

# School plan 2018-2020

## Luddenham Public School 2431



# School background 2018–2020

## School vision statement

Luddenham Public School is committed to providing quality education in a nurturing and innovative learning environment, where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be creative, engaged and confident participants in our ever-changing and challenging world.

## School context

Luddenham Public School is a small school situated 15 kilometres south of Penrith. The school is part of the Luddenham community in a semi-rural area. The school consists of a teaching principal and three permanent teaching staff, permanent part-time staff for library and release from face to face, a teacher to support students with learning difficulties for one day a week and temporary teacher employed as part of the teaching principal allocation.

Four multi-aged classes have been formed to accommodate the 101 students enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students. Learning for all is at the core of all that we do at Luddenham Public School. We strive to develop respectful, safe, responsible and independent learners in a safe and caring environment. We have a strong focus on the differentiation of the curriculum to suit the learning needs of all students.

Our school is an active participant in both the Penrith Valley Small School's Network and the Glenmore Park & Mulgoa Valley Learning Community.

Our school community is supportive and we have an enthusiastic and committed P&C organisation who actively works in partnership with our school.

## School planning process

Parents, staff, students and the wider school community were consulted through a variety of sources including surveys, informal discussions and a school community forum focusing on the following information.

What current practices/strategies would you like the school to keep?

What current practices/strategies would you like the school to modify?

What practices/strategies would you like the school to consider adding?

What skills and qualities do you want your child to have in their school bag at the end of their school life at Luddenham?

All staff participated in numerous professional learning activities and contributed ideas and input in the school vision, purpose and strategic directions for the School Plan.

Data Analysis informed directions for building capabilities and capacity of people as well as identifying products and practices.

Student voice was captured through informal class discussions and student surveys.

# School strategic directions 2018–2020



**Purpose:**

To create a stimulating and engaging learning environment, underpinned by high expectations and evidence based pedagogy to promote quality learning with a differentiated curriculum to meet the needs of all learners.

**Purpose:**

To be actively connected on many levels and build trusting relationships within the school community where all members will be valued, encouraged, supported and empowered to succeed.

**Purpose:**

To promote and strengthen the schools connection with parents and the wider community to maximise learning opportunities for all members of the school so that our students grow into confident, creative and resilient life long learners.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

To create a stimulating and engaging learning environment, underpinned by high expectations and evidence based pedagogy to promote quality learning with a differentiated curriculum to meet the needs of all learners.

## Improvement Measures

To sustain an average of 80% growth from Years 3–5 in NAPLAN literacy and numeracy.

Evidence of formative assessment strategies in classrooms, including Learning Intentions Success Criteria, student goals and feedback strategies.

All staff using data analysis and evidence based teaching pedagogy to place students on literacy and numeracy continuums.

## People

### Students

Provide timely, respectful and meaningful feedback based on achievement of their learning goals and their learning experiences.

### Staff

Build the capacity of teachers to use data to adjust teaching strategies to maximise student achievement of outcomes.

### Leaders

Establish a culture where all staff are encouraged to have a growth mindset around their practice.

### Parents/Carers

Supportive of whole school approaches aimed at improving student outcomes.

## Processes

Strengthening systems and protocols for teachers to collect and analyse data on student learning to differentiate practice.

Spirals of Inquiry/Early Action for Success

Targeting literacy and numeracy priorities using evidence informed pedagogy.

Establish a quality learning environment which supports risk taking, promotes student engagement and acknowledges student effort and achievement.

## Evaluation Plan

NAPLAN

PLAN 2

Internal student performance data

Observations

TTFM

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions as embedded in Early Action for Success.

Teachers collaborate and analyse student literacy and numeracy data to explicitly target teaching and learning practices to improve student learning.

### Products

Improved student outcomes in literacy and numeracy.

100% of Teaching and Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

# Strategic Direction 2: Wellbeing

## Purpose

To be actively connected on many levels and build trusting relationships within the school community where all members will be valued, encouraged, supported and empowered to succeed.

## Improvement Measures

90% of students at expected level of behaviour as indicated in SENTRAL wellbeing data.

Tell them From Me data and Bounce back surveys indicate 90% of learners feel safe, supported and successful within the school environment.

## People

### Students

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to our school and community.

### Staff

Implement whole school health and wellbeing programs to develop and maintain positive relationships.

### Leaders

The school is focussed on building individual and collective wellbeing through a coordinated approach in supporting students to achieve.

### Parents/Carers

Parents/carers will support the schools health and wellbeing programs and actively participate in helping students in developing positive connections and reinforcing student learning.

### Community Partners

Our community partnerships will be supportive of whole school approaches to health and wellbeing.

## Processes

### Healthy Living

Strengthening systems and programs to promote healthy living within the school and wider community.

### Wellbeing

Targeting health and wellbeing priorities using a planned approach to develop and shape the character of the individual and maximise opportunities for growth.

## Evaluation Plan

TTFM

Observation

SENTRAL behaviour data

## Practices and Products

### Practices

Teachers develop and implement programs to cater for the mental health and wellbeing of all learners.

The school implements a whole school approach to the cognitive, emotional, social, spiritual and physical wellbeing of all students.

### Products

100% of classes implement the Bounce Back and PBL program.

Staff, Students, Parents, Carers and Community members promote healthy eating, physical activity and safe living across all curriculums.

# Strategic Direction 3: Connections

## Purpose

To promote and strengthen the schools connection with parents and the wider community to maximise learning opportunities for all members of the school so that our students grow into confident, creative and resilient life long learners.

## Improvement Measures

80% of parents positively engaging with the school across all forms of communication.

100% of staff actively communicating with parents across all forms of communication procedures established in the school.

To increase wider community involvement in individual and whole school programs.

## People

### Students

Students will be actively engaged in communicating and showcasing their learning progress with their parents.

### Staff

Staff will implement whole school community engagement programs to connect and maintain open and transparent communication with all members of the school community.

### Leaders

The school will adopt a coordinated approach to building connections with the school community to strengthen the ethos of the school.

### Parents/Carers

Parent connections with the school will be strengthened by positively and respectfully engaging and communicating with the school to enhance student growth in learning.

### Community Partners

The wider school community is actively engaged and connected to the school demonstrating a strengthened partnership between school, home, universities and other outside agencies.

## Processes

### Parent/Carer Connections

Strengthen systems and programs to positively connect and communicate with students and parents/carers.

### Community Partnerships

Strengthen, continue and promote the schools connections with outside agencies, community of schools and universities.

## Evaluation Plan

TTFM

Discussion and planning with external agencies.

## Practices and Products

### Practices

**School**  
Every teacher regularly communicates with parents to establish and strengthen positive home and school partnerships.

**Community Partnerships**  
School connects with community of schools, universities and other outside agencies to enable students to access opportunities provided to maximise for learning and life long success.

### Products

100% of classes using See Saw as a communication device to connect school and home.  
  
A strengthened home/school partnership enhanced by strong connections with the wider school community to promote actively engaged and aspirational learners.