

School plan 2018-2020

Lake Heights Public School 4011



School background 2018–2020

School vision statement

At Lake Heights Public School, we are committed to the pursuit of excellence through quality teaching and learning, and an environment where positive relationships underpin our school culture. We draw on creative and innovative practices that inspire students to become active, confident participants in a rapidly changing world.

School context

Lake Heights Public School is a small school with an enrolment 148. The school is comprised of students from a range of social and cultural backgrounds with 9% Indigenous, and 23% of with a language background other than English. We embrace the diversity that this brings to our learning environment.

Teaching and learning programs are personalised for students, to connect and engage all learners. As an Early Action for Success school (2017 – 2020), Lake Heights has an instructional leader and interventionist who play key roles in building staff skills and knowledge in teaching and assessing literacy and numeracy. They also assist our teachers to customise interventions for individual students through approaches that include Language Learning and Literacy (L3) and Targeted Early Numeracy (TEN).

Student wellbeing measures, such as the KidsMatter framework, the Bounce Back program and inter-agency partnerships have fostered a thriving school climate. We continue to work with parents, our active P&C and the wider community to enable students to reach their full potential.

School planning process

Professional learning about appreciative inquiry.

Review previous school plan.

Development of an updated school vision and context using an appreciative inquiry approach.

Consultation with staff, students and parents to list our strengths and dreams.

Formation of small groups to write the 5Ps.

Leadership team took part in training on writing effective milestones.

Milestones were developed and worked with staff.

Feedback on draft plan considered and adjustments made.

We have timetabled weekly leadership meetings to document progress and evidence of impact on SPaRO (School Planning and Reporting Online)

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student wellbeing

Purpose:

A planned approach to student wellbeing processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Our purpose is to create a school-wide, collective responsibility for student learning, which is shared by parents and students. We aim to promote the social and emotional wellbeing of all students, to ensure optimum conditions for student learning across the whole school.



STRATEGIC DIRECTION 2

Quality teaching and learning

Purpose:

Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners. Our purpose is to implement effective, evidenced-based teaching methods that optimise learning progress for all students. Teaching and assessment is responsive and personalised to meet the unique needs of each students. Through a collaborative and reflective approach to planning, teaching and assessment, we create a strong, visible culture in the school that promotes and supports improvement in teaching and learning.



STRATEGIC DIRECTION 3

Innovation for learning

Purpose:

Successful learners are creative and productive users of technology who think deeply and logically to solve problems. The physical environment of the school is flexible, promotes collaboration and is responsive to the changing needs of learners. Teachers facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Strategic Direction 1: Student wellbeing

Purpose

A planned approach to student wellbeing processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn. Our purpose is to create a school-wide, collective responsibility for student learning, which is shared by parents and students. We aim to promote the social and emotional wellbeing of all students, to ensure optimum conditions for student learning across the whole school.

Improvement Measures

Improved levels of student wellbeing as measured by the Tell Them From Me survey at the beginning and end of each year.

Attendance levels at 93% or better and a 20% reduction in late arrivals compared to the previous year.

People

Students

Are resilient and able to regulate their own emotional and social wellbeing. They view school as a safe and supportive environment where they feel a sense of belonging. They see themselves as capable learners who can take on challenges in their learning and every day lives.

Staff

Provide students with the necessary skills to become resilient and meet the demands of everyday life.

Communicate openly and respectfully with students and families to foster a collective responsibility of student learning.

Leaders

Ensure there is a planned approach to student wellbeing measures.

Track measurable outcomes of implemented strategies

Parents/Carers

Communicate openly and respectfully with teachers to foster a collective responsibility of student learning.

Become active participants in their child's education.

Feel a sense of belonging within the school.

Community Partners

Processes

Systems and procedures

Apply the strategies and tools from KidsMatter, to the systems and procedures across the school.

Social and emotional wellbeing

Implement strategies to build upon the social and emotional wellbeing of students, to foster resilience, perseverance and a growth mindset.

Evaluation Plan

- * learning and support BETLS observation tool

- * KidsMatter systematic approach to communication log

- * internal surveys –student/teacher/parents

- * lesson plans/teaching programs

Practices and Products

Practices

Students draw on a range of taught strategies to regulate their behaviour and are willing to take on challenges.

The use of tools and strategies that support student wellbeing will be evident in:

- class programs

- communication logs

- professional learning

- formal referrals

- handover student profiles

Products

Improved social and emotional wellbeing for students that creates a learning culture where students connect, succeed and thrive

Strategic Direction 1: Student wellbeing

People

Work in partnership with the school to promote student wellbeing.

