School Plan 2015-2017

School Background

Vision Statement
To provide a positive and inclusive environment in which all students are prepared to be lifelong learners and responsible global citizens

School Context
Lane Cove West Public School prepares students for participation in a democratic and sustainable society. The school continues to grow while maintaining a community feel. An active parent body contributes to a positive school culture and enables the provision of quality resources and technology for the benefit of all students. The school provides excellent teaching/learning programs, with an emphasis on literacy and numeracy, resulting in student achievement well above state averages and in line with neighbouring schools. Effective programs cater for students with additional learning needs and the PBEL program supports student wellbeing across the school. A range of extra-curricular opportunities is provided in sport and performing arts. Lane Cove West Public School supports the local community through involvement in local festivals, environmental awareness projects and public speaking events. Students are encouraged to uphold the school values of ‘respect’, ‘responsibility’ and ‘endeavour’.

Developing the School Plan
The whole school community was engaged in the development of the shared vision and strategic directions for 2015-2017 for Lane Cove West Public School. Surveys were completed by students in Years 1-6 and all school parents and staff were invited to complete online surveys. Current research, in addition to evaluation of the 2014 School Plan and analyses of NAPLAN and internal student assessment data, has also informed future directions. For each strategic direction, staff teams will determine improvement measures, implement and monitor planned activities and complete evaluations.
Strategic Plan for Lane Cove West Public School

2015 - 2017

Strategic Direction 1:
Quality educational practices across the school

Purpose:
To maximise learning outcomes for all students through quality teaching and high standard professional practices

Strategic Direction 2:
Student success as learners and responsible citizens

Purpose:
To develop the capacity of all students to contribute positively to the school and wider community through the provision of meaningful, integrated programs and experiences

Strategic Direction 3:
Consistent, high standard management practices across the school

Purpose:
To best meet the needs of a growing and changing school through development of school-wide systems and management practices
## Strategic Direction 1: Quality educational practices across the school

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products &amp; Practices</th>
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</thead>
</table>
| To maximise learning outcomes for all students through quality teaching and high standard professional practices | • **Students:** Engage students in quality teaching and learning activities to develop appropriate literacy and numeracy skills across the literacy and numeracy continuums.  
• **Staff:** Build teacher capabilities in:  
  - quality teaching  
  - assessment ‘for, as and of’ learning  
  - gifted and talented education  
• **Parents:** Promote a collaborative learning community by providing opportunities for parents to be informed about and contribute to educational programs within the school. | 1.. **Whole-school approach to literacy and numeracy programming**  
• Form school teams to focus on improved outcomes in targeted areas  
• Use literacy and numeracy continuums in planning and assessing to ensure quality stage programs  
2.. **Quality Teaching And Differentiation**  
• Build staff capacity to differentiate programs in literacy and numeracy using the Quality Teaching elements and Australian Professional Teaching Standards  
• Further develop school-wide systems to support differentiation  
• Build staff understanding of quality pedagogy in spelling, reading, writing and problem-solving, to support low and high-performing students  
3.. **Australian Curriculum**  
• Support staff with implementation of new BOS syllabus documents in English, Mathematics, Science & Technology and History through ongoing stage planning sessions in these curriculum areas | • **Product:** Student growth in NAPLAN consistent with SSG  
• **Product:** NAPLAN results consistent with SSG, as indicated by item analyses  
• **Product:** Increased literacy and numeracy performance in school-based assessments according to A-E scale  
• **Practice:** Teaching/learning programs and assessment ‘for, as and of’ learning tasks consistent with school learning continuums. Regular assessments, monitored at executive level.  
• **Practice:** Quality teaching practices, demonstrated by differentiated literacy and numeracy lessons and assessments  
• **Practice:** Professional learning teams leading improved and evidence-based practice and data analysis  
• **Practice:** Staff and students reflecting on achievement of personal learning and leadership plans |

