

School plan 2015 – 2017

LINDFIELD EAST PUBLIC SCHOOL





School vision statement

Every child must succeed in an education worth having.

At Lindfield East Public School, we believe that it is a fundamental right of each and every child to receive an excellent education – an education that caters for the academic, social, emotional and physical needs of each individual and prepares each one for success in learning and in life.

We believe that an education worth having is one which equips our students for a successful future – a future where the key competencies of adaptability, effective communication, collegiality and intercultural understanding will be paramount. We aim to prepare students for this future by building the capacity of teachers and school leaders to be innovative and transformative, engaging our students, holding high expectations for them and inspiring them to succeed.

Our vision is underpinned by *The Melbourne Declaration on Educational Goals for Young Australians (2008)*. The goals focus on promoting equity and excellence in education, and on students becoming successful learners, confident and creative individuals and active and informed citizens.

The wellbeing of all our students lies at the core of Lindfield East Public School's vision, and drives all our decisions and actions.

School context

Lindfield East Public School serves a diverse cultural student population with the support of a school community that places a high value on education. There are 760 students representing 48 language speaking backgrounds with Mandarin accounting for 25%. Demand for enrolment placement has increased as a result of the school's outstanding educational reputation. Strong and active P&C involvement has enabled the school to continue to make significant advances in its physical learning environment, its resource base and ability to offer wide ranging educational opportunities. The school maintains a safe learning environment with the core values of 'Care and Respect' underpinning our student welfare ethos. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning. Strategic priorities include targeting quality teacher professional development, providing a range of innovative learning opportunities and building unique educational partnerships.

School planning process

November/December 2014

Principals and DP network briefing
Senior Exec Briefing and Awareness
Situational Analysis Data Collation
Executive planning day
Staff Briefing and Awareness
KSP consultation with PSL

December 2014 – January 2015

Parent Survey

February 2015 – March 2015

Data analysis with external consultant
Planning day with Change and Leadership Consultant
SRC and Leadership team - Student Voice Day
Staff Analysis
Parent/Community Analysis
Situational Analysis Data Collation
Drafting the Plan
Further consultation with Change & Leadership Consultant

April – May 2015

Presenting the Draft Plan - P&C
Presenting the Draft Plan - Staff
Reviewing draft plan feedback
Executive finalise plan
Publishing final plan



Excellence in Teaching and Leading

Quality Learning Experiences

Effective Partnerships

Purpose:

At Lindfield East Public school, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. Evidence based research clearly indicates that the single most important factor affecting student outcomes is the quality of teaching in the school. We value teaching that is innovative, inspiring, differentiated and in line with current best practices in pedagogy and current educational reforms. We recognise the need for a focussed leadership development plan to support teachers to be exceptional educators, confident to lead in their classroom, school and professional communities, and capable of bringing about transformations that will enhance the educational experiences of each child.

Purpose:

At Lindfield East Public School, we believe every student has the right to a range of learning programs and experiences that promote equity and excellence. We believe that optimum learning outcomes for our students derive from the consistent implementation of innovative, diverse, engaging, differentiated learning activities led by outstanding educators. Quality learning programs and the successful achievement of outcomes create confident and creative students, who possess the personal resources necessary for future success and wellbeing.

Purpose:

At Lindfield East Public School we want to equip students with the skills and attributes that will prepare them to lead successful, rewarding lives as active and informed citizens. We believe that an integral component of successful education today lies in the development and promotion of effective partnerships, where students learn and experience the key competencies of adaptability, effective communication, collegiality, teamwork and intercultural understanding. We believe these competencies, provided through a range of authentic experiences, will inform students' future choices and attitudes in a positive way. Effective partnerships will develop student capacity to be globally engaged, instil an appreciation of different perspectives and embed the value of social inclusion.

Strategic Direction 1: Excellence in Teaching and Leading

Purpose

At Lindfield East Public school, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. Evidence based research clearly indicates that the single most important factor affecting student outcomes is the quality of teaching in the school. We value teaching that is innovative, inspiring, differentiated and in line with current best practices in pedagogy and current educational reforms. We recognise the need for a focussed leadership development plan to support teachers to be exceptional educators, confident to lead in their classroom, school and professional communities, and capable of bringing about transformations that will enhance the educational experiences of each child.

Improvement Measures

- ❖ 100% of staff have a targeted Professional Development Plan linked to the National Standards, performance review and accreditation processes.
- ❖ 100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students in line with the Australian Curriculum.
- ❖ 100% of staff access information through Finance/SALM systems and services.
- ❖ All school leaders exhibit the skills of *Growth Coaching* Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.

People

Students actively participate in a highly engaging, rich and challenging curriculum which ensures their success as learners, develops confident and creative individuals and active and informed citizens. They engage in student-directed learning and demonstrate an understanding that learning is a life-long process, as modelled and promoted at all levels of the school.

