

LEURA PUBLIC SCHOOL - 2391

2015 – 2017 School Plan

Respect – Responsibility - Resilience



School background 2015 - 2017

SCHOOL VISION STATEMENT

As a whole school community we have established that we stand for:

- Respect
- Responsibility
- Resilience

Therefore, our vision is to:

- Provide a place where families and school work together to prepare our children for their future
- Continually build a culture of success and improvement to enable our students to meet the challenges of the 21st Century.

Within our learning community, students experience success through:

- A rich, relevant and rigorous curriculum that values the diversity of learners
- Engaging and challenging learning experiences
- A collaborative approach to teaching and learning
- Setting goals, monitoring progress and celebrating achievement

Minds are not mechanisms; they are organisms. Organisms are not assembled, they grow

Guy Claxton

SCHOOL CONTEXT

Leura Public School is situated in the World Heritage area of the upper Blue Mountains, west of Sydney. The school has a total enrolment of 280 from a largely Anglo-Saxon background. The school community's high expectations are delivered through the implementation of dynamic programs across all areas of teaching and learning. The school delivers a balanced education program with opportunities in sport, the arts, including music, dance, choir and visual arts, environmental education, healthy lifestyles and student leadership. The school community highly values the school's student-centred focus as well as specific aspects of school operation including the strong community support generated by the P&C Association.

Through work in the Positive Behaviour for Learning program, the school community has adopted the core values of Respect, Responsibility and Resilience and implements Positive Behaviour for Learning into daily activities. The whole community is currently implementing these values school wide, with explicit teaching of expectations and a system of recognition at individual, group and whole school level. A local artist has embodied these values using local Aboriginal cultural symbols as sculptures around the school.

Results in the national Assessment of Literacy and Numeracy (NAPLAN) show Leura students achieve at equal to or above Western Sydney region, in the main.

Leura has an experienced staff; there are currently two new scheme teachers at the school.

SCHOOL PLANNING PROCESS

Leura Public School planning process had 5 components throughout 2014.

1. Comprehensive evaluation of key programs within our strategic directions using qualitative and quantitative data from students, staff and community.
2. Key stake holders evaluating school achievement data and sharing with whole staff to collaborative determine future directions
3. Feedback collected from staff and community
4. Analysing and translating the evidence gathered into meaningful future directions aligned to a draft budget
5. Publishing of the school's strategic directions to all members of the school community and continue to monitor these directions for evidence of improvement.

This process has established focused staff development, greater transparency of planning processes and ownership of the identified strategic directions

Strategic Plan for Leura Public School 2015 – 2017

Developing quality teaching and learning within a connected community

STRATEGIC DIRECTION 1

Safe conditions for rigorous learning

At Leura Public School we will establish a school-wide culture focused on student wellbeing and create optimum physical, social and emotional conditions for all learners. We will consciously establish supportive yet challenging conditions that provide students with increased opportunities for high quality learning. Power will be shared and student autonomy will be fostered.

STRATEGIC DIRECTION 2

Personalise and connect learning

Our school will design a learning provision that is connected to students' lives and the communities in which they live to enhance the relevance and rigour of learning. Learning experiences will be designed and provide for prior knowledge as a basis for new learning. Real life problems and issues will be presented using local and global contexts.

STRATEGIC DIRECTION 3

Develop expert learners

At Leura Public School we will support students to become aware of how they learn and explicitly teach a repertoire of alternative learning strategies, approaches and skills. We will develop meta-cognitive understanding by fostering discussion about the processes used to construct knowledge. We will learn about learning.

Strategic direction 1: Safe conditions for rigorous learning

PURPOSE

At Leura Public School we will establish a school-wide culture focused on student wellbeing and create optimum physical, social and emotional conditions for all learners. We will consciously establish supportive yet challenging conditions that provide students with increased opportunities for high quality learning. Power will be shared and student autonomy will be fostered.

IMPROVEMENT MEASURE/S

- 100% of students respond that they feel involved in planning for their learning
- 100% of students respond that their interests are considered during the learning process and they are therefore motivated to learn
- 100% students respond that they are supported by their teacher, the school overall and peers to persist during their learning challenges

PEOPLE

All learners (staff and students) engage with higher order thinking and intellectually challenging tasks

Leaders: understand their role as leaders of learning (an instructional leader) and what capacities are therefore required to undertake this role – referenced leadership using an evidenced-based framework, will be part of reflective capacity building of our leadership team

Students: are explicitly challenged in a low threat environment whilst aspiring to the high expectations of their teachers – students engage in and are familiar with higher order thinking and intellectually challenging tasks and strategies

Staff: develop democratic relationships / build a community of learners within their classrooms / negotiate learning to be responsive lead learners / support and challenge students to achieve high standards – student feedback will form strategic priorities and focus

Parents and community: support and influence learning engagement by actively participating informally in school life, leading to more formal and structured involvement the school, in particular in welfare policy and practice development

PROCESSES

Leaders: Focus on relationships, their work, their learning and that of others, to lead innovation and improvement from an evidenced base / actively participate in professional learning communities / engage with the local and wider community / discuss and contribute to educational practice and policy / develop deep pedagogical and content knowledge / design, plan and organise for quality learning and teaching

Students: Strive to be an active class member / Talk about problems and wellbeing rather than be silent / Think about when to work or team with others and when to work on own / Help others and still focus on own learning / listen to others and give thoughtful feedback to teachers and classmates / Think about feedback given from teachers and classmates and choose how to use it