Strategic Direction 2: Quality teaching and learning

Purpose

Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners. Our purpose is to implement effective, evidenced-based teaching methods that optimise learning progress for all students. Teaching and assessment is responsive and personalised to meet the unique needs of each students. Through a collaborative and reflective approach to planning, teaching and assessment, we create a strong, visible culture in the school that promotes and supports improvement in teaching and learning.

Improvement Measures

A significant percentage of students in each grade will be on-track with each aspect of the EAfS targets in literacy and numeracy.

Remain on-track to achieve the Premier's Priority by 2020 – i.e. The proportion of students in the top two NAPLAN bands will increase by eight per cent (30% increase for Aboriginal students as an inclusive part of the 8% increase for the general population)

People

Students

Articulate how and why they learn, and how they can improve their learning. They work collaboratively and are actively engaged in their learning.

Staff

Deliver effective lessons which are differentiated for individual learners and are informed by valid and reliable data.

Provide timely feedback to students.

Collaborate with others to plan, assess and ensure consistency of judgements across the school.

Leaders

Provide professional learning that enables sharing, collaboration and builds upon individual strengths and areas of development.

Parents/Carers

Support students in their learning.

Processes

Evidenced based teaching

Draw on current research to implement effective evidenced-based teaching methods in all classrooms.

Personalised learning

Use consistent and reliable evidence, to provide learning and feedback that is personalised and responsive to individual learners.

Evaluation Plan

- EAfS learning progression data
- teaching program discussions
- data round evaluations
- classroom observation data
- 2017 NAPLAN reading and numeracy data will provide a baseline
- Student surveys
- teacher reflections pre and post

Practices and Products

Practices

Staff will draw on current research to implement effective evidenced-based teaching methods to meet the unique needs of each learner.

Learning will become a collaborative process between teachers and learners, where planning, teaching and assessment are responsive and reflective.

Products

Personalised learning experiences meet the unique needs of each learner and assist them to move towards their expected syllabus outcomes.

Professional learning assists teachers to develop their use of evidence-based pedagogy and refine their practice.

Strategic Direction 3: Innovation for learning

Purpose

Successful learners are creative and productive users of technology who think deeply and logically to solve problems. The physical environment of the school is flexible, promotes collaboration and is responsive to the changing needs of learners. Teachers facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Improvement Measures

Students engaged in authentic, challenging learning and play that results in fewer conflicts and higher levels of problem solving as reported by teachers who monitor the playground spaces. Student surveys in relation to their play time indicate that their playground experience has variety and high interest.

In 2018, staff participate in professional learning that focuses on the vision and purpose of adventure play with a goal to determine improvement measures.

People

Students

Draw on creative and critical thinking skills to think deeply and logically to solve problems.

Staff

Facilitate meaningful student-led inquiry that promotes discussion and develops critical and creative thinking.

Explicitly teach critical and creative thinking skills and provide challenging and meaningful opportunities to solve a variety of complex problems across all curriculum areas.

Leaders

Provide opportunities for professional learning for staff.

Coordinate improvements made to the physical environment of the school

Parents/Carers

Provide input into improvements made to the school.

Community Partners

Provide expertise in planning the physical learning environment.

Support the school in playground improvements.

Processes

Innovative Learning Environments

Draw on current research to provide physical learning environments that are flexible, promote collaboration and meet the changing needs of learners.

Creative and Critical Thinking

Provide challenging and meaningful opportunities for students to draw on creative and critical thinking skills across the curriculum.

Evaluation Plan

- teacher reflections of critical thinking skills (pre and post)

- student observations (playground and classroom)

- student engagement observations

- Science and Technology assessment and student reflection data

- teacher programming showing evidence of student-led inquiry

- evaluation of professional learning

- classroom observations

Practices and Products

Practices

Classrooms provide opportunities for students to become creative and critical thinkers through student-led inquiry, problem solving, collaboration and discussion.

Products

Stimulating, authentic and flexible learning environments that promote collaboration and challenging learning and play.

Students can think critically, creatively and locate information needed to solve complex problems.