Staff develop the skills to work and learn collaboratively through school based professional learning. They increase their skills and understanding of best practice via peer observation and feedback, reflection and professional reading in collegial networks. Staff access expert skills and knowledge to enhance their teaching practice and integrate innovative technology, and develop an understanding of the National Standards Accountability Framework which will allow them to identify and achieve their learning and leadership goals.

Parents gain an understanding of processes in place in the school to achieve excellence in teaching and leading and support strategies and initiatives. They value the importance of innovative future-focussed pedagogy and work with the school community to identify opportunities for input.

Leaders ensure that practices and resources are in place to drive excellence in teaching and leading. They develop the skills necessary to give effective feedback and professionally develop individuals for succession planning.

Processes

Implement Professional Development Plans that align with the new performance management, planning and development processes for staff, the Australian Curriculum, the AITSL Professional Principal and Teaching Standards and with the school plan.

Implement individual professional learning plans explicitly targeted at developing leadership capacity.

Implement research based projects that support teachers to deliver 21st century pedagogy.

Engage in planning and preparation for the new DEC Finance and Student Administration systems, with a focus on the development of capacity for all staff to improve educational and organisational effectiveness.

Evaluation Plan:

- Use of Performance and Development Framework to identify and measure the implementation of planned strategies.
- Implementing and monitoring a schedule of Professional Accreditation for all staff.
- Establishment, by school executive, of a feedback model to monitor and report term and mid-term milestone achievements.
- External validation, including surveys, reference to the *School Excellence Framework*, consultation with academic partners and other experts.
- Annual reporting of progress via the Annual School Report.

Products and Practices

Products:

- 100% of staff have a targeted Professional Development plan which is linked to the AITSL Standards and which will allow them to implement innovative future focussed pedagogies.
- 100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students in line with the Australian Curriculum.
- All staff have engaged in Quality Teaching Rounds, *Making Thinking Visible* and professional development sessions with academic partners.
- 100% of staff access information through Finance/SALM systems and services.

Practices:

- School leaders exhibit the skills of Growth Coaching Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.
- Teachers take responsibility for their own professional development, reflect upon their career progression and set specific targets using the performance management framework and Australian Standards for Teachers, consistent with the *Great Teaching Inspired Learning* document.
- All staff utilise skills and knowledge gained through Quality Teaching Rounds, *Making Thinking Visible* and professional learning with academic partners to refine their teaching practice in order to improve student outcomes.
- Staff use their knowledge and skills of the new DEC Finance and Administration systems to work efficiently and productively.

Strategic Direction 2: Quality Learning Experiences

Purpose

At Lindfield East Public School, we believe every student has the right to a range of learning programs and experiences that promote equity and excellence. We believe that optimum learning outcomes for our students derive from the consistent implementation of innovative, diverse, engaging, differentiated learning activities led by outstanding educators. Quality learning programs and the successful achievement of outcomes create confident and creative students, who possess the personal resources necessary for future success and wellbeing.

Improvement Measures

- ❖ 100% of school programs and practices cater for the range of individualised learning needs.
- ❖ All teachers implement effective identification processes so that all students access the learning programs they require.
- ❖ 100% of students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K-10.
- ❖ 100% of students reach NAPLAN expected growth in all areas.

People

Students actively engage in differentiated learning experiences that cater for their individual needs and build their understanding of the beneficial effects of positive social and personal values. They participate in teaching and learning activities that build their capacity to become resourceful global citizens who collaboratively work with others and confidently use mobile technologies. Students develop the capacity for self-evaluation and goal setting, and develop the capacity to take responsibility for their own learning.

Staff develop a deeper understanding of how to differentiate and create individualised learning programs that integrate innovative technology. They develop the skills to plan and implement sustained, sequential wellbeing initiatives that become embedded in the school culture. They develop a mindset of themselves as facilitators of learning.

Parents attend information sessions to gain an understanding of curriculum directions and the need for differentiated learning and the integration of mobile technologies. Parents value the importance of student wellbeing initiatives and work with the school community to identify opportunities for input.

Leaders ensure that practices are in place to improve their ability to lead change in curriculum differentiation, 21st century pedagogies and student wellbeing initiatives. They ensure that practices are occurring to improve staff's ability to implement these strategies.

Processes

Implement individualised, differentiated, personalised and culturally respectful learning programs and experiences that address the academic, social, emotional and physical needs of every student.

Implement and monitor professional development plans that build the knowledge and capacity of staff to create 21st century teaching and learning programs which; incorporate interactive learning technologies; explicitly teach creative and critical thinking skills; develop students' capacity to play an active role in their learning and reflect teachers' understanding of themselves as facilitators of learning.

