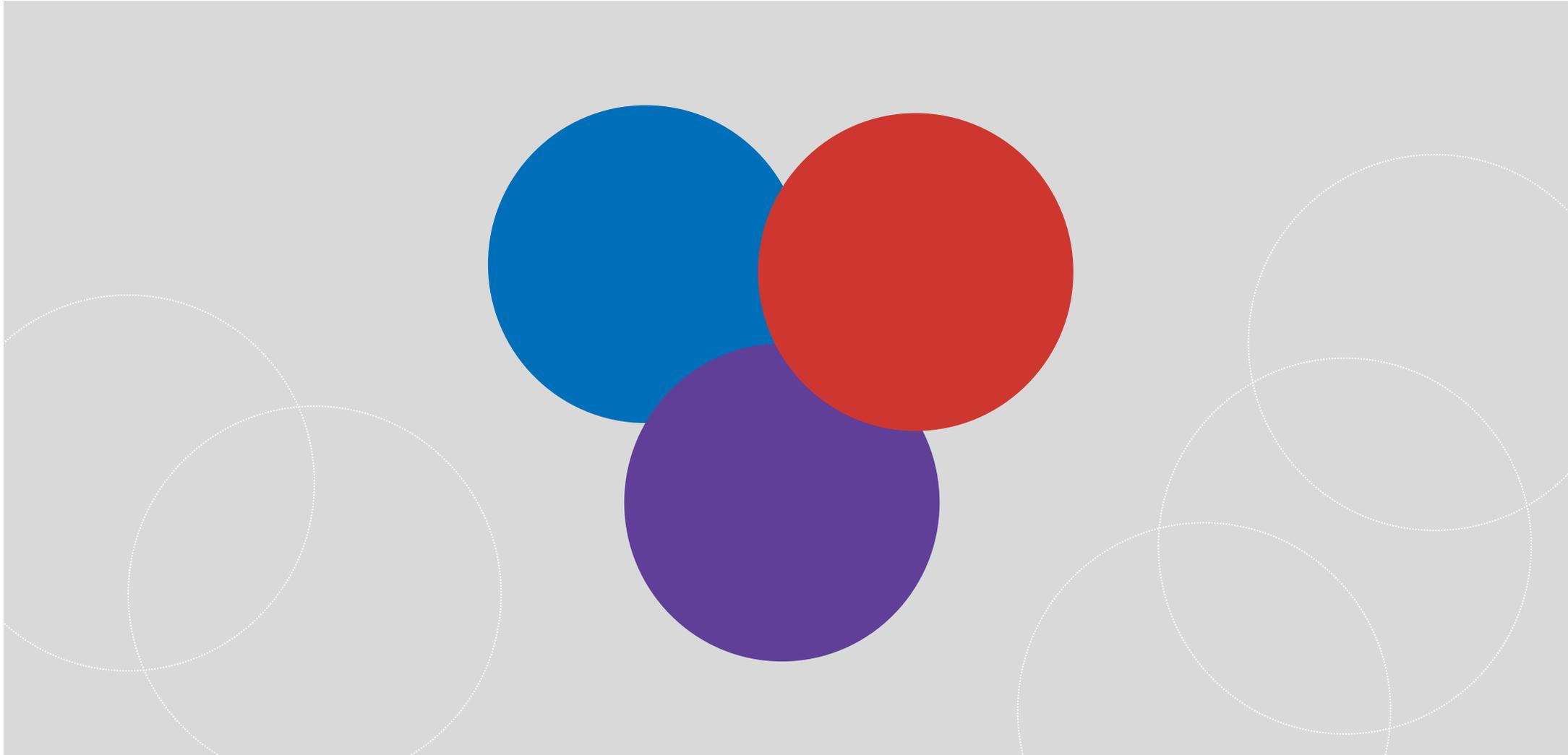


School plan 2015 – 2017



Lugarno Public School 3796





School vision statement

At Lugarno PS we believe in developing successful, resilient individuals who are equipped with the capabilities to thrive in a 21st century environment that demands creative and critical thinkers.

School context

Lugarno Public School is situated within a small peninsula community on the banks for the Georges River. The school has an extensive play area, including a large covered area and an all-weather basketball court. With an enrolment of approximately 300 students we have 45% of students coming from backgrounds other than English.

Lugarno PS enjoys a remarkable culture of achievement which is reflected in our excellent results. The school is large enough to provide a variety of learning opportunities whilst being small enough to ensure the staff know and support each student. The students are nurtured by experienced and enthusiastic teachers who aim to bring out the potential in every child.

