School background 2018–2020

School vision statement
Lansvale East Public School in partnership with the Community will empower every student to develop as a whole, achieve academic and personal excellence, and become a life–long learner. The school and community strive on developing active and informed self–directed learners in preparation for an ever–changing, complex and interconnected digital world. Students will be engaged through meaningful programs which meet the highest education and ethical standards with a caring, supportive and collaborative learning community that promotes inclusivity, equity, resilience, critical thinking and creativity.

As a school community, we value the strength of positive partnerships and collaborative learning. We promote challenge and inquiry through powerful, reflective feedback. Through resilience, grit and determination our school will strive to build a better future for all.

School context
Lansvale East Public School is a welcoming, inclusive, family–oriented school where student success and working together are highly valued. In 2017, the school celebrated 50 years of student success and strong community partnerships.

Our school has a strong focus on inclusivity, relationships and providing excellence and equity for all. We pride ourselves on supporting academic and personal growth and ensuring all students have access to quality learning experiences.

The school currently has 176 students enrolled from Kindergarten to Year 6 within both mainstream and the support unit. The school consist of regular, multi–age and multi–stage classes.

The school’s dynamic and enthusiastic staff strive for continuous improvement through reflective practices and continuous feedback. Our passion drives a consistent, collaborative approach to ensure high quality learning outcomes for all students.

The school has a strong link with the Fairfield Community of Schools, which provides opportunities for professional learning, leadership development, school improvement initiatives including the Instructional Rounds process, Curiosity and Powerful Learning, Special Education Network (SEN) and transition to high school programs.

School planning process
In 2017, a comprehensive process was conducted with a series of opportunities for stakeholders; parents, community, staff and students to contribute an evaluation of our achievements and areas for improvement.

The evaluation process included review of the strengths, opportunities and areas of development across the school. The process of evaluation included:

• Interviews with stakeholders
• Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
• Formal surveys
• Analysis of student achievement data, including detailed NAPLAN analysis using SMART; school based data, PLAN Data, Language Literacy and Learning (L3) and Targeting Early Numeracy (TEN) data.
• Analysis of student attendance records
• Collection and analysis of school website, Facebook and school application activity reports
• Collection and analysis of feedback from participants in the Instructional Rounds Process.

As a result, ongoing collaborative planning sessions were initiated with all stakeholders to develop a cohesive and collective vision and plan for the school. During this process three key strategic directions were identified as a basis for a shared commitment for future developments across the school community. This consultative process has resulted in a clear direction for continual school improvement and a vision that is embraced by the whole school community.
School strategic directions 2018–2020

**STRATEGIC DIRECTION 1**
Identity and Growth

**Purpose:**
To foster a school and community wide commitment to high expectation relationships, with consistent recognition of personal academic and social growth as well as developing a strong sense of identity and understanding of the learning process.

**STRATEGIC DIRECTION 2**
High performing teaching practice

**Purpose:**
To ensure a professional culture where staff are reflective, consistent, collaborative and continually develop expertise to enhance classroom practice and classroom learning opportunities in line with relevant policies and legislation.

**STRATEGIC DIRECTION 3**
Strong instructional leadership

**Purpose:**
To create a school community that demonstrates collaborative leadership, shared responsibility within a culture of organisational improvement with strong evaluative practices, accountability and transparent decision making reflective of the needs of our school and community.
### Strategic Direction 1: Identity and Growth

#### Purpose
To foster a school and community wide commitment to high expectation relationships, with consistent recognition of personal academic and social growth as well as developing a strong sense of identity and understanding of the learning process.

#### Improvement Measures
- Increase student attendance.
- Increase in the proportion of students within the mainstream participating in shared quarterly goal setting focusing on reflection, progress and growth.
- Increase in the proportion of parents of students within the support unit participating in the collaborative consultation process.
- 100% of teachers using whole school behaviour tracking processes and system.
- Increase in the proportion of tiered 1 and 2 students receiving individualised targeted support in Literacy and Numeracy (IEP).

#### People

##### Students
Empowered through differentiated learning experiences and quality feedback, students will become reflective, resilient, self-driven, future focused learners who strive for continual improvement.

##### Staff
Engage and implement quality research based professional learning related to high expectation relationships, current innovative and future focused pedagogical practice, feedback, questioning, reflection and learner qualities.

