School vision statement

Lansvale East Public School in partnership with the Community will empower every student to develop as a whole, achieve academic and personal excellence, and become a life-long learner. The school and community strive on developing active and informed self-directed learners in preparation for an ever-changing, complex and interconnected digital world. Students will be engaged through meaningful programs which meet the highest education and ethical standards with a caring, supportive and collaborative learning community that promotes equity, resilience, critical thinking and creativity.

As a school community, we value continuous improvement through self-reflection and feedback with the teacher as the primary facilitator. Teachers share a significant responsibility in preparing our young people to lead successful and productive lives. Innovative teaching and learning opportunities which embed resilience as the core practice.

Our vision is consistent with the Melbourne Declaration and School Excellence Framework. Together we will be building the capacity of our school community for a better future.

School context

Lansvale East Public School is a small, friendly, family-oriented school where student success and working together are highly valued. The school currently has 111 students enrolled from Kindergarten to Year 6. Classes consist of one regular and four multi-age classes. It has a culturally diverse community with 81% of students from a language background other than English which represents 13 language groups. There are four Aboriginal students currently enrolled at Lansvale East PS.

We believe that families are learning partners in the education of our students. Family and community participation in the life of the school enriches the experience of all and positively affects student learning. School staff endeavors to provide quality instruction and relevant resources to all students in a stimulating 21st century learning environment which is conducive to optimum learning and caters for individual needs.

Our school curriculum has a focus on providing sound foundations for lifelong learning. Literacy and numeracy have a strong emphasis in all years. The development of effective social skills which allow all students to develop high standards of citizenship and civic responsibility are key features. The school is committed to celebrating the diversity of our community and the inclusion of all students in every aspect of our academic, social and sporting life.

The school has a strong link with the Fairfield Community of Schools, which provides opportunities for professional learning, leadership development, school improvement initiatives; such as, the Instructional Rounds process and transition to high school programs.

School planning process

In 2014, a comprehensive process was conducted with a series of opportunities for stakeholders; parents, community, staff and students to contribute an evaluation of our achievements and areas for improvement.

The evaluation process included review of the strengths, opportunities and areas of development across the school. The process of evaluation included:

- Interviews with stakeholders
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Formal surveys
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART, school based data, PLAN Data, Language Literacy and Learning (L3) and Targeting Early Numeracy (TEN) data.
- Analysis of student attendance records
- Collection and analysis of school website, Facebook and school application activity reports
- Collection and analysis of feedback from participants in the Instructional Rounds Process.

As a result, ongoing collaborative planning sessions were initiated with all stakeholders to develop a cohesive and collective vision and plan for the school. During this process three key strategic directions were identified as a basis for a shared commitment for future developments across the school community. This consultative process has resulted in a clear direction for continual school improvement and a vision that is embraced by the whole school community.
Purpose:
To provide students with innovative learning opportunities which allow them to develop into active and informed self-directed learners, who are prepared for an ever-changing, complex and interconnected digital world.

STRATEGIC DIRECTION 1
Student Learning
Student success as resilient, responsible, active and informed learners and citizens

Purpose:
To ensure a professional culture where we strive for continuous self-reflection and improvement in contemporary leadership, teaching and learning.

STRATEGIC DIRECTION 2
Staff and Leader Learning
A consistently high standard of educational practices through ongoing, relevant, collaborative and future focused professional learning.

Purpose:
To create an authentic and inclusive learning environment that engages all members of the community in learning experiences and effective organisational practices. Ensuring student’s success is the core of the learning partnership.

STRATEGIC DIRECTION 3
Community Learning
A collaborative school culture that promotes genuine and innovative learning partnerships.
# Strategic Direction 1: Student learning

**Student success as resilient, responsible, active and informed learners and citizens**

## Purpose

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

To provide students with innovative learning opportunities which allow them to develop into active and informed self-directed learners, who are prepared for an ever-changing, complex and interconnected digital world.

## People

**At Lansvale East Public School we will develop the capabilities of all our community to bring about transformation:**

**Students:**

Scaffolding the skills/experiences required to work collaboratively towards being active, self-directed learners who are accountable for their own success.