Strategic Direction 1: Student wellbeing

2018

Project Leader/s: Jenny & Heidi (Systems and procedures) Teagan & Mel (Social and emotional wellbeing)

Off track  Implementation Delayed  On track 

Process 1: Systems and procedures

Apply the strategies and tools from KidsMatter, to the systems and procedures across the school.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	<ul style="list-style-type: none"> –Establish a team to identify useful tools from KidsMatter. –Review incident reports and provide opportunity to show how students respond after an incident as a measure for social and emotional regulation. – Develop a process for sharing relevant information about students and their learning to the student's next teacher through handover student profiles. –Implement new process for referrals to counsellor using BETLS observations and updated referral form 	<ul style="list-style-type: none"> – KidsMatter manuals – Counsellor's handover template – BETLS observation tool • (\$0.00) 	<p>What did we do? (Evidence of action) How well did we do it? (Quality of action) What impact did we have, if any? Handover template established by Jenny and Heidi providing information about students who are referred to the counsellor, to be handed on the next teacher. Follow up survey of teachers and counsellor to determine effectiveness.</p>
   END TERM 1	Revisit integral aspects of KidsMatter training and provide staff with copies of tools and new procedures outlining when the tools are expected to be used.	KidsMatter manuals and copies of tools Staff meeting allocated time	<p>What did we do? (Evidence of action) How well did we do it? (Quality of action) What impact did we have, if any? (Evidence of impact)</p>
   MID TERM 2		BETLS observation tool	<p>What did we do? (Evidence of action) How well did we do it? (Quality of action) What impact did we have, if any? (Evidence of impact)</p>
   END TERM 2 MID-YEAR REFLECTION	By the middle of semester one, 2018, all staff will have revisited key aspects of KidsMatter training. Formal processes to utilise these tools will have been developed and communicated to staff.		<p>What did we do? (Evidence of action) How well did we do it? (Quality of action) What impact did we have, if any? (Evidence of impact) (Incident reports will allow data to be collected on how students respond after incidents occur)</p>
   MID TERM 3	Develop a process for sharing relevant information about students and their learning to the student's next teacher through handover student profiles.	–Handover template	
   END TERM 3	Provide opportunity for staff to reflect upon how new tools are working with the school and make any modifications	Staff reflection guide	
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	By the end of 2018, KidsMatter tools will be integrated into key systems and processes within the school. We will have a common approach to track communication with parents and will have developed a common language to discuss student wellbeing.		

Process 2: Social and emotional wellbeing

Implement strategies to build upon the social and emotional wellbeing of students, to foster resilience, perseverance and a growth mindset.

Strategic Direction 1: Student wellbeing

2018

Project Leader/s: Jenny & Heidi (Systems and procedures) Teagan & Mel (Social and emotional wellbeing)

Off track  Implementation Delayed  On track 

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Survey students and parents to determine their social and emotional wellbeing.	'Tell them from me' survey	'Tell them from me survey' results
   END TERM 1	Develop scope and sequence for Bounce Back integrating each of the core values at similar times across all classes. Distribute resources to staff	Bounce Back resources Admin time to photocopy and collate resources Staff meeting allocation	–Staff reflection
   MID TERM 2	Launch KidsMatter formally within the school community	• Socio-economic background (\$300.00)	Parent feedback after the event
   END TERM 2 MID-YEAR REFLECTION	By the middle of semester one, 2018, Bounce Back will be implemented in all classrooms and this will be reflected in class programming. Students will show some understanding of the core values and how these relate to their choices.		
   MID TERM 3	Establish a focus in the school newsletter and social media which ties into Bounce Back		
   END TERM 3			
   MID TERM 4	Re-survey teachers, parents and students to determine future direction and areas of need.	'Tell them from me' survey	'Tell them from me' survey data
   END TERM 4 ANNUAL MILESTONE	By the end of 2018, we will have developed a scope and sequence and begun to implement Bounce Back lessons systematically and regularly. Parents will understand what it means to be a KidsMatter school.		

Strategic Direction 2: Quality teaching and learning

2018

Project Leader/s: Kim & Jacky (Evidenced-based teaching) Elyse & Carly (Personalised learning)

