**Lindsay Park Public School - 4042**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| ‘Every child happy, healthy, active and engaged in successful learning.’ |  | Lindsay Park Public School is an urban school in a quiet residential area of West Wollongong. The majority of the parents either work in Wollongong and its surrounds or commute to Sydney. In 2016 there are 15 classes with an enrolment of approximately 383 students. The school has had a period of sustained growth in its student population and during this time there has also been a period of staff turnover due to retirement. The mission statement ‘Learning for Living,’ is central to the philosophy of the school. Our aim is to promote educational opportunities and positive social interactions, which lay strong foundations, for the future.  The teaching staff is highly dedicated and ranges from experienced to early year teachers. The school provides quality learning experiences and a wide range of extra-curricular activities, which enhance student growth. The community has high expectations for the school and its students and actively supports all aspects of school life. |  | This plan details the strategic directions of the school and is the product of a collaborative process that involved all of the stakeholders at Lindsay Park Public School. Consultation processes that have been vital to the development of this school plan include:   1. The school leadership team was equipped through training and consultation to ensure their effective management of the process utilising the 5P planning approach. 2. The views and understandings of all teaching staff, representative students and parents were revealed, triangulated and analysed through the use of focus groups and surveys. School-based data across a range of academic and behavioural evidence was collated. This established an evidence base of qualitative and quantitative data that enabled effective identification of the strengths and needs of the school. 3. Using the above evidence base/situational analysis, staff were engaged in establishing a draft vision statement and strategic directions. 4. The leadership team, working with various members of the teaching staff utilised the 5P planning approach to produce a meaningful school plan. 5. Parents were invited to comment on and contribute to the plan. |
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| **Purpose:**  \* Dynamic learning systems require strong, effective teaching and learning. To promote this growth in expertise and skill the school staff will be involved in targeted professional learning. An outcome of this will be the teaching staff positively engaging with the NSW Syllabi of the Australian Curriculum and its implementation in their classrooms.  \* This strategic direction focuses our school’s attention on enhancing the students’ capacity to explore and make sense of their world through the development and extension of the students’ learning skills and attainments. |  | **Purpose:**  \* Our school students will be intrinsically motivated to aspire, to value oneself and others. To achieve this they will be supported by a school structure that encourages exploration and risk-taking. The school will model respectful relationships and the values of Public Education will underpin the operation of Lindsay Park Public School. |  | **Purpose:**  \* At Lindsay Park a fundamental requirement for a successful learning system is a positive, supportive culture based on the nine core values that provide a base to guide behaviour and decision making in public schools. This culture will ensure that our stakeholders have a voice in the life of the school. |

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| Strategic Direction 1: Grow and Change | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**   * Dynamic learning systems require strong, effective teaching and learning. To promote this growth in expertise and skill the school staff will be involved in targeted professional learning. An outcome of this will be the teaching staff positively engaging with the NSW Syllabi of the Australian Curriculum and its implementation in their classrooms. * This strategic direction focuses our school’s attention on enhancing the students’ capacity to explore and make sense of their world through the development and extension of the students’ learning skills and attainments. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students will be challenged to achieve by being explicitly taught the knowledge and skills of the NSW Syllabi in a dynamic learning environment that encourages them to be risk taking, motivated learners who value their time at Lindsay Park.  **Staff:** All members of the school’s education and administration teams will need to reflect on their current practices and beliefs and to challenge these and where appropriate develop new skill sets.    **Parents/Carers:** In developing a dynamic learning environment the parent body through their involvement in the decision making processes of the school will make a significant difference to the outcomes of this process.  **Leaders:** The school’s Executive Team will mentor staff during the implementation of the Quality Teaching Elements and the NSW Syllabus of the Australian Curriculum. |  | **How do we put systems and strategies in place to improve outcomes for our students?