School plan 2015 – 2017

Lake Albert Public School

Fostering quality teaching and leadership

Enhancing the quality of student learning and wellbeing

Connecting and collaborating with the community
## School vision statement

At Lake Albert Public School we engage with our community to provide an inclusive, well resourced environment characterised by quality teaching and learning practices which allow students to reach their true potential and become confident, creative individuals, who are prepared for 21st century opportunities.

## School context

Lake Albert Public School is situated on the foreshores of Lake Albert, Wagga Wagga. It has been an integral part of the community for over 140 years. The school has a rich history of many generations of the one family attending the school. Members of the community often stay connected to and support the school throughout their lifetime. The school has always played an important role within the local community, being steeped with historical significance and enjoys ongoing support of the wider community.

There has been a steady increase in enrolments over the past 6 years with a current enrolment of 505 students of which 34 identify as Aboriginal. Projected enrolments for 2015-17 are expected to slowly increase peaking in 2017.

Our school currently has 20 mainstream classes and one Special Education class which caters for students with Moderate Intellectual Disability (IO). Lake Albert Public School has a staff who are committed to developing expertise in delivering innovative programs in Literacy, Numeracy, 21st Century Learning and Student Wellbeing.

## School planning process

In 2014, the school sought the opinions of parents, students, teaching, support staff and community stakeholders through a variety of processes to identify strengths, opportunities and areas for development. Methods used to collect this information included surveys, formal and informal meetings and focus group discussions. This information was analysed in conjunction with system and school based data which provided information on student achievement and engagement.

This evaluation process showed high levels of satisfaction in the quality of educational opportunities provided by Lake Albert Public School. Analysis of information indicated a need to focus our attention on differentiated curriculum in Literacy and Numeracy and the development of the student as a learner. Our three strategic directions are;

- Fostering quality teaching and leadership
- Enhancing the quality of student learning and well-being
- Connecting and collaborating with the community.

Findings and recommendations have been shared and further refined with stakeholders from the Lake Albert Public School Community.

2015-2017 will be a transformational period with a focus on continual school improvement.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Fostering quality teaching and leadership

Purpose:
To foster quality teaching and leadership by creating a culture characterised by ongoing, relevant evidence based professional development focused on improving teacher capacity to maximise student learning outcomes.

STRATEGIC DIRECTION 2
Enhancing the quality of student learning and wellbeing

Purpose:
To enhance the quality of student learning and wellbeing by providing stimulating, innovative learning experiences which allow our students to achieve and thrive as 21st Century learners, leaders and responsible, productive citizens.

STRATEGIC DIRECTION 3
Connecting and collaborating with the community

Purpose:
To connect and collaborate with the school community through the implementation of effective communication strategies which focus on collaboration, decision making, information sharing and the development of authentic partnerships.
### Strategic Direction 1: Fostering quality teaching and leadership

**Purpose**

Why do we need this particular strategic direction and why is it important?

- To foster quality teaching and leadership by creating a culture characterised by ongoing, relevant evidence based professional development focused on improving teacher capacity to maximise student learning outcomes.

**People**

How do we develop the capabilities of our people to bring about transformation?

- **Staff**: Staff will collaboratively develop consistent teacher judgement when utilising assessment for learning, assessment as learning and assessment of learning in determining teaching directions and their effectiveness.
- **Staff**: Staff will be provided with a program of personalised professional development for all teaching that focuses on feedback, self-evaluation and sharing of professional practice.
- **Leaders**: Leaders will receive training in coaching to improve performance which will enable them to develop the capacity of the staff they lead.
- **Community Partners**: Opportunities and protocols will be established across Wagga Wagga Community of Schools to enhance teaching and learning.
- **Parents**: Design a multi-faceted communication strategy to build awareness amongst parents of the school focus on teacher and leadership quality.

**Processes**

How do we do it and how will we know?

- Enhance the capacity of all teachers to enable them to expertly use SMART and PLAN data to analyse student achievement and plan for continual improvement in literacy and numeracy.
- School project teams will focus on establishing frameworks for consistent, high standard practices in learning support, curriculum (numeracy and literacy), leadership and professional learning.
- Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observations and feedback.
- Develop the capacity of teachers utilising a coaching and mentoring framework.
- Active participation in the Wagga Wagga Community of Schools by sharing practices in curriculum planning, implementation and evaluation.

**Products and Practices**

What will be achieved?

- **Product**: A highly skilled teaching staff that extensively uses assessment data to monitor achievements and gaps in student learning and to inform planning for particular student groups and individual students.
- **Practice**: The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- **Product**: The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.
- **Practice**: Teachers and leaders are engaged in teaching and learning practices and professional learning networks that are purposeful, inclusive and optimise success for all.
- **Product**: There is school wide collective responsibility for student learning and success.

**Improvement Measures**

- All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.
- 80% of students will achieve higher than expected value added and our school will achieve equal to or higher than statistically similar schools in the proficient bands of external testing.
- Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.
- All teachers will participate in professional learning networks with teachers from Wagga Wagga Community of Schools.

