School plan 2018-2020

Lindfield East Public School 2404
## School background 2018–2020

### 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.

### 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 730 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

School strategic directions 2018–2020

**STRATEGIC DIRECTION 1**

**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 focused 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.

**STRATEGIC DIRECTION 2**

**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.

**STRATEGIC DIRECTION 3**

**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, instill an appreciation of different perspectives and embed the value of social inclusion.
## Strategic Direction 1:

### 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 focused 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 NESA accreditation processes.
- 100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students.
- 100% of staff participate in Quality Teaching Rounds and Visible Thinking.
- All school leaders exhibit the skills of Growth Coaching Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.
- At least one teacher is actively pursuing Highly Accomplished or Lead teacher levels of accreditation.

### People

#### Students
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
Staff develop skills and knowledge through focused professional learning, particularly in the targeted areas of functional grammar, mathematical problem solving and strategies for effective collaborative learning. They develop an understanding of the National Standards Accountability Framework which will allow them to identify and achieve their learning and leadership goals. Teachers consider whether to undertake Highly Accomplished or Lead teacher levels of accreditation.

### Processes
- Implement Professional Development Plans that align with NESA Accreditation Standards and requirements, syllabus documents, the AITSL Professional Principal and Teaching Standards and with the School Plan.
- Implement individual professional learning plans explicitly targeted at developing leadership capacity including Highly Accomplished / Lead.
- Implement research based projects that support teachers to deliver futures-focused pedagogy, with an emphasis on collaborative learning habits.
- Identify and deliver professional learning explicitly targeting the development of teachers’ skills and knowledge with mathematical problem solving and functional grammar.

### Evaluation Plan

### Practices and Products

#### 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 teachers embed strategies and thinking routines from the Quality Teaching Rounds and Visible Thinking course into learning programs and classroom activities to enhance differentiation.

#### Products
- 100% of staff have a targeted Professional Development Plan which is linked to the NESA Accreditation Standards for Teachers and which will assist them to implement targeted futures-focused pedagogies.
- 100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students.
- All staff engage in Quality Teaching Rounds and the Visible Thinking course. Strategies and thinking routines from these are embedded into learning programs and classroom activities to enhance differentiation.
### People

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–focused pedagogy and work with the school community to identify opportunities for input. They express confidence in the school as a preferred option for their child’s education because of the high quality of teaching and leading.

### Improvement Measures

- accreditation.

### Practices and Products

- All staff participate in professional development sessions targeting mathematical problem solving and functional grammar.
- At least one teacher is actively pursuing Highly Accomplished or Lead teacher accreditation.
### Strategic Direction 2:

#### 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.
- Pre and post assessment confirms growth in students' ability to solve mathematical problems and identify and apply functional grammar correctly.
- Assessments for and of learning confirm 100% of students' progress through the Literacy and Numeracy Progressions and the Mathematics Continuum of Key Ideas K–10.
- 100% of students reach NAPLAN expected growth in all areas. The number of students in the top two bands increases by 10%.

#### People

**Students**
From Kindergarten, students actively engage in and are challenged by differentiated learning experiences that cater for their individual needs and foster deep content knowledge. They participate in teaching and learning activities that build their sense of belonging and their capacity to work collaboratively with others in flexible learning environments. Students develop the capacity for self–evaluation and goal setting, and take responsibility for their own learning.

**Teachers**
All teachers collaboratively plan using data to target the literacy and numeracy priorities and build the capacity of staff to explicitly teach students how to collaborate.

**Support and monitor the creation and implementation of differentiated, personalised and culturally respectful learning programs and experiences that address the holistic needs of every student.**

Allocate professional development resources to target the literacy and numeracy priorities and build the capacity of staff to explicitly teach students how to collaborate.

Implement focussed professional learning to target teachers’ ability to differentiate the curriculum using effective pedagogies, resources and models.

**Evaluation Plan**

- Analysis of students’ school–based and NAPLAN–referenced data.Use of the Performance and Development Framework to identify and measure the implementation of planned strategies.Systematic reviews of pre and post assessments in Stage meetings to confirm growth in students’ ability to solve mathematical problems and identify and apply functional grammar correctly. Monitoring of milestone achievements by executive staff using committee Action Plans and a schedule of meetings.External validation and Scout data, surveys, reference to the School Excellence Framework, consultation with academic partners and other experts.Annual reporting of progress via.

**Leaders**
Leaders ensure that practices are in place to improve whole staff knowledge and understanding of curriculum differentiation, future–focused pedagogies, data analysis and student wellbeing. They actively prioritise the need to know, value and care for each child.

