

# School plan 2015-2017

## Leichhardt Public School 7423



# School background 2015–2017

## School vision statement

At Leichhardt Public School we have high expectations for all students to achieve academic and personal excellence, become a lifelong learner and a responsible citizen of the world. This will be fostered in a caring and collaborative environment where learning is always meaningful and engaging and meets the highest educational and ethical standards.

## School context

Leichhardt Public School is located in the centre of the suburb Leichhardt. It has had a long and distinguished history dating back to 1862. The school has experienced significant fluctuations in enrolments and changes in demographic over the past 150 years. In the 1920s the school experienced an enrolment peak of 2250 students whilst for some parts of the 1990s the school was relatively small. The community diversified in the second half of the twentieth century and the school now benefits from the rich cultural heritage of our current and former students.

Its historic buildings and leafy playground provide an inviting backdrop for the many programs the school offers.

Our school places a strong emphasis on developing the whole student in academic as well as social, sporting and cultural pursuits. Our school values and nurtures the unique qualities and academic talents of each student. We have high expectations for all students and a commitment to engendering a genuine love of learning.

## School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and community. As part of this process the school accessed current educational research to inform the drafting of the three year plan. This evidence was used in planning sessions involving students, staff and community to share ideas and identify the priorities for the 2015–2017 school plan. The process included a review of the strengths, opportunities and areas for development for the school. As a result, three key strategic directions were identified as a basis for developments.

Our 2015–017 plan sets out clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.

### Purpose:

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

## STRATEGIC DIRECTION 2

Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

### Purpose:

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

## STRATEGIC DIRECTION 3

Students have the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

### Purpose:

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing..

# Strategic Direction 1: Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.

## Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

## Improvement Measures

All teachers will use consistent teaching strategies, planning guidelines and language in terms of instruction and feedback as outlined in the school policy, Planning, Assessing and Reporting. (Teacher survey results/Class programs)

Teachers will continue to formulate and reflect upon personal and professional teaching goals and collect evidence to demonstrate the achievement of these goals.

Rich assessment data, including work samples and comprehensive grade and class assessment information, that demonstrates achievement of learning outcomes .

Student progress on Literacy and numeracy continuums as recorded in PLAN/SENTRAL software

Student progress on Creative and Critical Thinking continuum

## People

### Students

**Students** will be explicitly taught 21st Century capabilities in order to become creative and critical thinkers and productive and responsible global citizens

**Students** are enabled to be reflective and self directed learners

### Staff

**Staff** will provide differentiated teaching and learning programs that cater for individual learning needs of students and will empower students to:–

- become self directed and reflective learners
- develop strong ICT capabilities
- develop creative and critical thinking skills
- become resilient learners and risk takers

### Parents/Carers

**Parents** develop confidence in their ability to contribute to the school community through collaborative and professional opportunities.

### Leaders

**Leaders** are enabled to be reflective in leading their 21st Century capabilities and develop professional learning knowledge of their peers

## Processes

### 1. Quality Learning Programs Designed and Delivered

Teaching staff collaborate in developing quality units of work that will support the learning needs of all students

### 2. Creative and Critical Thinking Skills Project

Teaching staff engage in regular professional learning and professional dialogue to develop skills and knowledge in the teaching of creative and critical thinking skills.

Students develop creative and critical thinking skills to be applied across all learning areas

### 3. Effective Feedback Project

Staff develop a set of guiding principles to support teachers to provide effective student feedback.

## Evaluation Plan

Students are regularly provided a wide range of quality learning experiences

Students develop their creative and critical thinking skills through participation in quality learning experiences across the curriculum

Students engage in quality learning

## Practices and Products

### Practices

Students have regular opportunities for planned and incidental dialogue with peers and teachers about their own learning

Students participate in regular 1:1 conferences with teachers and peers to gain and provide quality feedback that will inform and guide further learning

Professional teacher dialogue around the teaching of thinking skills and the provision of meaningful feedback to students

Professional teacher dialogue about best classroom practice through scheduled participation in professional reading sessions

Classroom observations and feedback from colleagues and supervisors about teaching practice

Collaborative design of class teaching and learning activities

### Products

Rich assessment data, including work samples and comprehensive grade and class assessment information, that demonstrates achievement of learning outcomes .

Improved student performance on NAPLAN reading and NAPLAN writing

Student progress on Literacy and numeracy continuums as recorded in PLAN/SENTRAL software

# Strategic Direction 1: Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.

## Improvement Measures

## People

## Processes

## Practices and Products

experiences to further develop skills in using different digital devices and applications

Staff develop a set of guiding principles to support teachers to provide effective student feedback.

# Strategic Direction 2: Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

## Purpose

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

## Improvement Measures

Work samples and comprehensive grade and class assessment information, that demonstrates achievement of learning outcomes .

