

School plan 2018-2020

Lake Illawarra South Public School 3867



School background 2018–2020

School vision statement

To work with families and communities to mold confident, prepared and engaged young people with the desire and skills to thrive in an increasingly global and technological world.

School context

Lake Illawarra South Public School is situated on the shores of the picturesque Lake Illawarra and is part of the dynamic Lake Learning Community of Schools.

Currently, the school has a student population of 238 students, including 18 Aboriginal students, in 10 mainstream classes.

The school is focused on delivering diverse and challenging learning opportunities that support the development of the “whole child”. There is a strong emphasis on strengthening partnerships within the community and on student wellbeing to enable students to connect, thrive and succeed. An active and supportive Parents and Citizens Association works closely with staff to enhance the learning and physical environment of the school.

The diverse staff at Lake Illawarra South Public School value quality teaching and utilise a range of professional learning opportunities to constantly reflect on and refine best practice. The school aims to deliver an integrated curriculum that includes innovative and high quality learning experiences for all students. Lake Illawarra South Public School is a “Bump It Up” school and is focused on improving the literacy and numeracy results of all students K–6.

There is a strong emphasis on the integration of technology and future focused learning into classroom activities that enhance student learning and provide opportunities for our students to connect and thrive in a globally connected world.

School planning process

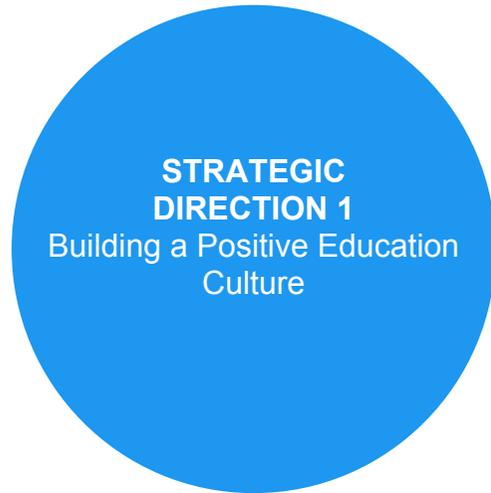
In 2017, Lake Illawarra South Public School underwent the external validation process. This provided an opportunity to reflect upon the school's successes and identify future directions.

Throughout 2017 and into 2018, a school self evaluation team, contributed to by staff, students, parents and caregivers, worked together to gather data and make evaluative decisions to plan for future learning and development in the school.

The school collaborated through:

- Langford tools utilised to gather staff, student and parent/caregiver opinions
- Staff, student and parent/caregiver surveys
- Meet the Teacher evenings
- P and C planning evenings
- Consultation with Aboriginal parents through the PLP process and morning teas
- Analysis of student achievement data including school-based assessments and NAPLAN results

School strategic directions 2018–2020



Purpose:

- Build a positive education culture that is proactive and evaluative where all can connect, thrive and succeed
- Establish and develop an inclusive and collective model of wellbeing
- Create a culture of a shared responsibility



Purpose:

- Create an educational culture of reflection, collaboration and empowered teaching practice
- Embed high impact, evidence based pedagogies that foster student engagement, maximise learning and promote success



Purpose:

- Prepare students to thrive in a rapidly changing and interconnected world
- Connect with and engage students through innovative teaching and learning
- Support students to become self-regulated learners
- Develop students critical and creative thinking skills and their ability to solve complex problems

Strategic Direction 1: Building a Positive Education Culture

<p>Purpose</p> <ul style="list-style-type: none"> • Build a positive education culture that is proactive and evaluative where all can connect, thrive and succeed • Establish and develop an inclusive and collective model of wellbeing • Create a culture of a shared responsibility
<p>Improvement Measures</p> <p>Improved levels of student wellbeing and engagement</p> <p>Staff demonstrate consistent and positive responses to student behaviour</p> <p>Increased community participation in school based events and engagement in decision making processes</p>

<p>People</p> <p>Students</p> <ul style="list-style-type: none"> • Improve social intelligence and respect for peers, parents and teachers • Develop an understanding of emotions, appropriate emotional responses and develop the capacity to self regulate their behaviour • Build positive and supportive relationships with key members of staff and the wider school community • Play an active role in promoting positive culture within the school <p>Staff</p> <ul style="list-style-type: none"> • Demonstrate the capacity to build positive and proactive relationships with all members of the school community • Implement a consistent and positive education culture within classrooms and across the school <p>Leaders</p> <ul style="list-style-type: none"> • Support a consistent, positive and proactive approach to student wellbeing • Provide opportunities and support for project leaders to implement specific initiatives aimed at building a positive education culture <p>Parents/Carers</p> <ul style="list-style-type: none"> • Support a collaborative approach to student wellbeing • Positive, engaged and active members of the school community who contribute to decision making processes
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<p>Processes</p> <p>Support for Students</p> <ul style="list-style-type: none"> • Quality teaching and learning programs and support mechanisms exist to build the capacity of students to engage with the whole school community in a positive manner <p>Positive Wellbeing Model</p> <ul style="list-style-type: none"> • Draw on evidence-based research to review, refine and implement a whole-school positive wellbeing model where all students can connect, thrive and succeed <p>Staff, Parent and Community Engagement</p> <ul style="list-style-type: none"> • Build shared understanding within the community about best practice strategies to support students in key areas of need • Facilitate positive relationships between and among members of the wider school community <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Student behaviour analysis (i.e. Sentral data) • Student, parent, teacher and community satisfaction surveys (i.e. TTFM, Survey Monkey) • Community participation in school based events (i.e. workshops) • Evaluation of specific program implementation (i.e. social skills programs) • Evaluation of classroom environments • Evaluation of student attendance data