Staff: Accept students as individuals and work in partnership with them to develop class expectations and clarify rights and responsibilities / model respect by listening attentively to students and acknowledging alternative perspectives /

Evaluation plan: Complete implementation of partially implemented planning in - PBL / Kidsmatter / staff development days / staff meetings / [

PRODUCT AND PRACTICES

Products:

- 100% of students respond that they feel involved in planning for their learning
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Practices:

- Leura Public School demonstrates the example of safe and open learning experiences using strategies such as: suspending judgement / seeking difference / opportunities that allow all students to equally share strengths and talents

Strategic direction 2: Personalise and connect learning

PURPOSE

Our school will design a learning provision that is connected to students' lives and the communities in which they live to enhance the relevance and rigour of learning. Learning experiences will be designed and provide for prior knowledge as a basis for new learning. Real life problems and issues will be presented using local and global contexts.

IMPROVEMENT MEASURE/S

- 95% of students achieving at or above Stage outcomes.
- 95% of students achieving year level benchmarks in text writing.
- 95% of students achieving Benchmark levels in Guided Reading.
- 95% of students achieving above state average growth in NAPLAN English and Mathematics.
- Increased number of students aware of their Learning Intentions and Learning Pathways identified through observations, surveys and focus groups (initial baseline data gathered)

PEOPLE

Learning is deepened when students are required to develop and apply knowledge to real life problems and issues.

Leaders: Ensure that curriculum and pedagogy connect to the lives of students and the values, needs and demands of local and global contexts beyond school.

Students: Inquire into cultural practices and knowledge valued in students' homes and communities to enable real world issues to be used as curriculum organisers that connect learning beyond the school

Staff: Teachers themselves learning about changing local and global contexts and the demands these will place on students. Use of contemporary learning tools to facilitate authentic exploration of current and relevant information. Student voice is encouraged and highly valued.

PROCESSES

Leaders: Allocate time for staff to share their work with peers and discuss their thinking and plans / teach the skills of self and peer assessment / develop their understanding of current learning theories against themselves as learners to inform and lead learning and teaching design

Students: Confidently ask questions help understanding / listen to other people's ideas and compare with own ideas / use technology to talk with others beyond the class / understand that learning happens everywhere and try new activities in the community

Staff: Will identify students' prior knowledge and cultural practices as a starting point for curriculum and learning design / Design learning challenges that are open and stimulate further questions from students / Pose guiding questions that lead students to view familiar topics in more complex ways

Evaluation plan: Completion of Tell Them From Me Survey and focus groups with staff, students & parents. Work samples / School based reporting analysis Continuum & NAPLAN Growth in Data achievement. 'Watch others Work (WOW) observations. Learning Intentions/Pathways & Success Criteria

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product:

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- Increased number of students aware of their Learning Intentions and

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

All learning is data driven and differentiated according to student needs.

- Development of Data Wall and Case Management Time.
- Students utilise learning goals and success criteria to reflect on their learning
- New curriculum documents used to plan and present high quality learning experiences.
- Non-teaching Assistant Principal to lead and mentor new scheme teachers.
- Students using Lane Clark Processes and John Hattie's Learning Intentions in their learning.
- PD to unpack the Key Elements of Writing.

Strategic direction 3: Develop expert learners

PURPOSE

At Leura Public School we will support students to become aware of how they learn and explicitly teach a repertoire of alternative learning strategies, approaches and skills. We will develop meta-cognitive understanding by fostering discussion about the processes used to construct knowledge. We will learn about learning.

IMPROVEMENT MEASURE/S

- 100% of students engage in reflecting upon their own role as active meaning-makers, responsible for creating, critiquing and applying knowledge in local and global contexts
- Frameworks of thinking strategies evident in 100% of all classrooms referenced by 100% of all students

PEOPLE

Leaders: Understand and lead learning in current learning theories such as Inquiry Learning and higher order thinking skills, referencing research and practices from lead learners such as Dylan Wiliam (Formative Assessment), Guy Claxton (Building Learning Power) and Carol Dweck (Growth Mindset)

Students: Learn how to use their own thinking and problem solving skills to learn beyond curriculum outcomes and translate meaning and information into other contexts

Parents: Enable the school community to develop and engage in an authentic shared vision to plan and build partnerships leading to the achievement of measurable growth and progress.

Community partners: Encourage networking and professional learning opportunities across the Upper Blue Mountains Learning Community to enhance school systems.

PROCESSES

How do we do it and how will we know?

Leaders: Deliberately engage the community to co-construct our school's vision and values for learning and teaching in the light of our systemic educational purpose (NSW Strategic Plan / Melbourne Declaration)

Students: Develop skills for learning in diverse ways / think creatively (How? Why? And What if?)

Participate in professional learning communities and networks both within and external to the school to critically reflect on practice

Evaluation plan: Leura Public School unanimously implements useful strategies from Gardner's Multiple Intelligences / Costa's Habits of Mind / Bloom's Taxonomy and the Thinker's Keys / Wiliam, Claxton and Dweck research on building powerful learners, teaching intelligence and growth mindsets.

Our school designs tasks for students to experience how these specific approaches support them to learn more effectively

PRODUCT AND PRACTICES

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What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Syllabus implementation plan devised and implemented
Formative assessment processes and practices embedded (Dylan Wiliam)
Quality, contemporary teaching- evidence through NPST and Performance and development planning, implementation and evaluation in line with DEC policy