70% of Yr 3 and 5 students are represented in the top two bands of NAPLAN for reading, writing and numeracy.

Less than 20% of Yr 3 and 5 students are represented in the two middle bands of NAPLAN for reading, writing and numeracy.

Student progress on Literacy and numeracy continuums as recorded in PLAN/CENTRAL software

Student progress on Creative and Critical

## People

### Students

Students will achieve syllabus outcomes through quality teaching.

Students will engage with new syllabuses and acquire the knowledge skills and understandings appropriate to stage.

Students become active participants in their own learning

### Staff

Staff collaboratively develop a shared understanding of the NSW Syllabuses and implement the changes to pedagogy to successfully implement the syllabuses, through professional learning and regular collaborative planning sessions.

Staff are leaders and facilitators of a whole

### Parents/Carers

**Parents** are provided information sessions about new directions in education and how they can support their child in this process. This will assist in the establishment of a learning community.

### Leaders

Staff are leaders and facilitators of a whole school learning community

Leaders of strategic direction projects will lead learning and change in classroom pedagogy.

## Processes

### 1. Classroom Pedagogy Project

Staff develop expertise in supportive, collaborative planning and professional learning strategies including Lesson Study/ Classroom Observations modelling quality classroom practice, reflection on pedagogy and feedback.

### 2. Teacher Performance and Development Framework

Using the National Standards to develop an individual learning plan for all staff

### 3. LPS Theories of Action

Developing a set of guiding principles and best classroom practices utilised by all staff across the school

## Evaluation Plan

Monitoring of the milestones for this strategic direction. Strategic direction leaders and executive evaluations. Yearly outcome monitoring

## Practices and Products

### Practices

Individual Professional Learning Plans that are aligned with personal needs and are negotiated with stage supervisor

Regular stage collaborative planning every 5 weeks that focuses on reviewing, evaluating and planning learning and resource sharing

Teachers collect relevant student assessment data consistent with school processes and use data to plan further teaching and learning

Teachers provide regular feedback to students which reflects achievement of syllabus outcomes and supports students to become self directed learners

Teachers provide both planned and incidental professional support for colleagues.

Regular and ongoing professional reading sessions focusing on evidence based classroom practice.

### Products

Class programs that clearly outline differentiated and cohesive coverage of all syllabuses

Revised LPS Planning and Programming policy that clearly outlines school expectations, flexibility within guidelines to accommodate individual teaching styles, mandatory units of work and required assessment strategies and tasks.

Records of school wide professional

## Strategic Direction 2: Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

### Improvement Measures

Thinking continuum

Evidence of Objective C and Objective D being addressed in grade and class plans

Pre and Post Benchmark Testing

### People

### Processes

### Practices and Products

learning and teachers individual professional learning plans are recorded electronically and collected and discussed and monitored regularly with staff.

Increased numbers of teachers who are equipped and confident to provide professional learning

Lesson observation (2015–2016) leading to Instructional Rounds in operation across the school by the end of 2017

# Strategic Direction 3: Students have the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

## Purpose

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing..

## Improvement Measures

Observation of student learning and social behaviour within the classroom and playground. (SENTRAL)

Pre and post survey data of staff teaching engagement with the personal and social capabilities via the delivery of a whole school Philosophy program

## People

### Students

Students will develop the following capabilities:- self management, self awareness, social management & social awareness

### Staff

Teachers will engage in professional learning on the personal and social capabilities which will become embedded in class programs and teacher practice.

Teachers will differentiate to meet a wide range of student needs.

### Leaders

Leaders of strategic direction projects will lead learning and change in classroom pedagogy.

## Processes

Teachers will be given opportunities to differentiate teaching and learning to meet the learning needs of students.

Students will develop skills to set goals, self assess and reflect on learning

Staff will engage in the implementation of Personal and Social Capabilities through training opportunities and the delivery of a whole school philosophical discussion program.

Staff will engage in process to review and plan learning for special educational needs including G&T, LS and behaviour.

Students will engage in process to support the understanding and management of their relationships.

## Evaluation Plan

Monitoring of the milestones for this strategic direction. Strategic direction leaders and executive evaluations. Yearly outcome monitoring

## Practices and Products

### Practices

SRC, student leadership, peer support, PDHE programs

School wide approach to goal setting and assessment.

### Products

Capabilities planned and programmed

Formative assessment to plan learning experiences

Consistent assessments based on rubrics, across all stages

Positive relationships between all stakeholders.




