage in a process of identifying personal areas of growth, data analysis, lesson planning, peer observation and teaching evaluation which is recorded for future reflection and professional learning. |
| Practice | Consistent syllabus implementation and assessment procedures. |
| Effective assessment, tracking and student analysis systems foster consistent teacher judgement. |

High quality executive monitoring, supervision and professional learning in each stage team focused on: improved curriculum delivery, staff capabilities, assessment and student learning progress.
## Strategic Direction 3: Inspired Students

### Purpose
To instil in students, a sense of aspiration, hope and excitement as they embrace and plan for all the possibilities of their future.

To engage every child with a differentiated and challenging, relevant curriculum, focused on innovation and measureable growth.

### Improvement Measures
- 80% of students K – 2 achieving EAls targets in Literacy and Numeracy.
- 70% of students 3 – 6 meet grade appropriate clusters on the literacy continuum in reading and writing.
- 90% of students reflecting an increase in self and school satisfaction.
- All staff differentiate and modify class programs to cater for individual needs reflective of Every Student Every School (ESES) guidelines and the Performance Development Framework.

### People
- **Students**: Engaged in differentiated quality learning across key learning areas.
- **Students**: Empowered to develop individual learning goals and will use monitoring systems to measure their success.
- **Students**: Will develop modern technology skills and will be able to use them flexibly to demonstrate their learning across the curriculum.
- **Staff**: Through implementing training on school wide systems and practices to support students learning and behaviour, staff develop high expectations that their students will be successful learners, socially skilled and resilient.
- **Staff**: Develop staff capabilities to inquire and innovate with technology to enhance student learning and teacher effectiveness.
- **Parents/Carers**: Families are provided with opportunities to learn what, why and how their children are learning, what is required for learning improvement and how they can assist their child at home.
- **Community Partners**: The school values and engages with many community partnerships to enhance the learning opportunities for students.
- **Leaders**: Support staff, students and partnerships to work towards the school’s vision and strategic directions.

### Processes
- **Positive Behaviour for Learning**: Evaluate and refine PBL Tier 1 strategies – Universal strategies. Evaluate and refine PBL Tier 2 & 3 strategies – Define clear procedures and practices for supporting individual students with additional needs.
- **Learning and Support**: Develop and implement systems for the accurate identification of students with additional learning needs and a suite of targeted programs in English and Mathematics to meet those needs.
- **Differentiated Programs**: Build staff capacity to collaboratively plan and differentiate programming in English and Mathematics using quality teaching elements and ESES policy strategies.
- **Dynamic Learning Spaces**: Workshop style TPL for staff in technology, ensuring greater choice for professional development, leadership opportunities for presenters and to facilitate learning spaces that become models of innovative practice.
- **Evaluation Plan**: Monitoring of school based and NAPLAN data to analyse student performance in English and Maths. Student referrals to the LST will be monitored and intervention program success reviewed.
- Impact milestones will be monitored.

### Products and Practices
- **Products**: 80% of students K – 2 achieving EAls targets in Literacy and Numeracy.
- 70% of students 3 – 6 meet grade appropriate clusters on the literacy continuum in vocabulary, reading and writing.
- 90% of students reflecting an increase in self and school satisfaction.
- All staff differentiate and modify class programs to cater for individual needs reflective of Every Student Every School (ESES) guidelines and the Performance Development Framework.
- **Practices**: Students reflect confidently on their learning, mapping out their learning goals in consultation with staff.
- Students can clearly articulate explicit learning intentions identified by staff.
- Students receive quality feedback measured against success criteria that reflecting the learning intention.
- Students use multiple forms of technology to express Confidence, Creativity, Collaboration and Critical Thinking and to demonstrate their learning.
- Student empowerment and voice is reflected in all school policies, practices and programs.