Utilise school committees to identify, coordinate and monitor student wellbeing initiatives that promote positive values, confidence, resourcefulness, intercultural understanding and environmental awareness.

Evaluation Plan:

- Analysis of students' school-based and NAPLAN-referenced data.
- Use of Performance and Development Framework to identify and measure the implementation of planned strategies.
- Establishment, by school executive, of a feedback model to monitor and report term and mid-term milestone achievements.
- External validation, including surveys, reference to the *School Excellence Framework*, consultation with academic partners and other experts.
- Annual reporting of progress via the Annual School Report.

Products and Practices

Products:

- 100% of school programs and practices cater for the range of individualised learning needs.
- All teachers implement effective identification processes so that all students access the learning programs they require.
- 100% of students reach NAPLAN expected growth in all areas.
- 100% of students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K-10.
- 100% of students demonstrate the ability to access information globally available, work collaboratively and apply innovative solutions to problems.

Practices:

All teachers collaboratively plan differentiated programs and experiences based on research-based quality pedagogy to create explicit, authentic learning experiences that cater for the needs of all students.

All teachers use the Literacy and Numeracy Continuums to track student progress in order to inform teaching and learning programs.

Teaching and learning experiences are collaboratively designed and facilitated utilising 21st century pedagogies.

All students actively participate in programs to develop and manage their emotional, mental and physical wellbeing.

Students take active leadership roles in the school. Their input is valued as integral to school culture, management and planning.

Strategic Direction 3: Effective Partnerships

Purpose

At Lindfield East Public School we want to equip students with the skills and attributes that will prepare them to lead successful, rewarding lives as active and informed citizens. We believe that an integral component of successful education today lies in the development and promotion of effective partnerships, where students learn and experience the key competencies of adaptability, effective communication, collegiality, teamwork and intercultural understanding. We believe these competencies, provided through a range of authentic experiences, will inform students' future choices and attitudes in a positive way. Effective partnerships will develop student capacity to be globally engaged, instil an appreciation of different perspectives and embed the value of social inclusion.

Improvement Measures

- ❖ Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.
- ❖ 100% of teachers actively participate in a Communities of Practice group.
- ❖ 100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.
- ❖ 100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.

People

Students actively participate in learning experiences offered by the school. They demonstrate an increased understanding of social, cultural and religious diversity. Students develop greater empathy and a sense of the value of social cohesion. They understand the necessity of being able to learn and work in a global environment.

Staff fully participate in initiatives to extend their intercultural understanding, and develop the capacity to integrate these new understandings into teaching / learning programs. Staff are aware of opportunities to participate in Communities of Practice groups. They are willing to contribute to groups and to share new knowledge and skills with colleagues.

Parents value and support the partnership programs. They attend information sessions to gain an understanding of the importance of intercultural understanding and the way Communities of Practice groups enhance teachers' practice. Parents work with the school community to identify opportunities for input.

Leaders ensure that management practices support these partnership initiatives and that financial and human resources are in place to implement the strategies.

Community Partners value these partnership initiatives and seek opportunities for involvement and input.

Processes

Utilise the Global Connections Committee to promote intercultural links with schools in NSW and overseas and identify opportunities for additional educational experiences to build intercultural understanding in students, staff and parents.

Develop Communities of Practice groups to facilitate quality collegial teaching, learning and leading opportunities in order to increase the knowledge, skills and understandings of staff members.

Engage expert academic partners to develop staff skills and knowledge in curriculum and pedagogy and collaborate with school executive to identify and initiate improved practices.

Utilise parent skills, knowledge and experiences as well as educational businesses and organisations to enrich student learning experiences and broaden and enhance the curriculum.

Evaluation Plan:

- Use of Performance and Development Framework to identify and measure the implementation of planned strategies.
- Establishment, by school executive, of a feedback model to monitor and report term and mid-term milestone achievements.
- External validation, including surveys, reference to the *School Excellence Framework*, consultation with academic partners and other experts.
- Annual reporting of progress via the Annual School Report.

Products and Practices

Products:

Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in:

- The *City / Country Alliance*
- The *Intercultural Understanding Project*
- The *International Sister Schools Program*, including the *Korea Bridge Connect Program*.

100% of teachers actively participate in a Communities of Practice group.

100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.

100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.

Practices:

All staff, students and parents actively support the partnership programs.

All teaching / learning programs reflect a greater understanding of equity and diversity as a result of teacher engagement in intercultural programs.

All teachers participate in Communities of Practice groups to gain additional skills and knowledge which they share with colleagues.

All students and staff utilise ICT to communicate with partners.

Students demonstrate greater empathy and an increased understanding of social, cultural and religious diversity by working beyond local and national boundaries.