

# School Plan 2018 – 2020

## Lansvale Public School 2018 - 2020





## School vision statement

Lansvale Public School is a collaborative and inclusive learning community where we are **all** challenged to be critical thinkers and creative, compassionate, confident citizens. We are all committed to learning to learn!

## School context

At Lansvale Public School we are determined to shift our students' mindset from one of "Learning to Achieve" to "Learning to Learn".

Lansvale Public School is a high stakes school situated in south-west Sydney. The current student enrolment is 790 students from P-6, including 94% from a non-English speaking background. The school has a committed, collaborative and enthusiastic staff, with a mixture of experienced and early career teachers. The school plans and priorities are driven by an effective learning community culture.

We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences. The school has an active Parents and Citizens Association and numerous significant projects with strong links to the community through the community engagement team. Our school is a place where passion and enthusiasm abound.

We have outstanding early childhood programs including preschool, a range of high achievement learning initiatives catering for gifted and talented students, for students with learning difficulties and students with English as an additional dialect.

We are heavily invested in ensuring that everything we do is reflective of our whole school learning focussed culture. We are relentless in our pursuit of deep and rigorous teacher professional learning that is relevant, ongoing and of exceptional quality. Our mantra is "that to be an exemplary teacher one must first be a dedicated learner!"

Whilst our literacy and numeracy teaching and learning is explicit and personalised, we also demand that relevance and significance are strongly considered when learning is designed by teams of educators. Our Value Added student performance demonstrates student growth at 1.5 years of school annually. This is a foundation upon which our future focused learning programs build as sound literacy and numeracy opens the door for deeper more engaging learning, motivating our students as intrinsic learners.

## School planning process

A series of consultations for the 2018–2020 school plan were conducted from Terms 3 and 4, 2017 to Term 1, 2018 with opportunities for the whole school community to participate. The principal and deputy principals led school internal discussions in consultation with a wide range of school and community stakeholders as well as with the director of public schools.

Consultations for the school plan 2018–2020 occurred in different ways including: in the school weekly newsletter; TTFM surveys; variety of meetings with focus groups such as parent meetings and P&C meetings.

All staff will engage in one or more of the 4 major initiatives: Literacy; Numeracy; Inquiry; Creativity; driving the 3 Strategic Directions. Individual PDP goals will also link into these initiatives.

A school planning team has been established, formed through a cross section of both beginning and experienced teachers from all grades and school roles.

Whole school teacher professional learning sessions will be gazetted twice per term to allow for feedback, adjustments and milestone tracking.



## STRATEGIC DIRECTION 1

### Engaged Student Learning

Inspire, challenge and empower students

#### **Purpose:**

To design student learning experiences that result in the development of literate and numerate students' who think critically, creatively and ethically and who are socially, environmentally and culturally aware.

**An enduring focus will be on working towards building determined students who learn skills, values and attitudes that will support personalised real world learning.**

## STRATEGIC DIRECTION 2

### Exemplary Staff and Leader Learning

Excellence in leadership, learning and teaching.

#### **Purpose:**

To provide a professional learning culture where we strive for continuous improvement in leadership, teaching and learning.

**An enduring focus will be on a coherent learning focussed culture across classrooms, all quality learning environments, teams and the whole school learning community.**

## STRATEGIC DIRECTION 3

### Active School and Community Learning

Authentic, rigorous and inclusive partnerships for learning.

#### **Purpose:**

To build strong relationships and an educational community by leading and inspiring a culture of authentic collaboration, substantive communication, empowered leadership and organisational practices.

**An enduring focus will be on learning skills, values and attitudes that will support personalised real world learning in order to embolden and give them voice.**

# Strategic Direction 1: Engaged Student Learning

## Purpose

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

To design learning experiences that result in the development of students' abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

**A relentless focus will be on learning skills, values and attitudes that will support personalised real world learning.**

## Improvement Measures

- ❖ Increased proportion of students achieving one year's growth in literacy
- ❖ Increased proportion of students achieving one year's growth in numeracy and literacy
- ❖ Improve students achieving in the top 2 bands of NAPLAN by 10%
- ❖ 80% of students being able to identify a strength and future direction for their learning
- ❖ Improved presence of inquiry skills authentically embedded across KLAs

## People

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

**Students will:** Through the teaching of explicit skills and strategies in literacy and numeracy, students will recognise their strengths, identify areas for improvement through ongoing, structured reflection and set goals for future learning. Through a rigorous design approach focused on learning to learn, students will engage in innovative teaching and learning, directly linked to the general capabilities framework.

**Staff will:** Through explicit and targeted professional learning, staff will be equipped with confidence to empower and challenge all students.

