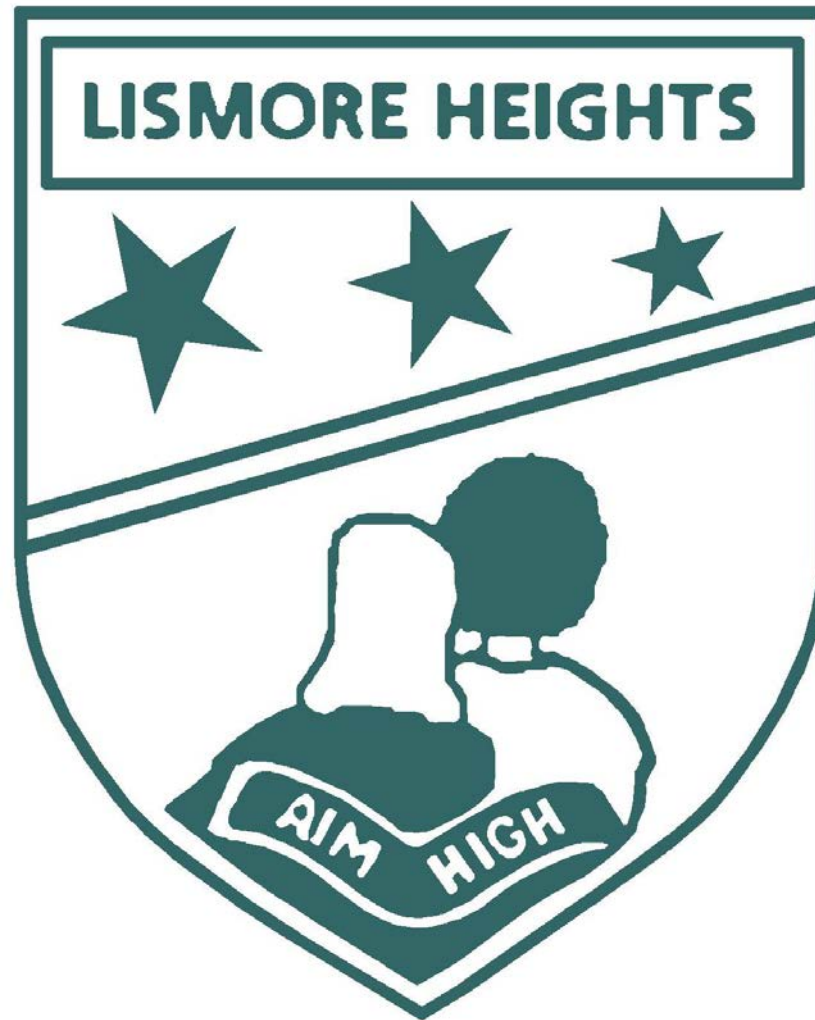


School plan 2018-2020

Lismore Heights Public School 4085



School background 2018–2020

School vision statement

At Lismore Heights Public School we work together, guiding each other to achieve our best in mind, body and culture through quality educational experiences and a supportive learning environment. Our school and its community will always “Aim High”.

School context

Lismore Heights Public School caters for approximately 230 students from Kindergarten to Year 6.

The school is located above the town of Lismore, overlooking the picturesque mountains to the north. Our school provides a safe, caring and nurturing environment in which students of all ages and abilities thrive.

Lismore Heights Public School is a proud member of ‘The Rivers P–12’ Community of Schools which serves Lismore and its surrounding area. Our schools work collaboratively to provide quality learning experiences for all students living in the Lismore region.

The Index of Community Socio–Educational Advantage (ICSEA) and Family Occupation and Education Index (FOEI) are measures that enable meaningful comparisons to be across schools. Lismore Heights Public School has slightly higher than average ICSEA, and lower than average FOEI, when compared with similar schools.

School planning process

The school consulted extensively with staff, students and parents in establishing the School Vision Statement through Staff Development Days, School Counsel meetings and P&C meetings. The Strategic Directions were established through extensive consultation with The Town Principal group to ensure alignment of Strategic Directions across all schools in the Community of Schools (CoS). The priorities within each Strategic Direction are, where relevant, aligned with those of other schools within the CoS . Beyond that, the priorities reflect specific goals at the school based on robust school–based and National assessment data, school identified goals and State priorities. These have been presented to the school community through P&C meetings and AECG meetings for wider consultation.

School strategic directions 2018–2020



Purpose:
Students will be engaged in rich learning experiences, developing knowledge and skills with a strong sense of wellbeing.

Purpose:
Ensure success for our students through the delivery of high quality teaching practices.