Off track  Implementation Delayed  On track 

Process 1: Evidenced based teaching

Draw on current research to implement effective evidenced-based teaching methods in all classrooms.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	<ul style="list-style-type: none"> –Review mathematics scope and sequence and adopt a common scope and sequence K–6 –Establish assessment and reporting schedule –Timetable a common opportunity to enter learning progression data –Review teacher programs and engage in discussion with teachers about how effectively evidenced-based research is currently being used by teachers to determine a baseline for evidence-based pedagogy. – 	<ul style="list-style-type: none"> –SDD time allocation for scope and sequence review, printed copies of scope and sequence samples and present assessment and reporting schedule – 	–Program review – How do you teach maths/reading/writing? Why do you use that approach? What evidence do you have that it is working?
   END TERM 1	–Deliver professional learning on learning progression in numeracy	K–6 progression meeting time allocation	Successfully implemented data into PLAN 2
   MID TERM 2	–Establish regular K–6 quality teaching meetings and weekly class meeting with members of the executive team.		
   END TERM 2 MID-YEAR REFLECTION	By the end of the first semester of 2018, we will have established the necessary roles, systems and procedures to enable a consistent and collaborative approach to planning, teaching and assessment across the school. Staff will have completed some TPL on learning progressions and will be using the data to inform their teaching.		
   MID TERM 3			
   END TERM 3			
   MID TERM 4	–Review mathematics scope and sequence and adopt a common scope and sequence K–6		
   END TERM 4 ANNUAL MILESTONE	By the end of 2018, all staff will have a sound understanding of learning progressions and how this supports the curriculum and assessment. Teachers will have adopted a more collaborative approach to planning, teaching and assessment.		

Process 2: Personalised learning

Use consistent and reliable evidence, to provide learning and feedback that is personalised and responsive to individual learners.

Milestone	Activities	Resources	Evaluation
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Strategic Direction 2: Quality teaching and learning

2018		Project Leader/s: Kim & Jacky (Evidenced-based teaching) Elyse & Carly (Personalised learning)		Off track 	Implementation Delayed 	On track 
  	MID TERM 1	–Define the role of interventionist and identify the areas in which they will work and the students who will be targeted and how they'll be targeted.	Interventionist 3 days per week • Socio-economic background (\$63,000.00)			
  	END TERM 1	– Investigate effective models of formative assessment, particularly the Embedding Formative Assessment professional learning	–Time to visit Mt Warrigal PS, Shell Cove PS and other schools currently using the program			
  	MID TERM 2					
  	END TERM 2 MID-YEAR REFLECTION	By the end of the first semester of 2018, all classes will be using learning intentions and success criteria in the focus area of writing. Learning intentions will be drawn from class data and based on an area of identified need for the students in that class. The new role of interventionist is working effectively along the instructional leader and other support personnel to provide support to identified students.				
  	MID TERM 3					
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE	By the end of 2018, learning intentions, success criteria and personalised learning goals will be used and visible across the school. Data will be used to inform teaching and targeted intervention will be implemented for tier one and tier two students.				

Strategic Direction 3: Innovation for learning

2018

Project Leader/s: Johnny & Gabbi (Innovative learning environments) Chris, Michelle & Daryl (Creative and critical thinking)

Off track  Implementation Delayed  On track 

Process 1: Innovative Learning Environments

Draw on current research to provide physical learning environments that are flexible, promote collaboration and meet the changing needs of learners.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	<ul style="list-style-type: none"> –Conduct a playground and learning hub resource audit and survey teachers to determine how they would use the space and what they would like to see. –Investigate the feasibility of reinvigorating 5/6 area and connecting it to classrooms. 	<ul style="list-style-type: none"> – Survey 	
   END TERM 1	<ul style="list-style-type: none"> –Conduct school visits and identify relevant literature to identify innovative practices that can be adopted in our playground and learning hub. –Share vision and purpose of play spaces with staff. –Gather baseline data (observations, photos etc) to determine how students are spending their lunchtimes (consider looking at behaviour data) 	<ul style="list-style-type: none"> – Time allocation for project leaders to visit other schools etc – Observation proformas • Socio-economic background (\$500.00) 	
   MID TERM 2	<ul style="list-style-type: none"> –Obtain community and student input towards playground update. –Perform update to school playground –Design Learning Hub update. 	<ul style="list-style-type: none"> –Materials/time/expertise to update playground • Socio-economic background (\$0.00) 	
   END TERM 2 MID-YEAR REFLECTION	By the end of the first semester of 2018, our playground will include spaces that promote creative and critical thinking during play, drawn from a shared vision of staff, students and the school community. A design for the Learning Hub and Year 5/6 area update will have been agreed upon.	<ul style="list-style-type: none"> • Socio-economic background (\$10,000.00) 	
   MID TERM 3	–Space established for STEM resources to be housed close to the Learning Hub	<ul style="list-style-type: none"> • Socio-economic background (\$2,500.00) 	
   END TERM 3	–Gather data (observations, photos etc) to determine how students are spending their lunchtimes (consider looking at behaviour data)		Data will indicate that students are engaged in more creative outdoor play, fewer behavioural issues during lunch time
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	By the end of 2018, learning will be connected to the outdoors and the Learning Hub will be used effectively as a place of learning.	<ul style="list-style-type: none"> • Socio-economic background (\$35,000.00) 	

Process 2: Creative and Critical Thinking

Provide challenging and meaningful opportunities for students to draw on creative and critical thinking skills across the curriculum.