**Parents/Carers will:** Through a variety of co-learning workshops and creative forums, parents have the knowledge and confidence to support their child's learning. They will see their contribution/s at work in daily practice.

**Community Partners will:** Through collaborative partnerships with our Communities of Practice, agencies, schools and external bodies will develop and refine best practice to challenge and inspire students.

**Leaders will:** Through deep and ongoing leadership learning and reflection, all staff have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, We will maintain a strong and active focus on collective efficacy.

## Processes

**How do we do it and how will we know?**

### Inquiry Based Learning

Implement highly integrated, collaboratively designed, inquiry based learning units focusing on the General Capabilities, **student engagement** and rich real world application. (SOLE, Project Based Learning, Story Path, Design Thinking)

### Curriculum & Pedagogy Leadership

Teachers plan learning experiences that engage and challenge students by prioritising the **teaching and learning cycle** and personalised learning for all students (transference of skills across KLAs will be a focus).

### Planning for teaching and learning excellence

Teachers create individual student profiles and differentiate their literacy and numeracy instruction through a deep knowledge of syllabus documents and **learning progressions** (with a focus on assessment of, as and for learning).

### Evaluation Plan

- Meta evaluation of teaching and learning programs
- Observational rounds
- Lesson plans/ teaching programs
- TTFM survey
- Learning progressions data
- Lesson studies, instructional rounds, learning walks, peer observations.

## Products and Practices

### Practices

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

Students embracing becoming the primary voice in every classroom through the utilisation of dialogic talk protocols  
Student driven- why it matters?

Frame successful literacy and numeracy learning experiences and investigations through big ideas and engagement. Experiment and evaluate different pedagogical approaches to learning e.g. launch, explore, summarise.

Design a learning disposition wheel to map and describe explicit learning behaviours to establish a common language for learning design and assessment/ evaluation.

### Products

**What is achieved and how do we measure?**

Students engaged in experience based learning driven by strong questioning that provokes interest based, real world learning. Teachers will be facilitators/ co-learners as students have greater ownership and clarity of their learning.

Students setting more meaningful goals that empower them to grow as learners through deep self-knowledge and creativity. (reflective in strengths and challenges)

Individualised student progress and differentiated teaching and learning resulting from precise literacy and numeracy learning.

# Strategic Direction 2: Exemplary Staff and Leader Learning

## Purpose

To provide a professional learning culture where we strive for continuous improvement in leadership, teaching and learning to strengthen staff capacity in meeting the diverse and changing needs of our students.

**A relentless focus will be on a coherent learning focussed culture across classrooms, all quality learning environments, teams and the whole school learning community.**

## Improvement Measures

- ❖ An increased number temporary staff ready for long term engagements, gaining permanency and/ or promotions positions
- ❖ An increased number of teachers accredited by the NSW Teacher Education Standards Authority (NESA) at higher levels
- ❖ Increase the percentage of teachers' satisfaction with school leadership and school culture
- ❖ School achieves excellent value added results, significantly above the values added by the average 'like' school
- ❖ Increased numbers of students making one years' growth in literacy and numeracy
- ❖ Increased evidence of skills, values, knowledge and disposition of our students as a result of CLIL

## People

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

**Students will:** provide timely and constructive feedback to teachers on their learning experiences

**Staff will:** genuinely inquire and respectfully challenge each other when collaborating, ensuring continuous improvement in leading, teaching and learning.  
Collect important evidence in order to evaluate and adjust teaching strategies to maximise the impact on each and every student.

**Parents/Carers will:** lead a variety of workshops so that parents have the knowledge and confidence to interact with their child's teacher to support their learning.

**Community Partners will:** work closely with leadership to engage other research practices and experts to support the implementation and evaluation of pedagogical practices.

## Processes

**How do we do it and how will we know?**

### Learning Sprints

Designing precise, data driven Learning Sprints **responsive** to 'point of need' that targets focus group/s of students and maximising **student performance**.

### System-wide Leadership Capacity

Participate in professional learning, mentoring and coaching to build capacity so there is an understanding of, and support for **improving leadership** within the school community.

### Fostering Creativity

Continue to partner the Opera House in the Creative Leadership in Learning Program. Through this rigorous initiative we will unpack the potential of the **General Capability of Creativity** (CLIL) so that we increase the performance (skills, values, knowledge and disposition) of our students, teachers and community members across all Key Learning Areas.

### Evaluation Plan

- PDP evaluation
- Learning Sprints/ student data
- Spiral of Inquiry/ Action research
- Focus groups of parents
- Critical friend participation and review

## Products and Practices

### Practices

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

All staff work collaboratively to ensure that pedagogy aligns with practice as shown through research to have a high probability for success.