**Staff:**

Develop a whole school approach to self-directed learning practices through teacher professional learning that is based on current, innovative and future focused pedagogical practice. Including a strong emphasis on formative assessment, learning intentions, success criteria and the teaching and learning related to self and peer reflection.

**Parents/Carers:**

Provide opportunities for parents to engage with the curriculum through the provision of workshops, information sessions and ongoing communication.

**Leaders:**

The school leadership model provides opportunities and mentoring for staff to lead curriculum areas and share expertise.

## Processes

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

Teacher Professional Learning plans aligned to the school plan and imbed personal improvement targets.

**Professional Learning:**

- Teaching Early Literacy (TEN)
- Taking off with Numeracy (TOWN)
- Focus on Reading (FoR)
- Language, Learning and Literacy (L3)
- Assessment Procedures
- Integration of ICT
- National Curriculum Syllabus Documents
- Differentiation

Two weekly planning meetings with school leadership team with a strong focus on the teaching and learning cycle in literacy and numeracy and formative assessment.

Build student capacity to be self-directed, resilient and informed learners through the 21st Century learning practices embedded across KLA’s.

Targeted support and individualised assistance to support the needs of students with learning difficulties/disabilities.

Implement success criteria, learning intentions and effective self, peer and teacher feedback into classroom practices.

Monitoring of TPL goals and students results across school based data, PLAN and NAPLAN.

## Products and Practices

**Products:**

- 80% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and School based data.
- 70% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and School based data.
- 90% of students demonstrate expected growth in school based and external assessment data in all KLA’s.
- 100% of teaching staff using assessment data to drive teaching and learning programs.

Classrooms will have learning intentions; bump it up walls and self-assessment and reflection opportunities.

Whole school pre and post data collection in Literacy and Numeracy.

**Practices:**

Teachers engage in targeted professional learning through both internal and external sources.

Formative assessment practices embedded into teaching and learning experiences.

Whole school use of the Quality Teaching Model in class curriculum programs.

School-wide practice of formative assessment procedures to drive teaching and learning programs.
# Strategic Direction 2: Staff and Leader Learning

A consistently high standard of educational practices through ongoing, relevant, collaborative and future focused professional learning.

## Purpose

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

To ensure a professional culture where we strive for continuous self-reflection and improvement in contemporary leadership, teaching and learning.

## Improvement Measures

**Innovative timetable to support professional learning and 2 weekly planning with executive.**

Curriculum programming and delivery that is clearly linked to syllabus requirements and embeds 21st century teaching and learning practices for Maths, Science, Technology, English and History, Creative Arts and Sports.

90% of students demonstrate expected growth in school based and external assessment data in all KLA’s.

100% of teachers developing self-reflected professional learning plans and participating in mentoring meetings with school leaders and external mentors.

## People

### Students:

- Master core subjects, think deeply and critically and make relevant connections to learning intentions and continuum tracking.
- Students develop self-directed learning skills to drive their learning through effective feedback, success criteria and learning intentions.

### Staff:

- To engage in professional dialogue and shared learning experiences to develop knowledge on embedding authentic, relevant and 21st century pedagogy into all classroom practices.
- Targeted professional learning to share expertise and build capacity through participation in:
  - 2 weekly professional learning meetings
  - @COSLEAD for substantive and aspiring leaders
  - reciprocal teaching
  - Instructional Rounds

**Leader’s model evidence based best practice and 21st century teaching and learning through modelling, implementing and mentoring.**

### Community:

- Establish learning networks within and beyond local network to support and promote innovative professional practice.

## Processes

### How do we do it and how will we know?

**Teacher professional learning based on individual need, self-reflection and identified through the performance and development framework.**

- Develop a whole school pedagogy and commitment by all stakeholders in a school improvement strategy to provide best practice in all classrooms:
  - Participation in collegial discussions with a focus on reflection and feedback.
  - Teaching and learning cycle.
  - 2 weekly planning meeting and ongoing reciprocal teaching sessions.
  - Evidence in classroom programs
  - Ongoing professional learning on effective assessment procedures.

**Employ an Assistant Principal teaching and learning to lead professional learning.**

Staff to work with CoS to build capacity and share collegial knowledge and strategies on 21st century pedagogy.

Employ a consultant to build capacity of leaders and aspiring leaders.