Milestone	Activities	Resources	Evaluation
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Strategic Direction 3: Innovation for learning

2018

Project Leader/s: Johnny & Gabbi (Innovative learning environments) Chris, Michelle & Daryl (Creative and critical thinking)

Off track  Implementation Delayed  On track 

  	MID TERM 1	–Establish a team to lead the implementation and professional learning in creative and critical thinking skills.	Professional learning course costs and release – 2 day training course for 3 teachers "Project based Learning" • Support for beginning teachers (\$1,000.00) • (\$3,200.00)	Teachers will run sessions with staff at the term 2 school development day. Their reflections about the day and future directions taken will provide a sense of the value gained from the training.
  	END TERM 1	–Team leaders implement strategies in their own classroom to refine strategies	Minds Wide Open CCT resources – available online	
  	MID TERM 2	–Deliver TPL in disposition and critical and creative thinking. –Update science and technology scope and sequence to ensure STEM is being taught –Explore options for professional development in STEM/STEAM/STREAM for SDD at the beginning of term three	Staff meeting and school development day time allocation	
  	END TERM 2 MID-YEAR REFLECTION	By the end of the first semester of 2018, a team to lead creative and critical thinking will have been established. Some TPL will have been delivered and this TPL will have provided teachers with the tools, skills and confidence to implement creative and critical thinking skills in their classrooms.		–Feedback and evaluation of TPL shows growth in teacher confidence and skills as a result of TPL –Student feedback provides insight into the nature of the learning tasks
  	MID TERM 3	–Deliver TPL in higher order thinking and information skills	Staff meeting and school development day time allocation	
  	END TERM 3	Professional development in STEM/STEAM/STREAM	Professional development resources	
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE	By the end of 2018, creative and critical thinking skills and information skills will be explicitly taught in all classrooms. Students will have the opportunity to implement the learning through learning experiences that promote inquiry.		

Key funding initiatives: progress monitoring of initiatives, resources and impact

2018

Off track  Implementation Delayed  On track 

1. Aboriginal background loading			
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1	Learning support teacher, 1 day per week to work with Aboriginal students	• Aboriginal background loading (\$4,500.00)	
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3	School learning support officer	• Aboriginal background loading (\$8,685.00)	
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

2. English language proficiency			
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			

Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track ○ Implementation Delayed ○ On track ○		
○ ○ ○	END TERM 4 ANNUAL MILESTONE	English as another language or dialect (EALD) teacher	• English language proficiency (\$5,125.00)	
3. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
○ ○ ○	MID TERM 1			
○ ○ ○	END TERM 1			
○ ○ ○	MID TERM 2			
○ ○ ○	END TERM 2 MID-YEAR REFLECTION			
○ ○ ○	MID TERM 3			
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 ANNUAL MILESTONE	School learning support officer Learning and support teacher	• Low level adjustment for disability (\$18,428.00) • Low level adjustment for disability (\$41,645.00)	
4. Quality Teaching, Successful Students (QTSS)				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
○ ○ ○	MID TERM 1			
○ ○ ○	END TERM 1			
○ ○ ○	MID TERM 2			
○ ○ ○	END TERM 2 MID-YEAR REFLECTION			
○ ○ ○	MID TERM 3			
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			

Key funding initiatives: progress monitoring of initiatives, resources and impact

2018		Off track ○ Implementation Delayed ○ On track ○		
○ ○ ○	END TERM 4 ANNUAL MILESTONE	Mentor and coach other teachers. Observe teachers in their classrooms and demonstrate effective teaching strategies. Monitor student performance data across the school and ensure teachers are focused on areas of need.	School staffing entitlement equalling 1 day per week. • Quality Teaching, Successful Students (QTSS) (\$21,000.00)	
5. Socio-economic background				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
○ ○ ○	MID TERM 1			
○ ○ ○	END TERM 1			
○ ○ ○	MID TERM 2			
○ ○ ○	END TERM 2 MID-YEAR REFLECTION			
○ ○ ○	MID TERM 3			
○ ○ ○	END TERM 3			
○ ○ ○	MID TERM 4			
○ ○ ○	END TERM 4 ANNUAL MILESTONE	Above establishment teacher position 3 days per week, Adventure playground, Shade area, Connect classrooms to outdoor learning space, Additional learning support.	• Socio-economic background (\$192,288.00)	