##### Parents/Carers
Sustain partnerships focused on developing a common understanding relating to the learning process and to embrace individual identity.

#### Processes
Implementation of whole school behaviour system embedding learner qualities, which allow students to meet challenges, understand their role within the learning process using the solo taxonomy to become successful lifelong learners.

Targeted interventions and individualised assistance to support students with additional learning needs and/or disabilities. Implementation of Individual Education Plan (IEP), Personalised Learning Pathways (PLP), Behaviour Support Plan (BSP), Health Care Plans (HCP), risk assessments and tiered interventions.

Professional learning related to the implementation and use of Challenging Learning and the Stronger Smarter processes.

#### Evaluation Plan
- Analysis of internal summative and formative assessments
- Analysis of student work samples
- Review of teaching and learning programs
- Analysis of feedback: student to teacher, teacher to student and student to student
- Analysis of students attendance data
- Analysis of behaviour tracking data
- Surveys

#### Practices and Products

##### Practices
- Teachers engage in targeted professional learning through internal and external sources.
- Teachers collaboratively plan and implement 2 weekly learning and assessment cycles to ensure early identification of needs, implement targeted interventions and differentiate teaching practice. Collaborative development of IEP’s, PLP’s, BSP’s, HCP’s with all stakeholders.
- Implementation of whole school behaviour system and learner qualities to promote an environment of collaboration and continual improvement.
- Whole school review of reporting procedures in line with DoE reporting guidelines and school priorities.

##### Products
- All students will have access to learning that is relevant, innovative and covers all expected outcomes in all areas with appropriate adjustments as identified through the collaborative planning process.
- Whole school commitment towards understanding and implementing school core values and learner qualities.
- Whole school reporting procedures that are reflective of students social and academic growth.
### Strategic Direction 2: High performing teaching practice

#### Purpose
To ensure a professional culture where staff are reflective, consistent, collaborative and continually develop expertise to enhance classroom practice and classroom learning opportunities in line with relevant policies and legislation.

#### Improvement Measures
- Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy.
- Increase the proportion of students in the top two bands of NAPLAN across all areas of numeracy.
- Increase the proportion of students achieving expected growth in school based data in Phonics and phonemic awareness in K–2.
- 100% classroom teachers, knowing their students in order to consistently recognise the personal academic and social growth that can be achieved over a year.
- 100% of teaching staff accessing teacher professional learning, and implementing identified pedagogical knowledge to enhance classroom practice and improve student learning outcomes.
- 100% of teachers are accountable for their teaching and learning programs, which includes complying with NESA time allocations as well as school scope and sequences, implementing and evaluating identified assessment and adhering to collaborative consultation processes.

#### People

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop deep understanding of curriculum content through self-directed learning skills which are driven by effective feedback, high order questioning, success criteria, personal learning goals and learning intentions.</td>
<td>Data driven targeted professional learning to build capacity and improve student outcomes through: Weekly mentoring sessions, data talks, shoulder to shoulder modelling, feedback against the NSW Professional Standards for Teachers, Instructional Rounds, Learning Walks and Lesson Study.</td>
<td>Refine instructional leadership practices through engagement of leadership mentors, participation in @CosLead, Executive networking and ongoing professional learning.</td>
</tr>
</tbody>
</table>

#### Processes
- Implementation of consistent whole school data collection and analysis processes to drive teacher professional learning, whole school learning agendas and the setting of school and class targets.
- Implementation of K–6 scope and sequences in all key learning areas. Undertaking of the collaborative planning process to determine the most appropriate curriculum options and adjustments for students with special education needs are made in line with school scope and sequences.
- Weekly mentoring meetings with school leadership team with a strong focus on the teaching and learning cycle, effective feedback and questioning, solo taxonomy, reflection, data analysis and target/goal setting.

