School plan 2015 – 2017

Leppington Public School
School background 2015 - 2017

SCHOOL VISION STATEMENT

*Tile* the pathways for 21st Century learners-

Transform

Inspire,

Learn

Engage

SCHOOL CONTEXT

Leppington Public School is set in a semi-rural environment on 5 hectares and includes children from farmlets and surrounding residential areas. Leppington Public School serves a mobile, multicultural, socio-economically diverse community. It has 54% NESB population. All students participate in Italian community language program each week. Leppington Public School provides its students with a high quality education in a broad curriculum with a strong literacy and numeracy focus & a technology and cultural emphasis. This is achieved through multi-age settings, providing for the broad range of learning styles in flexible learning environments. Students are developed as lifelong learners through cooperative learning strategies, supported by the learning support team. Their learning is enhanced and supported by tracking and monitoring procedures. Since 2013 the school has been involved in Early Action for Success Initiative to improve the literacy & numeracy of K-2 students. Under this initiative Leppington Public school shares the support of Instructional Leaders with two neighbouring schools. Other programs such as TEN, Reading Recovery & L3 have led to improved results in literacy & numeracy.

SCHOOL PLANNING PROCESS

The planning process for the school plan underwent a rigorous examination of data from all sources- student academic, parent, students & staff surveys and forum groups for all stakeholders.

A number of information sessions were held in order for staff and parents to gain knowledge & understanding of the new 5P planning process. Professional Learning sessions for staff were held in gaining understanding of the pedagogy behind the planning process. Programs already implemented in the school were rigorously examined for their effectiveness, their impact on student learning outcomes and their budget cost. Parents & students were surveyed & asked for their input into which programs & initiatives they perceived as important to their child’s learning. From information gained staff as a working party formulated their vision for 2015-2017 & the three strategic directions. A smaller group representing all stakeholders expanded on the directions & milestones for each direction. The budget & timelines were later formulated to drive the implementation of each direction effectively.
School strategic directions 2015 - 2017

Purpose of Strategic Direction 1
Our purpose is to build practices that engage students and teachers in 21st Century learning through the use of quality teaching and consistent teacher judgement. This will ensure that all teaching and learning of literacy and numeracy is consistent and aligned to student needs. Sustained improvement in student learning will be evident through increased student growth in literacy and numeracy as measured by PLAN & NAPLAN data.

Purpose of Strategic Direction 2
Our purpose is to build teacher capacity to maximize the impact on student learning. To ensure quality teaching and learning practices throughout the school, professional learning will be aligned with evidence-based data analysis. Reflective dialogue addressing teacher’s individual professional learning plans will drive training and development.

Purpose of Strategic Direction 3
Our purpose is to build a supportive and cooperative community by fostering an atmosphere of collegiality and openness. Our purpose is to create a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.
Strategic direction 1: Teaching, Learning and Engagement in Literacy and Numeracy

PURPOSE

Our purpose is to build practices that engage students and teachers in 21st Century learning through the use of quality teaching and consistent teacher judgement. This will ensure that all teaching and learning of literacy and numeracy is consistent and aligned to student needs. Sustained improvement in student learning will be evident through increased student growth in literacy and numeracy.

IMPROVEMENT MEASURE/S

To increase student growth in NAPLAN and PLAN data with a strong data driven focus on literacy and numeracy.

Data gathered from the school involvement in EAfS strategy will reflect improvement in literacy and numeracy for students in K-2.

To decrease % of students achieving below expected achievement levels as measured by PLAN/NAPLAN data.

NOTE: EAfS initiative concludes in 2016

PEOPLE

Students: Engage students in being a quality learner of literacy and numeracy in the class and home environment

Staff: Develop staff capabilities to engage, support and extend students through professional dialogue and training as part of EAfS initiative and support of Instructional Leader & Executive.

Parents: Establish a collaborative learning community by providing opportunities for parents and teachers to work together

Community partners: Develop teaching and learning opportunities with Cowpasture Community of Schools

Leaders: Develop capacity of leaders & aspiring leaders to develop & lead initiatives in literacy & numeracy that will lead to improved student outcomes. The support from Instructional Leaders is paramount to building and sustaining capacity of leaders to sustain improvement measures for improved student outcomes.

PROCESSES

How do we do it and how will we know?

1. Whole school approach to quality planning, programming, teaching and learning K-6 in literacy and numeracy

2. Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using the quality teaching elements and the support given by the Instructional Leader under EAfS & Executive.

3. Continue staff training in the implementation of the NSW Syllabus for the Australian Curriculum

4. Professional learning to develop staff understanding of quality pedagogy in strategies to support all students

5. Provide opportunities for parents to gain knowledge of 21st Century learning

Evaluation Plan: Monitor and evaluate data (SMART and PLAN) to analyse student performance in literacy and Mathematics to inform teaching practices

PRODUCTS AND PRACTICES

What is achieved and how do we know?