**Evaluation Plan**

- Internal - Quarterly reporting against milestones by the leadership group; feedback from project teams; focus group sessions.
- External validation - Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.
Strategic Direction 2: Enhancing the quality of student learning and wellbeing

**Purpose**
Why do we need this particular strategic direction and why is it important?

- To enhance the quality of student learning and wellbeing by providing stimulating, innovative learning experiences which allow our students to achieve and thrive as 21st Century learners, leaders and responsible, productive citizens.

**People**
How do we develop the capabilities of our people to bring about transformation?

- **Students**: Students will be provided with the support to develop learning habits through the How 2 Learn program which will transcend across all key learning areas.
- **Students**: Students will be provided with the opportunity to learn the skills in a variety of extra-curricular areas.
- **Staff**: Staff will develop their understanding of current research and strategies to refine their capacity to maximise individual and collective wellbeing.
- **Parents**: Design a multi-faceted communication strategy to build awareness amongst parents of the school focus on student learning and wellbeing. This will include tips for parents on supporting the learning of their children in relation to this focus.

**Processes**
How do we do it and how will we know?

- Opportunities for students to participate in a diverse range of learning experiences which develop learning habits across all learning areas.
- Evaluation and refinement of Student Wellbeing policy which develop values which lead to positive contributions at school and in the broader community.
- Development authentic partnerships with Aboriginal parents and local AECG to enhance engagement with our school.
- Implementation of extra-curricular activities that provide opportunities for students to engage with peers and like-minded students in academic, cultural and sporting pursuits.
- Learning and Support Team will have rigorous identification and monitoring processes to ensure high levels of support for identified students.

**Products and Practices**
What will be achieved?

- **Product**: The school has a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students which measurably improves individual and collective wellbeing.
- **Product**: Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.
- **Product**: Aboriginal students have Personalised Learning Pathways which are collaboratively developed and monitored with a focus on academic, social and cultural development and achievement.
- **Practice**: Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school’s vision, values and priorities.
- **Practice**: Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning.

**Improvement Measures**
Increased proportion of students benefiting from inclusive framework to support holistic education of all children which will be measured by:

- All Aboriginal students will be above National benchmark and achieve expected growth in Year 5 and 7.
- 10% increase in number of children accessing extra-curricular activities provided by the school.
- All identified students will have personalised learning and support provided through a differentiated curriculum and monitored by the Learning and Support Team.

**Evaluation Plan**
- Internal – Quarterly reporting against milestones by the leadership group; feedback from project teams; focus group sessions.
Strategic Direction 3: Connecting and collaborating with the community

Purpose
Why do we need this particular strategic direction and why is it important?
To connect and collaborate with the school community through the implementation of effective communication strategies which focus on collaboration, engagement, decision making, information sharing and the development of authentic partnerships.

People
How do we develop the capabilities of our people to bring about transformation?
- Parents: Parents will be active and informed participants in our school decision making processes through the ongoing development of understanding of our strategic directions, implementation strategies and transparent dialogue regarding our successes and areas for future development.
- Community Partners: We will work with other local educational providers to develop strategies to meet the specific needs of transitioning from P-Kindergarten and Year 6-7.
- Staff: To build capacity of staff to engage with our community by developing protocols and consistent expectations around best practice in engaging local communities.
- Leaders: Leaders will collaboratively develop a series of strategies which promote greater engagement with the wider community through participation in Executive Networks.

Processes
How do we do it and how will we know?
- Regularly seek formal and informal feedback from stakeholders to allow the school to effectively implement school strategic directions.
- Utilise a variety of methods including parent forums and technology to improve community understanding of school structures, curriculum, assessment and reporting and how to support their child to learn.
- Communication, collaboration and action between school and all stakeholder groups to maximise student engagement and achievement in learning.
- Communicate, promote and lead practices to enhance continuity of learning at transition points. Development of collaborative practices which create a continuum of learning from Year 6-7, building on prior knowledge and skills with ongoing connections to new learning.

Products and Practices
What will be achieved?
- Product: The school is recognised as excellent and responsive by the community as a result of its effective engagement with members of the local community.
- Practice: Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Practice: Collaboration with key stakeholders in the refinement of the school vision and the implementation of strategic directions.
- Product: Fostering collaboration with early childhood providers and partner high schools to ensure successful transition for all students and families.

Improvement Measures
The school is recognised as excellent and responsive by the community as a result of its effective engagement with members of the local community which will be evident through:
- 25% increase in parents accessing parent forums and technology to further understand school structure and curriculum.
- 85% approval of school programs, directions and communication processes as part of annual review.
- All academic information will be provided and discussed with partner high schools to enhance Year 6-7 transition processes.

Evaluation Plan
- Internal – Quarterly reporting against milestones by the leadership group; feedback from project teams; focus group sessions, parent surveys.