School plan 2015 – 2017

Leumeah Public School
## School Vision Statement

At Leumeah Public School we value:

- Acceptance of all
- Honesty and Integrity
- Striving for personal excellence through high expectations
- Strong community involvement
- Innovation and creativity
- Diversity of learning to inspire achievement
- Resilience and persistence
- Empowering students to be life-long learners and effective citizens in our complex and rapidly changing society.

## School Context

Leumeah Public School is situated in Campbelltown. The school has an enrolment of 610 students. Forty nine % of students are from an EALD background. Three % of our students are from an Aboriginal background. The school currently has 24 classes including an opportunity class for gifted and talented students.

Teaching staff at Leumeah Public School are dedicated to maintaining high standards in teaching and learning. The school community is supportive of the school but we recognise the need to enhance this partnership in the future.

Leumeah is committed to providing a strong engaging teaching and learning environment in addition to a wide range of sporting and extra curricula activities. Computer technology is well utilised as a strong foundation for 21st century learning at Leumeah PS. Other strategies are recognised as part of future plans to improve learning at our school.

Differentiation of learning, the implementation of Learning Intentions and Success Criteria, embedding Focus on Reading, L3, TEN and the Australian Curriculum are our current professional learning focus.

Leumeah PS is part of a community of schools (Leumeah HS, Ruse PS and Kentlyn PS) and works with its partner primary and high schools to enhance learning opportunities for all students. Future plans for our four schools include 21st Century pedagogy. The need to encourage creative research based professional learning opportunities are a high priority for our COS.

## School Planning Process

This school plan details the strategic directions and priorities of the school and has been developed in consultation with all stakeholders at Leumeah Public School. Along with consultation processes, various data gathering tools were utilised and analysed to develop this plan. Some of these include:

- The school executive team engaged in training and consultation to ensure their effective management and planning utilising the 5P planning approach.
- The views and understanding of all community stakeholders were gathered and analysed through focus groups, discussions and surveys. School based data was also gathered through a K-2 Review of Literacy, K-6 Review of Spelling, students assessment data, PLAN and NAPLAN, analysis of PBL data, student leadership focus groups, parent forums and surveys including the community matrix, leadership and management and Hattie's Mindframes. This qualitative and quantitative data enables effective identification of the strengths and needs of the school.
- Using the above data staff and parent focus groups were developed to draft a vision for the key areas identified and establish the strategic directions.
- The school executive team with various members of teaching staff utilised the 5P planning method and developed the school plan.
- The school community and teaching staff have continually been invited to comment on and contribute to the school plan.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Students and Learning
Every student is a resilient, creative and empowered global citizen.

STRATEGIC DIRECTION 2
Teachers and Leaders
Create distributed leadership to maximise teacher and leader impact on their career development and that of others.
Teachers and leaders are proactive, responsible, successful and professional educators.

STRATEGIC DIRECTION 3
Community
For the community to have a genuine and purposeful role within our school.
To enhance intercultural understanding and global awareness.
To establish effective communication between all community members.

Community of Schools Initiative
We will build capacity across the Leumeah community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

To set foundations to inspire our students in preparation for their role in our complex and rapidly changing society,

Students are active learners who are confident and creative in their approach to challenges being both self-motivated and reflective as they strive for personal excellence.

Students will develop a positive sense of personal identity that enables them to manage their wellbeing.

Create distributed leadership to maximise teacher and leader impact on their career development and that of others.

Teachers and leaders are proactive, responsible, successful and professional educators.

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Strategic direction 1: Students and Learning – Every student is a resilient, creative, empowered, global citizen

**PURPOSE**

To set foundations to inspire our students in preparation for their role in our complex and rapidly changing society,

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Students will develop a positive sense of personal identity that enables them to manage their wellbeing.

**IMPROVEMENT MEASURE/S**

- An average of 60% of students achieving expected growth from Yr 3 to Yr 5 and Yr 5 to Yr 7 in NAPLAN.
- 100% of students are able to articulate their individual learning goal
- Stages assess PLAN data at the beginning of each year and set targets in relation to cohort of students.
- Evidence of improvement in annual “Tell Them From Me” Surveys (Parents, Teachers and Students)
- Decrease in number of negative referral’s for in class behaviours (Sentral data).

**PEOPLE**

**Students**

Through explicit teacher support and personalised learning opportunities, students are able to articulate learning goals (academic and 21st Century learning) and what they need to do to achieve them.

Students understand, select and apply appropriate 21st Century skills in order to be able to problem solve and overcome challenges as a result of teachers providing targeted opportunities to succeed.

**Staff**

Teachers will collaborate to plan and implement data driven programs that engage learners in targeted instruction.

Teacher participate in action research to engage students through the use of 21st Century pedagogy.

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

**Parents and Community**

Through reflective conversations, feedback and building understanding, Parents and the broader school community actively participate in supporting and reinforcing student learning.

The community views the school as a safe and inclusive place as a result of positive, supportive and encouraging learning environments.

**PROCESSES**

Strengthen whole school pedagogy of 21st Century Learning skills, student goal setting and reflection through PL, learning communities and professional learning plans.

All students monitor their own progress using tools such as the Literacy and Numeracy continuums to contribute to the development of learning goals (may be reported on Personalised Learning and Support Plans (PLaSP for EAL/D, OOHC and students with specific learning needs) and PLP’s for ATSI students.