Through its diverse curriculum, Lugarno Public School contributes significantly to the development of skills in areas we, as a community, regard as crucial to the development of responsible citizens and life-long learners. These areas include; sport, creative and performing arts, student leadership, social interaction and technology. Lugarno technology programs are supported by a well-resourced school, wireless capability and the implementation of 21st century pedagogy through a staged plan to professionally develop staff to support all classes.

Parent and community involvement in school governance through the P&C Association is active and supportive of school life.

School planning process

As a result of 2014 school and community surveys the findings were that the school had achieved many of the targets that were outlined in the Annual School Report. After reviewing and evaluating the 2012-2014 School Plan areas of Literacy, Numeracy, Technology and Community were targeted for further support.

The 2015 – 2017 School Plan was developed in consultation with the school staff, students and community. All stakeholders were surveyed on the types of programs that were valued in the school. These programs included literacy, numeracy, technology, wellbeing, sport and creative arts.

The school executive team developed the Purpose, People, Processes, Products and Practices with the Principal School Leadership. The draft Plan was then presented to the staff and Parents and Citizens representatives who suggested adjustments. The final draft was then presented to the Parents and Citizens for approval. The plan was then adopted and the Annual Milestones formulated.

In May 2016 the Relieving Principal reviewed and sharpened the focus of the School Plan with the school executive team and the Principal School Leadership.



STRATEGIC DIRECTION 1

Prepare students for their future through developing flexible and reflective thinkers who can interact in a diverse world.

Purpose:

The purpose of preparing students for their future is to develop their capacities to think imaginatively, creatively and critically about information and ideas, and make connections between key events and personal experiences. Our purpose is to support students to think deeply and logically through collaboration and communication so they can interact successfully in a diverse world.

STRATEGIC DIRECTION 2

Prepare staff to deliver explicit, high level educational practices where outstanding student outcomes will be realised through a performance and development culture focused on quality 21st century learning practices.

Purpose:

The purpose of preparing staff to deliver explicit, high level educational practices is to significantly improve student learning outcomes across all Key Learning Areas through a quality teaching and learning environment based on collaboration and critical reflection. Our purpose is to provide the best opportunities for our students by continually improving upon professional practice and building staff capacities by consistently delivering high standards of education through ongoing professional development focused on quality 21st century learning practices.

STRATEGIC DIRECTION 3

Our school culture will be characterised by authentic community partnerships, continual improvement and a commitment to school values.

Purpose:

The purpose of our school culture being characterised by authentic community partnerships, continual improvement and a commitment to school values is to align staff, students and community in a collaborative and sustainable manner that embeds positive values and a culture of success. Our purpose is to improve student wellbeing and learning outcomes through empowering all stakeholders to contribute positively to school life through effective and meaningful partnerships. Through strengthening connections between home, school and community, support structures for all students will be improved. The school is committed to ensuring the values of respect, responsibility and excellence continue to be promoted through the delivery of effective student welfare programs within a caring community.

Strategic Direction 1: Prepare students for their future through developing flexible and reflective thinkers who can interact in a diverse world.

Purpose

The purpose of preparing students for their future is to develop their capacities to think imaginatively, creatively and critically about information and ideas, and make connections between key events and personal experiences. Our purpose is to support students to think deeply and logically through collaboration and communication so they can interact successfully in a diverse world.

Improvement Measures

Student growth in NAPLAN at or above state mean.

Increased number of students in top 2 bands for NAPLAN above state mean.

PLAN data assessed by staff and shows student growth across literacy and numeracy.

Increased percentage of students achieving sound or above in school reports.

Class based assessment data showing growth across all learning areas.

High level of student engagement as noted in Tell Them From Me survey.

A reduction in ESR behaviour referrals for classroom and playground.

90% of students seamlessly following PBL rules.

People

Students:

Students will be respectful, responsible and resilient learners that will help create positive learning environments through involvement in the PBL program. They will show engagement and growth in their learning through improved teaching practices. Students will demonstrate creative and flexible thinking through 21st century learning practices and become reflective learners setting individual learning goals.

Staff:

Staff will use 21st century teaching practices through shared professional practice and incorporate Learning Intentions, Success Criteria and the use of reflective thinking into their teaching. Staff will use PBL language and strategies to develop a safe, respectful learning environment for all students.

Parents/Carers:

Parents will be engaged and active supporters of student learning as partners of the school. Parents and carers will be informed and invited to assist in developing students into flexible and reflective thinkers who can interact in a diverse world. Parents will use PBL language and positive parenting through PBL strategies.

Leaders:

Leaders will model respect, responsibility and kindness in their interactions with staff, students and the community. Leaders with their teams, regularly and effectively analyse school and student data to identify student achievements and inform future directions.