Teacher, student and peer feedback is regularly provided



# Strategic Direction 1: Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.






















2017

Project Leader/s: Ruth Sharp, Dee Stephenson, Amanda Hill

Off track  Implementation Delayed  On track 

## Process 1: 1. Quality Learning Programs Designed and Delivered


Teaching staff collaborate in developing quality units of work that will support the learning needs of all students




Milestone		Evaluation	Resources
  	MID TERM 1	Stage meeting to establish units of work and program for the term. Full day for stage planning. Students who are at risk of not achieving year level outcomes are identified and supported with PLPs.	
  	END TERM 1	PLPs are in place and students are receiving appropriate support. Students who are at risk of not achieving year level outcomes are identified and plans are reviewed.  ½ Planning day to establish Term 2 units of work and program for the term.  PL–Google Docs Training for all staff	
  	MID TERM 2		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	1/2 day planning to establish units of work and design assessment tasks	
  	MID TERM 3	Data collection & use to guide classroom programs. PL–Google Docs Review Staff survey re: Apps PL–Educational Apps	
  	END TERM 3	NAPLAN data analysed and findings presented to staff and parents. PLPs are reviewed and updated.	
  	MID TERM 4	Week 4 – ½ CTJ planning day. Focus on English and mathematics in preparation for reporting to parents.  PLPs are evaluated. Data handover prepared as per assessment and reporting policy PL–Apps Review .	

# Strategic Direction 1: Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.

2017

Project Leader/s: Ruth Sharp, Dee Stephenson, Amanda Hill

























Off track  Implementation Delayed  On track 

  	END TERM 4 <b>ANNUAL MILESTONE</b>			• (\$0.00)
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**Process 2: 2. Creative and Critical Thinking Skills Project**




Teaching staff engage in regular professional learning and professional dialogue to develop skills and knowledge in the teaching of creative and critical thinking skills.

Students develop creative and critical thinking skills to be applied across all learning areas

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2	Professional learning to up skill staff on Critical & Creative thinking continuum. Stages prepare task to deliver to students according to continuum and syllabus outcomes. Establish a PL pack for C&C Thinking.	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Professional learning for stages to CTJ Critical & Creative thinking task according to the continuum.	
  	MID TERM 3	Units of work are planned and components of the C & C continuum are embedded in tasks.	
  	END TERM 3	Stages/grades meet to share student work samples.	
  	MID TERM 4	Units of work are planned and components of the C & C continuum are embedded in units of work. C & C thinking is embedded in assessment tasks and reflected in student reports.	
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 3: 3. Effective Feedback Project**

Staff develop a set of guiding principles to support teachers to provide effective student feedback.






















Milestone		Evaluation	Resources
  	MID TERM 1		

# Strategic Direction 1: Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.

2017

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Off track  Implementation Delayed  On track 


  	END TERM 1			
  	MID TERM 2	Professional Learning around feedback strategies for new/interested staff. Develop a resource pack for feedback strategies		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Guidelines developed around feedback strategies for each Stage.		
  	MID TERM 3			
  	END TERM 3	Review the use of feedback strategies – whole staff.		
  	MID TERM 4	Data collection on feedback strategies.		
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

# Strategic Direction 2: Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

2017

Project Leader/s: Michelle Demirel and Dan Smith






Off track 

Implementation Delayed 

On track 

## Process 1: 1. Classroom Pedagogy Project




Staff develop expertise in supportive, collaborative planning and professional learning strategies including Lesson Study/ Classroom Observations modelling quality classroom practice, reflection on pedagogy and feedback.










Milestone	Evaluation	Resources
 MID TERM 1 Review Science scope and sequence – Sustainability Program – Science team comprising Year reps  Lesson Study: Nominated Classroom strategy  Update session for new staff on lesson expectations and feedback, history, geography etc.  Music mentors implement planned scope and sequence for Kindergarten & Year 1 classes		
 END TERM 1 PL online NAPLAN Writing Course Class programs to supervisors.		
 MID TERM 2 Classroom observations focussing on nominated classroom strategy. Conduct expo for Geography, History and Science for parents  Lesson Study: Nominated Classroom strategy		
 END TERM 2 <b>MID-YEAR REFLECTION</b> Class programs to supervisors. Reflection on nominated observation model		
 MID TERM 3 Music mentors implement planned scope and sequence for Kindergarten & Year 1 classes Music mentors implement planned scope and sequence for Kindergarten & Year 1 classes   PL–Google Docs Review		

## Strategic Direction 2: Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

2017

Project Leader/s: Michelle Demirel and Dan Smith

























Off track  Implementation Delayed  On track 

  	END TERM 3	Class programs to supervisors.  Classroom observations focussing on nominated classroom strategy.  PLPs are reviewed and updated.		
  	MID TERM 4	Reflection on nominated observation model		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Review of school PL and school plan 2018 ,Planning		

### Process 2:

#### 2. Teacher Performance and Development Framework




Using the National Standards to develop an individual learning plan for all staff

Milestone		Evaluation	Resources
  	MID TERM 1	Continue Evaluations of PL plans and develop a plan for 2017.	
  	END TERM 1	Continue Evaluations of PL plans and develop a plan for 2017.	
  	MID TERM 2	Finalise individual Professional Learning Plans in consultation with supervisors. Implement and monitor professional learning plans.	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Implement and monitor professional learning plans.	
  	MID TERM 3	Implement and monitor professional learning plans.	
  	END TERM 3	Implement and monitor professional learning plans.	
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Evaluate 2017 professional learning plans.	