### Processes

**Support and monitor the creation and implementation of differentiated, personalised and culturally respectful learning programs and experiences that address the holistic needs of every student.**

Allocate professional development resources to target the literacy and numeracy priorities and build the capacity of staff to explicitly teach students how to collaborate.

Use school committees to identify, co–ordinate and monitor student wellbeing initiatives.

Embed systems and structures to enable staff to analyse, record and reflect on data from a range of sources.

Implement focussed professional learning to target teachers’ ability to differentiate the curriculum using effective pedagogies, resources and models.

**Evaluation Plan**

- Analysis of students’ school–based and NAPLAN–referenced data.Use of the Performance and Development Framework to identify and measure the implementation of planned strategies.
- Systematic reviews of pre and post assessments in Stage meetings to confirm growth in students’ ability to solve mathematical problems and identify and apply functional grammar correctly.
- Monitoring of milestone achievements by executive staff using committee Action Plans and a schedule of meetings.
- External validation and Scout data, surveys, reference to the School Excellence Framework, consultation with academic partners and other experts.
- Annual reporting of progress via.

### Practices and Products

**Practices**

- All teachers collaboratively plan differentiated programs and experiences using research–based, quality 21st century pedagogies and resources.
- Teachers collaboratively plan using data to differentiate and inform teaching and learning programs and track student progress from Kindergarten to Year 6.
- All students actively participate in programs to develop and manage their emotional, mental and physical wellbeing.

**Products**

- 100% of school programs and practices K–6 cater for the range of individualised learning needs.
- All Mathematics programs have a problem–solving focus incorporating higher–order skills aligned with the Mathematics Continuum of Key Ideas.
- All English programs incorporate the explicit teaching of functional grammar based on teachers’ deep knowledge.
### Strategic Direction 2:

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>an understanding of curriculum directions and the need for differentiated learning. They value the importance of student wellbeing initiatives and work with the school community to identify opportunities for input. They express confidence in the school as a preferred option for their child’s education because of the high quality of its learning programs.</td>
<td>School Report.</td>
</tr>
</tbody>
</table>
### Strategic Direction 3:

#### 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

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Products</th>
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<tbody>
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<td><strong>People</strong></td>
<td><strong>Processes</strong></td>
<td><strong>Practices and Products</strong></td>
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<tr>
<td><strong>Students</strong></td>
<td>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.</td>
<td><strong>Practices</strong></td>
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<td>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.</td>
<td>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.</td>
<td>All staff, students and parents actively support the partnership programs.</td>
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<td><strong>Staff</strong></td>
<td>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.</td>
<td>All teaching / learning programs reflect a greater understanding of equity and diversity as a result of teacher engagement in intercultural programs.</td>
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<tr>
<td>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.</td>
<td>Utilise parent skills, knowledge and experiences as well as educational businesses and organisations to enrich student learning experiences and broaden and enhance the curriculum.</td>
<td>All teachers participate in Communities of Practice groups to gain additional skills and knowledge which they share with colleagues.</td>
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<tr>
<td><strong>Leaders</strong></td>
<td>Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.</td>
<td>Students demonstrate greater empathy and an increased understanding of social, cultural and religious diversity by working beyond local and national boundaries.</td>
</tr>
<tr>
<td>Leaders ensure that management practices support these partnership initiatives and that financial and human resources are in place to implement the strategies.</td>
<td>Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.</td>
<td><strong>Products</strong></td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>100% of teachers actively participate in a Communities of Practice group.</td>
<td>Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in:</td>
</tr>
<tr>
<td>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. They express confidence in the school as a preferred option for their child’s education because of its vision with regard to partnerships.</td>
<td>100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</td>
<td></td>
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<td>100% of teachers actively participate in a Communities of Practice group.</td>
<td>Use of the Performance and Development Framework to identify and measure the implementation of planned strategies. Monitoring of milestone achievements by executive staff using committee Action Plans and a schedule of meetings. External validation and Scout data, surveys, reference to the School Excellence Framework, consultation with partners. Annual reporting of progress via the Annual School Report.</td>
<td>The City / Country Alliance</td>
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<td>100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</td>
<td>Evaluation Plan</td>
<td>The Intercultural Understanding Project</td>
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<td>100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.</td>
<td>100% of teachers actively participate in a Communities of Practice group.</td>
<td>The International Sister Schools Program, including Komae (Japan) and Chaoyang Demonstration School (Beijing.)</td>
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<td>100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</td>
<td><strong>Parent/Carer</strong></td>
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### Strategic Direction 3:

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<td><strong>Community Partners</strong></td>
<td>100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.</td>
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<td>Community Partners value these partnership initiatives and seek opportunities for involvement and input.</td>
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