Supportive, collegial opportunities build the capacity of staff through evaluative processes.

School professional learning plans explicitly target developing teachers' capacity to cater for learner diversity processes.

Differentiated professional learning to strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing TPL on the use of quality sources of data

### Products

**What is achieved and how do we know?**

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

School-based observations embedded in staff professional learning plans and the teaching and learning cycle.

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school.

Career development and satisfaction of improved teaching skills and leadership.

# Strategic Direction 3: Active School and Community Learning

## Purpose

To build strong relationships and an educational community by leading and inspiring a culture of authentic collaboration, substantive communication, empowered leadership and organisational practices.

**A relentless focus will be on learning skills, values and attitudes that will support personalised real world learning.**

## Improvement Measures

- ❖ Increase the active engagement of parents with the Seesaw app, website and key IT platform by 30%
- ❖ Increase number of parents attending Parent Forums, PaTCH Program et al representative of 40% families in the school community
- ❖ Increase in parental contacts leading to successful referral to appropriate support agencies
- ❖ Sustained linkages created with businesses, council, charities and philanthropists
- ❖ Projects deeply embedded in school culture around sustainability and creativity.

## People

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

**Students will:** flourish as a result of stronger active links between the broader community and the school. We will engage students in order to attract their parents, local community agencies and businesses to be rigorously partnering the school across aspects of core business eg School Planning, Promotion, School Links

**Staff will:** collaborate with parents and the community in co-designing and delivering Parent Forums reflective of whole school learning priorities. Evaluate, refine and redesign curriculum offerings for all, reflective of feedback and co-learning.

Work in partnership with agencies and businesses to establish partnerships, on behalf of students, against school priorities.

**Parents/Carers will:** guide and co-design student learning as a result of these forums and partnerships. Embrace leadership and advocacy of the LPS learning community. Assist the school in promotion and school image initiatives.

**Community Partners will:** establish a philanthropic relationship with the school. Contribute to student learning as a result of forums and partnerships. Embrace advocacy and participation within the LPS learning community. Assist the school in promotion and school image initiatives.

**Leaders will:** maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence based practice and ongoing development of whole people in partnership with all stakeholders. Broaden horizons around agency, active citizenship and philanthropy.

## Processes

**How do we do it and how will we know?**

### Communication Excellence

Establishing a high quality **communication** and **school promotion** strategy for our broader learning community. **Parental Snapshot Architecture** inclusive of flipped learning and/or online access (video sessions, platform for feedback & questions) developed, delivered and evaluated in partnership with our proudly multicultural community.

### Community Hub

The realisation of a vision to create a **Community Hub** in and beyond our classrooms as a link with pivotal agencies supporting the whole child, P-12. Design and delivery of the Sustainability Centre and an Artist in Residence project to add to our many other valuable Community Partnerships.

### Community Learning

Delivery of **exceptional parent forums aligned with the school priorities** of Literacy, Numeracy, Creativity, Inquiry and Assessment and Reporting. Co-create and land a Gold Standard Project with Parents and the Opera House around the "Value and Measurement of Creativity."

### Evaluation Plan

- Ongoing disciplined reflections - Community Engagement Team
- Deployment of TTFM Strategy and Excellence in School Customer Service Reflection Tool
- Piloting of alternative Tools for Communication and Community Learning
- Create active partnerships with agencies / organisations focusing on sustainability and creativity
- Analysis of P&C and other active partnerships with our school.
- PLaSPs and intervention journeys captured and shared (through Seesaw & Sentral)

## Products and Practices

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

### Practices

Parents work collaboratively with staff to pilot and interpret an exemplary IT platform as a vehicle of communication/co-learning

Families in need referred efficiently to the most appropriate agency for child centred support.

Students work with parents and teachers to design and deliver exemplary learning including Sustainability and Creativity.

Community prioritise and co-design parental/carer learning based on need and interest.

**What is achieved and how do we measure?**

### Products

Teachers and parents sharing powerful learning stories in celebration of learning that are both significant and relevant. Vehicles include; school website, communiqués, prospectus material seamlessly available and of exemplary quality.

Improved capacity in investigating individualised, solution focussed programs of support for families. Parents and Community Members harnessing the skills, resources and values of the broader community through coordinated projects within major whole school initiatives.

Parents/Caregivers provide agency and partnership to whole school initiatives. This leads to a deeply collaborative delivery of whole school initiatives. Rich learning resources established to promote application and inquiry across KLAS. (Art studio and Sustainability Centre).