- Explicit teaching in literacy and numeracy to meet the needs of all students based on data analysis
- Improved student outcomes in literacy and numeracy as measured by PLAN & NAPLAN data
- Parents as partners in their child’s education as measured by increased parental involvement in school events & initiatives

Products:

Quality pedagogy and consistency in teacher judgement in curriculum program design, assessment, whole school evaluation, professional learning and strategic planning

Practices:

Students, teachers and parents have deep knowledge of effective pedagogy for 21st Century learning in the context of our school community.

Students have built and are utilising 21st Century learning skills.

Teachers have a deep understanding of 21st Century learning for self and their students.

Parents embrace and value the ideology of 21st Century learning.
# Strategic direction 2: Professional Learning and Leadership

## PURPOSE

Our purpose is to build teacher capacity to maximize the impact on student learning. To ensure quality teaching and learning practices throughout the school, professional learning will be aligned with evidence-based data analysis. Reflective dialogue addressing teacher’s individual professional learning plans will drive training and development.

## PEOPLE

<table>
<thead>
<tr>
<th>Students: Developing the metalanguage around feedback and effective learning</th>
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<tbody>
<tr>
<td>Staff: Engage in whole school and personal professional development through Performance and Development Framework</td>
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<tr>
<td>Parents: Opportunities to attend workshops around the language of learning to engage effectively with students in class and home environments</td>
</tr>
<tr>
<td>Community partners: Build academic partnerships with other educational settings</td>
</tr>
<tr>
<td>Leaders: Building leader capacity in current and aspiring leaders by promoting current pedagogy in education. Provide opportunities for leaders to engage in leadership development opportunities</td>
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## PROCESSES

1. **Utilising learning goals and reflection** as vital tools to support classroom teaching and learning
2. **Coaching and mentoring** staff in effective pedagogy to support learning needs of all students (K-2 EAfS initiative)
3. **Information/workshop for parents** to engage them in the language of learning to support students

## IMPROVEMENT MEASURE/S

Evidence of reflective practices embedded in teaching and learning

Professional learning to increase teacher capacity resulting in change in classroom practice (Performance and Development Framework and EAfS)

Data as measured by PLAN & NAPLAN

Track data collected under EAfS to monitor gains made during EAfS initiative

**NOTE:** EAfS initiative concludes in 2016.

## PRODUCTS AND PRACTICES

What is achieved and how do we know?

- Increased teacher capacity to provide differentiated learning as measured by improved student outcomes
- All staff using reflection as a critical tool to improve teaching practice
- Parents actively engaged in their child’s learning & able to support them in 21st century learning practices
- A strong collaborative learning community with staff, students & parents committed to achieving learning goals of each representative group.

**Evaluation plan:**

Monitoring the use of reflective classroom practices to evaluate the impact upon student learning (K-2 EAfS initiative)

Improved focus by students & staff in achieving and monitoring learning goals to build capacity, sustain improvement and identify learning needs.

**Products:**

All teachers and students use reflection as a critical classroom tool to support quality teaching practices

**Practices:**

Proactive professional learning focused on using best evidence-based practice and data analysis resulting in consistent quality teaching

Student and staff reflect on the achievement of their personal learning and leadership goals in the area of literacy and numeracy

Quality teaching and learning practices across the school demonstrated through differentiated literacy and numeracy lessons. Assessments & data analysis reflect improved student achievement.
Strategic direction 3: Community, Culture and Values

PURPOSE

Our purpose is to build a supportive and cooperative community by fostering an atmosphere of collegiality and openness. Our purpose is to create a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.

PEOPLE

**Students:** Provide students with opportunities to be involved in holistic education utilising 21st century learning skills

**Staff:** Provide and promote opportunities to share expertise and value each other as co-learners in the context of our school and the wider learning community

**Parents and community:** Inform and engage the wider community in supporting the effective learning that occurs at school

**Leaders:** Build and establish the school as a strong, cohesive learning community. Utilise Instructional leader to provide targeted professional learning to staff and parents.

IMPROVEMENT MEASURE/S

Increased involvement in school and community initiatives as measured by feedback, surveys and attendance at school events

Increased no of staff sourcing and providing opportunities to share best practice based on current educational pedagogy


PROCESSES

1. **Develop specialist programs** to promote whole school learning across all Key Learning Areas

2. **Negotiate inter and intra school visits** with colleagues to inform reflective teaching practice and transform learning

3. **Initiate activities** that promote the school in the wider community

4. **Organise** information sessions for parents to inform them of how to support their child’s learning, educational pedagogy and the skills needed by students for 21st century learning.

Evaluation plan:

Collect and analyse the number of teachers involved in inter/intra school visits

Survey all stakeholders to evaluate the growth of the learning community

Survey parents, staff & students to evaluate programs initiated

PRODUCTS AND PRACTICES

What is achieved and how do we know?

- A learning community established that is committed to providing students with support & learning tailored to student needs.
- Staff and students using critical reflection as a tool to assess and improve practice.
- Programs implemented to support 21st century learning and the education of the whole child

Products:

- Highly engaged community working together to meet the needs of staff, parents and students

Practices:

- Opportunities created for students, parents and staff to share and promote the school in the wider community
- Parents, staff and students engaged in reflective practices that maximise the impact on student learning
- Transparent and open links established between students, teachers and parents as collaborative and reflective partners in embedding effective pedagogies