Processes

Literacy and Numeracy

Implementation of a 3 year whole school Writing focus; 'Language Literacy Cycle'. Focus on Reading program embedded 3-6 with an emphasis on Reciprocal Reading to ensure students develop deep thinking and understanding. TEN program embedded to ensure K-2 students are supported to develop Early Arithmetic Strategies (EAS).

Positive Behaviour for Learning Project

Implementation of PBL across K-6, updating the School Welfare Policy.

21st Century Pedagogy

Learning Intentions and Success Criteria with a focus on reflection and student individual goals. Students using technology for communication and collaborative learning practices. Google Classroom used as a tool for collaboration in classes 3-6.

Evaluation Plan

Monitoring achievement of improvements by systematically collecting, discussing and analysing evidence of progress.

Monitoring and assessing school progress against the School Excellence Framework.

Survey students, staff and community to evaluate these processes across the school, including participation and improvement.

Community and parent consultation forums to provide feedback on strategic directions, what we do well and areas to further develop.

Products and Practices

Products:

Student growth in NAPLAN at or above state mean.

Increased number of students in top 2 bands for NAPLAN above state mean.

PLAN data assessed by staff and shows student growth across literacy and numeracy.

Increased percentage of students achieving sound or above in school reports.

Class based assessment data showing growth across all learning areas.

High level of student engagement as noted in Tell Them From Me survey.

A reduction in ESR behaviour referrals for classroom and playground.

90% of students seamlessly following PBL rules.

Practices:

Teachers employing innovative, quality 21st century teaching strategies with a focus on student reflection.

Students articulating own learning goals in Writing and having a clear vision of their learning journey.

Professional development to embed the 'Language Literacy Cycle' with Writing across K-6.

PLAN and school based data collation and analysis as well as student reflection informing future direction of learning.

PBL language and strategies used throughout the school.

Strategic Direction 2: Prepare staff to deliver explicit, high level educational practices where outstanding student outcomes will be realised through a performance and development culture focused on quality 21st century learning practices.

Purpose

The purpose of preparing staff to deliver explicit, high level educational practices is to significantly improve student learning outcomes across all Key Learning Areas through a quality teaching and learning environment based on collaboration and critical reflection. Our purpose is to provide the best opportunities for our students by continually improving upon professional practice and building staff capacities by consistently delivering high standards of education through ongoing professional development focused on quality 21st century learning practices.

Improvement Measures

Student learning across all curriculum areas particularly in Writing shows growth above state means through stronger engagement and increased teacher effectiveness. (PLAN data, NAPLAN, student reports)
Teachers successfully meet their PDP goals as supported by evidence.

100% of teacher's observations demonstrate a commitment to engaging students through quality teaching practices and 21st century pedagogy.

100% of teachers using PLAN to track growth in student outcomes in literacy and numeracy.

By 2017 all staff accredited and maintaining accreditation.

People

Students:
Students are independent, resilient and engaged 21st century learners. Students will increase and grow in their learning outcomes, as teachers continue to deliver high level educational practices effectively.

Staff:
Staff are open minded, collaborative and flexible professionals who are enthusiastic and focused on life-long learning. Staff engage in extensive professional development targeted towards their specific professional learning goals to support classroom practices.

Parents/Carers:
Our community are well informed, included and supportive in all aspects of student learning and achievement. They have trust in the teaching staff that will be further developed through transparent communication and the professionalism of the staff.

Community Partners:
The school undertakes collaborative approaches to supporting student learning with partners including the PEAKE Community of Schools, Stewart House, professionals in the community and links to local high schools. Community partners will positively support the school through funds for resources and classroom equipment.

Leaders:
Leaders will lead the Performance and Development cycle through an understanding of lesson observation and effective feedback. All staff are provided leadership opportunities across the school.

Processes

Writing:
Professional learning in Writing with the implementation of a 3 year whole school Writing focus; 'Language Literacy Cycle'.

Quality Teaching Rounds in Writing
Teachers to work collaboratively using research based Quality Teaching Rounds with a focus on Writing.

Performance and Development Framework
Teachers will use the PDF to set goals that align with the school' Strategic Directions, School Projects and the Australian Professional Standards. Professional learning, classroom observations, feedback and reflection will follow. In conjunction with this, teachers will achieve and maintain varying levels of accreditation with BOSTES.

Quality Teaching –21st Century Pedagogy
Teachers will engage in professional learning of Learning Intentions and Success Criteria with a focus on Reflection.

Evaluation Plan

Feedback from staff through collegial discussion, classroom observations and surveys that reflect success of professional development processes.

Feedback from students and community through consultation forums.

Systematically collecting, discussing and analysing evidence of student, staff and school progress and assessing the progress against the School Excellence Framework.