<p>Practices and Products</p> <p>Practices</p> <p>All students are supported to develop positive social behaviours through consistent and explicit teaching and learning opportunities</p> <p>All staff contribute to the implementation of a consistent and positive wellbeing model</p> <p>Wellbeing policies and practices are communicated to wider school community</p> <p>Products</p> <p>Positive and explicit school wide wellbeing policy that is supported in the classroom, school and home</p> <p>Social skills scope and sequence and associated resources</p>
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Strategic Direction 1: Building a Positive Education Culture

People

Community Partners

- Support the implementation of specific initiatives and enhance a sense of community within the school.

Strategic Direction 2: Delivering Evidence Based Practices

Purpose

- Create an educational culture of reflection, collaboration and empowered teaching practice
- Embed high impact, evidence based pedagogies that foster student engagement, maximise learning and promote success

Improvement Measures

Significant improvement in the number of students achieving one year's growth for one year's learning

Increased proportion of students achieving in the top two bands of NAPLAN

Effective PDP process drives differentiated professional learning that aligns with strategic directions

People

Students

- Develop the ability to articulate learning intentions and understand what this learning looks like
- Develop the capacity to utilise quality feedback to direct learning through goal setting
- Build an ethos that learning is continuous

Staff

- Deliver engaging, student-centred learning programs
- Differentiate their teaching to students' learning needs by providing targeted learning in areas of literacy and numeracy, clearly articulating learning intentions and success criteria
- Engage in deep learning and reflection about their classroom practice
- Evidence based decisions drive classroom decision making

Leaders

- Establish structures and processes to support teachers and monitor student achievement and engagement

Community Partners

- Work collaboratively with school staff to maximise student achievement
- Develop a shared understanding of Visible Learning and how it impacts quality teaching and learning

Processes

Curriculum

- Deliver a high impact, engaging curriculum that is based on an evidence based progression of learning in literacy and numeracy

Evidence Based Pedagogy

- Ensure teaching programs are data driven, based on sound formative assessment practices and demonstrate the use of evidence based pedagogies
- Use learning intentions, success criteria, goal setting and feedback to drive learning that is personalised, explicit and engaging for all students

Collaborative and Reflective Practice

- Utilise school based structures and resources to best support active collaboration, teacher professional learning and drive evidence based, reflective practices

Evaluation Plan

- Value added analysis of literacy and numeracy progression data
- Analysis of Sentral report data i.e. grade distribution
- What Works Best reflection guide survey
- Lesson observation and feedback notes (Mentor Program)
- PDPs
- Ongoing review of NAPLAN data

Practices and Products

Practices

School based mentor program drives differentiated teacher professional learning, incorporating the PDP process

Students are engaged in a continuous assessment and learning process that involves goal setting, feedback and evaluation

Literacy and Numeracy progressions drive explicit and clearly articulated learning intentions and success criteria within learning programs

Products

Revised English and Mathematics scope and sequence that support teachers to deliver an engaging curriculum and promotes differentiation

Strategic Direction 3: Future Focused Learning

Purpose

- Prepare students to thrive in a rapidly changing and interconnected world
- Connect with and engage students through innovative teaching and learning
- Support students to become self-regulated learners
- Develop students critical and creative thinking skills and their ability to solve complex problems

Improvement Measures

Improved use of technology to support teaching and learning programs in a meaningful manner

Students demonstrate increased ability to apply critical and creative skills to problem solving situations

People

Students

- Develop the skills required to engage with technology in a meaningful and appropriate manner
- Understand the benefits, obligations and limitations of using technology, in particular, social media
- Demonstrate the ability to think creatively and critically to solve authentic and engaging problems

Staff

- Demonstrate the capacity to implement future focused pedagogies into teaching and learning programs

Leaders

- Build the capacity of teams to integrate future focused pedagogies into teaching and learning programs
- Provide opportunities and support for project leaders to implement specific initiatives

Parents/Carers

- Understand the role and importance of technology in learning

Community Partners

- Provide support for the implementation and resourcing of innovative and authentic teaching and learning programs

Processes

Access to Technology

- Professional learning and resourcing to support teachers and students to engage with innovate technology and learning experiences

Critical and Creative Thinking

- Teaching and learning programs are designed to challenge students to engage creatively and critically in authentic and meaningful learning

Evaluation Plan

- Teaching and learning programs
- Classroom observations
- Teacher reflections (pre- and post-)
- Internal student performance data (i.e. Rich Tasks, Mathematical Investigations)
- Student feedback through surveys, lesson reflections

Practices and Products

Practices

Technology is embedded into teaching and learning programs to provide authentic and challenging learning experiences.

Critical thinking and problem solving strategies are explicit taught through classroom and extra-curricular programs and students are provided with frequent opportunities to apply skills

Both teachers and students demonstrate a positive mindset and willingness to experiment with creative and innovative ideas

Products

Teaching and learning programs that incorporate technology, creative and critical thinking

School based scope and sequence documents that provide clear expectations for the use of technology and critical and creative thinking strategies