### Performance Measures

- **NAPLAN**  
  - Percentage of students achieving at proficiency in literacy and numeracy consistent with Similar Schools Group (SSG)  
  - Student growth in literacy and numeracy consistent with SSG  
- **School-based assessment**  
  - Improved performance in school-based assessments according to A-E scales
### Strategic Direction 2: Student success as learners and responsible citizens

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<th>Products &amp; Practices</th>
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</table>
| - To develop the capacity of all students to contribute positively to the school and wider community through the provision of meaningful, integrated programs and experiences | - **Students:**  
Engage students in sustainability practices inside and outside the classroom  
Engage students in community environmental projects  
Engage students in *Positive Behaviour Engaging Learners* (PBEL) | 1.. Whole-school approach to sustainability practices  
- Form sustainability team  
- Review and further develop sustainability practices  
- Develop stage programs that integrate environmental education outcomes  
2.. Positive Behaviour Engaging Learners  
- Form PBEL team with representatives from each stage  
- Review, update and implement practices for both classroom and non-classroom settings  
- Review, update and implement stage programs in personal development and student welfare | - **Product:** Reduction per class in electricity usage  
- **Product:** Reduction per class in rubbish created  
- **Practice:** Consistent recycling practices by students and staff  
- **Product:** Improved outcomes in environmental education, evident in teaching and learning programs  
- **Product:** Improved classroom, non-classroom and school-wide behaviours, indicated by PBEL data  
- **Practice:** Staff and students reflecting on achievement of personal learning and leadership goals  
- **Practice:** Professional learning teams leading improved and evidence-based practice and data analysis |

### Performance Measures

- **School audits**  
  - Decreased electricity usage per class  
  - Decreased rubbish as measured by class survey spot-checks on ‘Nude Food’ program  
  - Extension of current recycling practices  
  - Increased student participation in school Gardening Club

- **PBEL data**

- **Staff:** Develop staff capabilities in:  
  - Sustainability practices  
  - Integrating environmental education into teaching/learning programs  
  - PBEL  
  - Developing and delivering quality personal development programs

- **Parents:**  
Promote a collaborative learning community by providing opportunities for parents to be informed about and contribute to practices and programs across the school in:  
- sustainability  
- welfare and personal development

**Evaluation Plan:** Closely monitor PBEL data and school audits. Adapt programs and processes as required.
Strategic Direction 3: Consistent, high standard management practices across the school

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People / What we hope to achieve</th>
<th>Processes / Strategies</th>
<th>Products &amp; Practices / Outcomes</th>
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<tbody>
<tr>
<td>• To best meet the needs of a growing and changing school through development of school-wide systems and management practices</td>
<td>• Staff: Develop staff capabilities in: - leadership - knowledge of development of Australian Professional Teaching Standards - developing Performance and Development Plans</td>
<td>1. Staff leadership development • Provide leadership opportunities for all staff • Mentor teachers who show leadership potential • Encourage peer observation, discussion and reflection on leadership practices</td>
<td>• Product: Increased participation in staff leadership professional development</td>
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<td>• Parents: Strengthen parent/school partnerships through enhanced communication processes</td>
<td>2. Alignment of professional practice with Australian Professional Teaching Standards and Performance and Development Plans (PDPs) • Build staff awareness of Teaching Standards and current research on Quality Teaching • Further develop mentoring programs for both beginning and experienced staff</td>
<td>• Product: More experienced staff prepared to observe and mentor beginning teachers</td>
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<td>• Survey of students, staff and parents on communication practices</td>
<td>3. Communication across the school community • Enhance communication via email, website and school App • Installation of electronic sign to inform both school and wider community of school events</td>
<td>• Practice: All staff engaged in the accreditation process at the appropriate levels</td>
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<td>• Tracking of professional standards of individual teachers</td>
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<td>• Practice: All staff undertaking the new performance and development process of planning, implementing and reviewing a Performance and Development Plan.</td>
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<td>• Teacher reflections on Performance and Development Plans</td>
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<td>• Product: New technologies employed to provide improved communication across the school</td>
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Evaluation Plan: Closely monitor teacher progress on Australian Professional Standards. Review accreditation process and PDPs. Analyse school and community feedback on communication processes.