Products and Practices

Products:
Student learning across all curriculum areas particularly in Writing shows growth above state means through stronger engagement and increased teacher effectiveness. (PLAN data, NAPLAN, student reports)

Teachers successfully meet their PDP goals as supported by evidence.

100% of teacher's observations demonstrate a commitment to engaging students through quality teaching practices and 21st century pedagogy.

100% of teachers using PLAN to track growth in student outcomes in literacy and numeracy.

By 2017 all staff accredited and maintaining accreditation.

Practices:
A collaborative, professional culture throughout the school supported by explicit professional learning that includes a strong, supportive observation and feedback culture for all staff.

Strong, emotionally intelligent leadership focused on supporting both students and teachers whilst delivering quality teaching and student wellbeing throughout the school.

Strategic Direction 3: Our school culture will be characterised by authentic community partnerships, continual improvement and a commitment to school values.

Purpose	People	Processes	Products and Practices
<p>The purpose of strengthening school culture through building authentic school-community partnerships is to align staff, students and community in a collaborative and sustainable manner that embeds positive values and a culture of success. Our purpose is to improve student wellbeing and learning outcomes through empowering all stakeholders to contribute positively to school life and student learning through effective and meaningful partnerships. Through strengthening connections between home, school and community, support structures for all students will be improved. The school is committed to ensuring the school values of respect, responsibility and excellence continue to be promoted through the delivery of effective student welfare programs within a caring community.</p>	<p>Students: The students will be respectful, responsible and resilient, and display a positive attitude towards school. They will be supported by their engaged parents/carers and the wider community to improve their learning outcomes.</p> <p>Staff: Staff will be visible, approachable and collaborative, building a shared school vision with the students, parents, caregivers and wider community. Executive staff will develop a consistent approach to leading the staff through engaging as a team in the Executive Leadership Pathways.</p> <p>Parents/Carers: Community members are positive, engaged and active in school life. They trust the school's processes and practices and are responsive in providing feedback and consultation. Parents will work alongside teachers to support their child's learning and will support the school values. Parents will participate in school based information sessions and workshops demonstrating their engagement in school life.</p> <p>Community Partners: Community partners will join the school to maximise learning for students through direct approach and school supporter plan.</p> <p>Leaders: Leaders are transparent, respectful and responsible for educating and communicating with our community. Leaders will facilitate open communication through forums and lead the community to link with the school and plan for improved learning opportunities for students.</p>	<p>Executive Leadership Strategy: Online leadership training through DEC Leadership Pathways, for the executive team and aspiring leaders.</p> <p>Student Welfare Policy Review: Engaging parents to support the school to align PBL with the Wellbeing Framework.</p> <p>Communication: Staff will lead informal and formal community meetings to discuss relevant issues and school related projects. These meetings will be held throughout the year providing the opportunity to gauge parent interest and commitment; inform; and provide opportunities for input and feedback.</p> <p>School achievements, values and expectations are communicated through a range of innovative strategies.</p> <p>Evaluation Plan: Provide parent workshops according to need.</p> <p>Community members accepting invitations and attending school functions e.g. Grandparents Day, Easter Hat Parade, ANZAC Day commemorative service, Assemblies, Sporting Events, Presentation Day etc.</p> <p>Feedback that reflects school success in communicating with its community.</p> <p>Parents Engagement surveys, data collation and analysis identify improvements in community partnerships and engagement in school life.</p>	<p>Products: Increased attendance of Meet The Teacher Information sessions, P&C meetings, parent workshops and forums.</p> <p>Utilising social media to improve communication with parents and the community.</p> <p>Tell Them From Me parent survey results that demonstrate satisfaction in the school and community. Increased number of surveys returned and parents contributing to the consultation process.</p> <p>Qualitative data as seen on ESR, reflecting the success of PBL as a K-6 Wellbeing program.</p> <p>Positive school-community partnerships evidenced in the trusting and positive culture and attitude of staff and community.</p>
<p>Improvement Measures</p>			
<p>Increased attendance of Meet The Teacher Information sessions, P&C meetings, parent workshops and forums.</p> <p>Utilising social media to improve communication with parents and the community.</p> <p>Tell Them From Me parent survey results that demonstrate satisfaction in the school and community. Increased number of surveys returned and parents contributing to the consultation process.</p> <p>Qualitative data as seen on ESR, reflecting the success of PBL as a K-6 Wellbeing program.</p> <p>Positive school-community partnerships evidenced in the trusting and positive culture and attitude of staff and community.</p>			<p>Practices: Community consultation used to develop school planning and parents supporting implementation.</p> <p>Opportunities for joint learning of both community and staff.</p> <p>Community aware and supportive of school values, policies and practices.</p> <p>Further develop a supportive P&C.</p>