Purpose:
Lead teaching and learning through school and community collaboration and quality educational practices.

Strategic Direction 1: Excellence in Learning

Purpose

Students will be engaged in rich learning experiences, developing knowledge and skills with a strong sense of wellbeing.

Improvement Measures

1. Quality teaching, planning, delivery and assessment promote high expectations to meet the needs of all students.

2. Develop a whole school wellbeing process that supports all students so they can connect, succeed, think and learn.

People

Staff

1. Develop capacity to deliver quality teaching that meets the individual needs of all students.

Leaders

1. Provide ongoing professional learning experiences to build the capacity of all staff.

Staff

2. Ensure consistent delivery of wellbeing practices.

Leaders

2. Coordinate the review and evaluation of current practices.

Parents/Carers

2. Liaise with school staff in identifying and supporting the needs of individual students.

Processes

1. Build teacher and support staff capacity to support students' writing through professional learning.

2. Review and evaluate current wellbeing practices and implement any recommended changes.

Evaluation Plan

1. School Leadership Team will evaluate the impact of quality teaching practices through:

- Assessment data
- Lesson Observations
- Teacher Programs
- Monitoring of professional learning experiences

2. School Leadership Team will monitor the wellbeing of students and the implementation of wellbeing practices through:

- ebs ontrack+
- Wellbeing Team meetings
- Engagement with external providers (eg. FACS, Speech Pathologist)
- Collaboration with parents/carers
- Monitoring delivery of processes to ensure consistency (eg. IEP, BMP)

Practices and Products

Practices

1. Teachers will ensure of high expectations for all students and lessons will be differentiated according to the individual needs of students.

2. Consistent whole-school processes will support the academic, social, emotional, physical and spiritual wellbeing of all students.

Products

1. School-wide responsibility for ensuring all students are supported and challenged at an individual level based on robust assessment practices.

2. Systems and practices support students cognitive, emotional, social, physical and spiritual wellbeing .

Strategic Direction 2: Excellence in Teaching

Purpose

Ensure success for our students through the delivery of high quality teaching practices.

Improvement Measures

1. Student assessment data is effectively used school-wide to identify student achievements and progress in order to reflect our teaching effectiveness and inform future school directions.

2. There are explicit systems for collaboration and feedback to sustain Quality Teaching practices.

People

Staff

1. Build capacity to analyse and utilise data from various sources.

Leaders

1. Developing capacity of staff to effectively analyse and interpret data.

Staff

2. Develop capacity to evaluate and integrate new pedagogy.

Leaders

2. The school adopts a coordinated approach to support collaborative planning, teaching and evaluating practices.

Processes

Professional learning around assessment procedures and Consistent Teacher Judgement (CTJ).

Collaborative practices are scheduled and aligned with identified need.

Evaluation Plan

1. School Leadership Team will evaluate progress through:

- Review of Teaching Programs
- Consistency in CTJ
- Lesson Observations and feedback

2. School Leadership Team will evaluate progress through:

- Peer and Leader (eg. L3 Leader) observations and feedback sheets
- Lesson Observations and feedback

Practices and Products

Practices

1. All staff will develop a deep understanding of assessment practices and utilise these to inform teaching and learning practices.
2. Engage in collaborative approaches to improve teaching and learning practices.

Products

1. Teaching and learning programs will be based on robust data analysis and reflect the individual needs of all students.
2. Increased consistency in high quality teaching pedagogy within Stages.

Strategic Direction 3: Excellence in Leading

Purpose

Lead teaching and learning through school and community collaboration and quality educational practices.

Improvement Measures

Whole school practices support a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

People

Leaders

1. Establish a coordinated approach to improving in-school and feeder school transition processes.

Staff

2. Identify the need for support from external agencies, and support the implementation of programs.

Staff

3. Encourage and support further parental involvement.

Processes

Develop effective transition processes.

Identify and implement targeted support from external agencies.

Providing increased opportunities for parental engagement.

Evaluation Plan

1. School Leadership Team will evaluate the effectiveness of the transition process through:

- Discussion with feeder schools
- Staff evaluation
- Parent feedback

2. School Leadership Team will evaluate progress through:

- Identifying number of programs implemented at the school involving external agencies
- Impact of intervention programs (through Wellbeing Team meetings).

3. School Leadership Team will measure parental involvement at the school through:

- Sign-in register
- Register of involvement

Practices and Products

Practices

Shared school-wide responsibility for developing improved community engagement involving parents, external agencies and feeder schools.

Products

Improved transition programs with feeder schools, increased parent involvement in school-based activities, and increased targeted support from outside agencies.