# Strategic Direction 2: Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

2017

























Project Leader/s: Michelle Demirel and Dan Smith

Off track  Implementation Delayed  On track 

## Process 3:

### 3. LPS Theories of Action

Developing a set of guiding principles and best classroom practices utilised by all staff across the school

Milestone		Evaluation	Resources
  	MID TERM 1	Pre research and discussion around principles of best practice using the NSW 'What works best document' and aligning the seven principles to the 'Theories of action' documents and resources. New/beginning teacher induction and coaching protocols will be established.	
  	END TERM 1	New/beginning teacher induction and coaching protocols will be established. Phase 1: trial process of new/beginning teacher observations and feedback of a 'host' teacher, based on identified best practice principles.	
  	MID TERM 2	Identify a focus group of teachers Take initial data Professional development / meeting opportunity to explore the identified principles of best practice	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Phase 2: explore further best practice principles, continuing the process of new/beginning teacher observations and feedback of a 'host' teacher, making adjustments where necessary.	
  	MID TERM 3	Develop/utilise rubrics for staff self-assessment of the principles evident in practice and future area/s to develop identified.	
  	END TERM 3	Period of classroom trialing identified 'best practice' principles supported by critical friend feedback and regular group progress discussions.	
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Collect comparable measurable data to assess the impact of the initiative and review the processes:	

# Strategic Direction 3: Students have the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

























2017

Project Leader/s: Eila Jameson Avey, Jann Barry, Nikki Logan



















Off track  Implementation Delayed  On track 

**Process 1:** Teachers will be given opportunities to differentiate teaching and learning to meet the learning needs of students.

Students will develop skills to set goals, self assess and reflect on learning

Milestone		Evaluation	Resources
  	MID TERM 1	Teachers use 2016 hand over data to feedback to students and plan for differentiated learning.	
  	END TERM 1		
  	MID TERM 2	Differentiation is evident by class teachers through supervision of programs by supervisors.	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Plan for professional learning to up skill staff on Goal setting within Assessment for Learning framework for 2017	
  	MID TERM 3	Deliver PL on goal setting linked to Assessment for Learning.	
  	END TERM 3	Differentiation will be the focus of class program supervision. Supervisors will be looking for evidence of differentiation across all learning areas.	
  	MID TERM 4		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		

**Process 2:** Staff will engage in the implementation of Personal and Social Capabilities through training opportunities and the delivery of a whole school philosophical discussion program.

Milestone		Evaluation	Resources
  	MID TERM 1	All new staff to be trained in Philosophical Training	
  	END TERM 1		
  	MID TERM 2	Early Stage 1 and Stage 1 to be trained in Philosophical Inquiry and to be teaching, weekly sessions, from the school program within their classrooms.	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	All the Support Unit to be trained in Philosophical Inquiry and to be teaching, weekly sessions, from the school program within their classrooms.	
  	MID TERM 3		
  	END TERM 3		

# Strategic Direction 3: Students have the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

2017

























Project Leader/s: Eila Jameson Avey, Jann Barry, Nikki Logan

Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 3:** Staff will engage in process to review and plan learning for special educational needs including G&T, LS and behaviour.

Students will engage in process to support the understanding and management of their relationships.

Milestone		Evaluation	Resources
  	MID TERM 1  Teachers will be given information about students identified by LST-LD, G&T and behaviour to ensure differentiation and accommodations are in place.  Assess current Enrichment program and resources. Student identification.		
  	END TERM 1  PL on Peer Support for whole staff.		
  	MID TERM 2  Develop protocols around the follow-up, progress and review of students by the Learning Support Team of students requiring learning support. Implement Peer Support Program addressing areas specific to LPS (survey results). Train student leaders and implement playground peer mediation strategies. PL for staff on how to provide enrichment within the class. This will include learning tools. Identify enrichment students.		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>  Implement Buddy Seat program.		
  	MID TERM 3  Action protocols around the follow-up, progress and review of students by the Learning Support Team of students requiring learning support. Review peer support program via staff and student surveys.		
  	END TERM 3  Plan Peer Support program for 2017 specific to LPS based on survey results.		
  	MID TERM 4  Review and adjust??		
  	END TERM 4 <b>ANNUAL MILESTONE</b>		