Revise current welfare practices to ensure they align with the Wellbeing Framework For Schools.

- Evidence of formative assessment in classrooms and programs
- Feedback to parents reflect 21st century learning skills
- Sentral data

**PRODUCTS AND PRACTICES**

**Product**

Students, Teachers and Parents engage in frequent reflections and conversations about learning.

**Practices**

Students set and evaluate learning goals (academic and 21st Century learning skills) in consultation with teachers and parents.

Students and teachers monitor goals progress through visible learning strategies.

**Product**

All teachers use best practice formative assessment approaches to understand student needs and inform teaching and learning.

**Practices**

Teachers collaboratively plan in regular teaching and learning cycles informed by PLAN data.

**Evaluation plan**

Students, Parents and Teachers complete on an annual basis the “Tell Them From Me” Survey.

**Student focus groups**

NAPLAN and PLAN data

**Evidence of formative assessment in classrooms and programs**

Feedback to parents reflect 21st century learning skills

Sentral data
Strategic direction 2: Teachers and Leaders—High performing teachers and leaders

**PURPOSE**

To enhance student learning outcomes teachers and leaders are proactive, innovative and reflective practitioners.

We will build capacity across professional learning networks to maximise learning outcomes and engagement for students by creating an authentic community of learners.

**IMPROVEMENT MEASURE/S**

100% of staff involved in differentiated professional learning.

100% of staff engaged in action research as a regular part of professional learning.

Improvements in “Tell Them From Me” Survey data

**PEOPLE**

- **Students**
  Students through feedback and reflection, expect teachers to provide effective teaching and learning programs to improve their individual achievement of outcomes.

- **Staff**
  All staff are reflective and innovative practitioners through ongoing action research and evidence based practices.

- **Parents**
  Parents support the implementation of innovative practices within the school through developing a greater understanding of current research.

**PROCESSES**

Access and engage in high quality differentiated professional development for staff through action research.

Improve teacher and leader expertise through team teaching, collaborative planning, coaching, targeted demonstration lessons and feedback.

Build authentic partnerships and generate learning communities with parents, community members and effective networks of schools.

**PRODUCTS AND PRACTICES**

- **Products**
  Teachers are innovative and reflective educators who take responsibility for and actively engage in professional learning.

- **Practices**
  Teachers and leaders exhibit an intellectual and professional approach through regular professional reading, action research and/or other research methods.

  Teachers as leaders build their capacity to use evidence based practices to inform teaching and learning.

- **Product**
  School wide or interschool learning networks provide mentoring and coaching support to ensure the ongoing development of all staff.

- **Practice**
  All teachers collaborate within and across stages and professional learning teams to ensure consistency of curriculum delivery including strategies for differentiation and consistent teacher judgement.

- **Product**
  Leaders provide an environment that promotes innovation and risk taking

- **Practice**
  Innovation is celebrated and shared within the wider learning community.

**Evaluation plan**

Students, Parents and Teachers complete on an annual basis “Tell Them From Me” Survey results

**PLAN Data**

Data from Performance and Development Framework reviews.

Collect data from teacher surveys on effectiveness of differentiated professional learning.

**AITSL Classroom Practice Continuum**
Strategic direction 3: Community — Authentic partnerships are built with parents and our community

**PURPOSE**

For the community to have genuine and purposeful partnerships within our school which enhance student learning outcomes.

To establish effective communication between all school community members.

**IMPROVEMENT MEASURE/S**

Improvements in data collected from annual “Tell Them From Me” Survey

Increased number of parents attending organised events (baseline data to be gathered in 2015).

**PEOPLE**

| **Students:** | Students through feedback influence school programs and future planning |
| **Staff:** | Teachers through ongoing engagement view collaborative relationships with parents and local learning communities and wider community as beneficial for student achievement and engagement. |
| **Parents:** | Parents through active participation and engagement feel a shared responsibility for student learning and school initiatives. The community feels welcomed and supported and informed. |
| **Community Partners:** | Community partnerships through communication, celebration and representation are viewed as mutually favourable. |

**PROCESSES**

| | Build understanding of formative assessment, personalised learning goals, 21st Century learning skills the Wellbeing Framework For Schools and school initiatives. |
| | Strong, effective and targeted communication strategies that promote school achievement within the wider community. |
| | Engage and understand the purpose of three way conversations and the development and evaluation of student learning goals. |
| | The school will develop a database of family and community skills and expertise to support student learning activities. |

**PRODUCTS AND PRACTICES**

| **Products** | Families and schools share responsibility for student learning and wellbeing |
| **Practices** | Teachers and families engage in regular formal and informal feedback about how school programs and activities link to student learning. |
| | Parents participate in the setting of student learning goals. |

| **Product** | The school is viewed as a safe, inclusive learning environment which provides opportunities for community engagement. |
| **Practice** | Regularly promote and celebrate school and community achievement through a variety of communication channels. |
| | Genuine and purposeful partnerships are established between the school and community organisations to support parents and community members. |

| **Product** | Families and community members contribute to the life of the school in ways that reflect their interest, skills, experience and capacity to do so. |
| **Practice** | The skills and expertise of community members are valued and utilised to improve student achievement of outcomes. |