#### Evaluation Plan
- Data Analysis Conversations
- Early Action for Success Strategy
- Professional Development Framework
- Learning Conferences
- Learning Progressions (PLAN2) and NAPLAN Data
- Analysis of internal summative and formative assessments.
- Analysis of students work samples
- Review of teaching and learning programs

#### Practices and Products

<table>
<thead>
<tr>
<th>Practices</th>
<th>Products</th>
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<tbody>
<tr>
<td>Teachers demonstrate and share expertise, have high levels of research based content knowledge and teaching practices dictated by evidence–based teaching strategies.</td>
<td>Staff committed to improving professional practice through consistent implementation and evaluation of PDP’s and self–identified areas of development.</td>
</tr>
<tr>
<td>Whole school summative assessment practices, ongoing formative assessment practices are analysed and utilised to inform teaching and learning programs and school targets to meet the individual needs of all learners.</td>
<td>High quality learning programs are developed and delivered in accordance with NESA regulations and timelines. Evidence of correlation between whole school scope and sequences, learning programs and student learning collected and annotated.</td>
</tr>
</tbody>
</table>
## Strategic Direction 3: Strong instructional leadership

### Purpose
To create a school community that demonstrates collaborative leadership, shared responsibility within a culture of organisational improvement with strong evaluative practices, accountability and transparent decision making reflective of the needs of our school and community.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>Implement processes to increase leadership capacity amongst all staff through consistently engaging in shared cycles of reflection, planning, implementation and evaluation.</td>
<td>Extensive leadership opportunities operate within the school with whole school planning, monitoring and evaluative thinking practices aligned to School Excellence Framework.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Develop leaders’ organisational capabilities and sustainability through improved knowledge of compliance practices, effective school evaluation and planning procedures and leading &amp; managing the school.</td>
<td>Implementation of whole school procedures in line with NSW Department of Education policy for whole school attendance, Learning and assessment and financial management.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Community Engagement Coordinator and P&amp;C Staff contact to actively engages with parents and community to promote positive partnerships and provide consistent, ongoing communication.</td>
<td>Community Engagement Coordinator and a P&amp;C Staff coordinator to improve communication and strengthen community partnerships to increase parental involvement in planning, evaluation and develop a shared commitment to learning.</td>
</tr>
</tbody>
</table>

### Improvement Measures

- 100% of teachers participating in the Lesson study processes as well as Instructional Rounds.
- 100% teachers following school attendance procedures in line with NSW Department of Education attendance policy.
- Increase the proportion of parents and community members attending P&C meetings.
- Increase the proportion of staff leading key learning areas and initiatives
- Increase in executive understanding and development of a strategic financial management team for the benefit of long–term financial planning.

### People

<table>
<thead>
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<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>Staff continuously identifying and regularly monitoring evidence to gauge the impact of targeted initiatives and milestones within the school plan.</td>
<td>Extensive leadership opportunities operate within the school with whole school planning, monitoring and evaluative thinking practices aligned to School Excellence Framework.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Promote and develop understanding of learner qualities and whole school behaviour system through consistent communication, social media, school promotional material and parent workshops</td>
<td>Implementation of whole school procedures in line with NSW Department of Education policy for whole school attendance, Learning and assessment and financial management.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Increase parent participation in P&amp;C committee through the engagement of a P&amp;C staff Coordinator to support administration and advertising. Increase opportunities for the whole school community to be involved in school planning and evaluation.</td>
<td>Community Engagement Coordinator and a P&amp;C Staff coordinator to improve communication and strengthen community partnerships to increase parental involvement in planning, evaluation and develop a shared commitment to learning.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Develop whole school procedures and practices in line with NESA registration requirements to ensure effective and compliant management processes are in place.</td>
<td>A school culture which is professionally supportive, reflective, proactive and focuses on continuous improvement.</td>
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### Processes

<table>
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<tbody>
<tr>
<td><strong>Data Analysis Conversation</strong></td>
<td>A school which operates using clear procedures and practices through effective documentation and record keeping.</td>
</tr>
<tr>
<td><strong>Professional Development Plan – development, monitoring and review</strong></td>
<td>School resources are strategically used to achieve improved students outcomes and high quality service delivery.</td>
</tr>
<tr>
<td><strong>Schools Excellence Framework</strong></td>
<td>Increase in students attendance across all year groups.</td>
</tr>
<tr>
<td><strong>Regular reporting against milestones to the school and community</strong></td>
<td>Increase in parents attending P&amp;C, planning and consultation and evaluation meetings.</td>
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<tr>
<td><strong>Regular monitoring of compliance training</strong></td>
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<tr>
<td><strong>Tracking of trained staff in compliance procedures</strong></td>
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<tr>
<td><strong>Feedback from staff, student and parent surveys on curriculum and program implementation using a range of surveys</strong></td>
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<tr>
<td><strong>Financial expenditure tracking and analysis</strong></td>
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*Printed on: 23 April, 2018*