**Building Instructional leadership (BIL)-Instructional Rounds with CoS.**

Evidence will be collected through TPL plans, school based data, NAPLAN, teaching Programs and PLAN.

## Products and Practices

**Product:**

- Innovative timetable to support professional learning and 2 weekly planning with executive.
- Curriculum programming and delivery that is clearly linked to syllabus requirements and embeds 21st century teaching and learning practices for Maths, Science, Technology, English and History, Creative Arts and Sports.

90% of students demonstrate expected growth in school based and external assessment data in all KLA’s.

100% of teachers developing self-reflected professional learning plans and participating in mentoring meetings with school leaders and external mentors.

**Practice:**

- All staff to develop a PDF Plan.
- Professional learning reflected in teaching programs and further transferred to the teaching and learning experiences within the classroom.

Teachers have an opportunity to network across a diverse range of settings to enable a broader understanding of professional practice and leadership.

**Programs and practices will reflect a deeper knowledge of 21st century pedagogy and best practice.**
## Strategic Direction 3: Community Learning

A collaborative school culture that promotes genuine and innovative learning partnerships.

### Purpose

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

To create an authentic and inclusive learning environment that engages all members of the community in learning experiences and effective organisational practices. Ensuring student’s success is the core of the learning partnership.

### Improvement Measures

<table>
<thead>
<tr>
<th>School P&amp;C established and functioning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of identified students accessing support services to enhance learning or promote wellbeing. Eg, counsellor, School Learning and Support Officer (SLSO), external providers.</td>
</tr>
<tr>
<td>Increased number of parents engaged and participating in collaborative school projects, school planning and community learning sessions.</td>
</tr>
<tr>
<td>100% teacher participation in Instructional Rounds for continual school improvement.</td>
</tr>
<tr>
<td>Parent and carers feedback related to their child’s wellbeing and learning to be valued and acted upon for future planning</td>
</tr>
</tbody>
</table>

### People

| Students: |
| Students participate in reflective feedback opportunities to develop active, self-directed learners who are accountable for their own success. |
| Staff: |
| Staff participate in reflective feedback opportunities to actively work towards reaching professional goals as life-long learners with colleagues within the school, across the CoS and with links to another school in the Orana Valley. |
| Parents/Carers: |
| Parent capacity is developed and fostered to support their child’s learning at home through parent workshops and a Community Engagement Coordinator (CLC). |
| Promote successes in school newsletter, website, school foyer, social media and school App. |
| Increased open-class room opportunities to provide parents with an increased understanding of 21st century teaching practices. |
| Increased participation in P&C committee and establish participant-roles and meeting guidelines in line with P&C policy. |
| Leaders: |
| Leadership capacity is developed across the community through participation in @CoSLead. |

### Processes

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

- Staff model, guide and support each other to ensure best practice aligned with the professional teaching standards and the school excellence framework.
- CLC actively engages with parents and carers providing timely and relevant information of curriculum and student and family wellbeing services.
- Promote 21st century learning skills, self-directed learning and reflective practices throughout the school community.
- CLC and school to liaise with external and internal providers to promote student wellbeing and engaged learning in the school.
- Observe the success of parent/school participation and involvement.
- Monitor, survey and evaluate the effectiveness of the CLC and parent workshops/programs.
- Opportunities for feedback related to school and CLC practices.
- Monitor the implementation of the NSW syllabuses for the Australian Curriculum and 21st Century pedagogy.

### Products and Practices

**Product:**

- 100% of identified students accessing support services to enhance learning or promote wellbeing. Eg, counsellor, School Learning and Support Officer (SLSO), external providers.
- Increased number of parents engaged and participating in collaborative school projects, school planning and community learning sessions.
- An active P&C with designated roles operating in line with governing policies.
- 100% teacher participation in the Instructional Rounds for continual school improvement.
- Parent and carers feedback related to their child’s wellbeing and learning to be valued and acted upon for future planning.

**Practice:**

- Successful family-school partnership collaboration through school projects, parent workshops/programs and parental involvement opportunities.
- Parents and carers are readily in communication with the school.
- Staff actively networking across our CoS and wider professional organisation.
- Develop a whole school approach to learning support and student wellbeing.