**   * Individual teacher and administrative staff all have personalised professional learning plans. * Specific plans for staff depending on what stage of their professional career they are in, e.g. early career teachers * Engagement with the Quality Teaching Framework and the development of stage-based Consistent Teacher Judgment processes. * Professional learning communities through either the Figtree Community of Schools or operating within the school will be enhanced. * Annual supervision processes for all levels of staff.   **Evaluation Plan**  Relevant school leadership teams will develop action plans that ensure the key milestones are being addressed and evaluated according to the agreed monitoring schedule. |  | **What do people do as a result of our work? What does our work achieve? How do we measure our achievements and progress?**  Product   * **Staff:** i) All teachers regularly utilising Quality Teaching Elements in daily lessons; ii) Effective implementation of NSW Syllabus of the Australian Curriculum in every classroom; iii) High engagement in professional learning by every staff member.   Product   * **Students: Greater than** 70% of students will be rated as achieving year appropriate clusters or better for Literacy and Numeracy.   Product   * **Students:** 100% of our students display an increasing level of problem solving skills using an array of strategies.   **Product:**   * Lindsay Park is a strong and vibrant learning community that supports a culture that enables learning to be central in all school directions and decisions.   **Product:**   * Through the implementation and effective operation of differentiated learning plans the teaching, support and administration staff have gained enhanced professional knowledge.   **Practice:**   * As successful learners our students are developing and using the skills, knowledge and behaviours as detailed in the general capabilities of the NSW Syllabi of the Australian Curriculum and the skill set of the Melbourne Declaration.   **Practice:**   * All teaching staff are engaging with the NSW Syllabi of the Australian Curriculum to produce current, innovative teaching and learning programs. |
| **Improvement Measures** |  |
| * **Staff:** i) All teachers regularly utilising Quality Teaching Elements in daily lessons; ii) Effective implementation of NSW Syllabus of the Australian Curriculum in every classroom; iii) High engagement in professional learning by every staff member. * **Students**: 70% of students will be rated as achieving year appropriate clusters or better for Literacy and Numeracy. * **Students:** 100% ofour students display an increasing level of problem solving skills using an array of strategies. |  |

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| Strategic Direction 2: Relationships | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**   * Our school students will be intrinsically motivated to aspire, to value oneself and others. To achieve this they will be supported by a school structure that encourages exploration and risk-taking. The school will model respectful relationships and the values of Public Education will underpin the operation of Lindsay Park Public School. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students and Staff:** Students and staff identify with practices and beliefs that align with the values of Public Education and reflect these in their daily interactions.  **Staff:** Positive staff wellbeing is promoted and grown through an understanding of the importance of professional growth, being valued and teamwork.  **Parents/Carers:** The school constantly works to strengthen its relationship with each school family and the wider community.  **Leaders:** The Leadership Team models relationships built on principles such as respect, open communication and teamwork.  **Evaluation Plan**  The impact and progress of each of the above projects and programs will be regularly monitored and reported. The chief means of doing so is through the milestones identified in the school plan. Responsibility for carrying out the evaluative processes will generally rest with the school leadership team and project and program coordinators. |  | **How do we put systems and strategies in place to improve outcomes for our students?**   * Programs for **Students** that address physical, social and mental wellbeing including: * Kidsmatter; White Ribbon program; Anti-bullying program * Implementation of the recommendations of the school-based evaluation of PDHPE program.   Programs and opportunities for **Teaching and SASS Staff** to participate in professional learning activities that strengthen:   * Knowledge and skills in promoting student and adult wellbeing * Identifying and practising in everyday school life the Values of Public Education.   Interactions with the school and workshop opportunities that strengthen the positive and respectful relationship between the school and **Parents/Carers**. This will be experienced in the school’s:   * Daily communication and interactions with families * P&C and Auxiliary meetings * Parents as Tutors programs * Events e.g. fetes and carnivals. |  | **What do people do as a result of our work? What does our work achieve? How do we measure our achievements and progress?**  **Product**   * Respectful relationships and responsive engagement of all staff and students has led to a heightened level of positive learning outcomes.   Product   * Increased success in school community events and support of school community programs. Parent and family attendance at assemblies, fete and sporting carnivals to increase by >8%. Similarly, attendance and support at P&C, Auxiliary and Parents as Tutors to increase by >8%.   **Product:**   * Lindsay Park students possess a positive view of themselves that is enhanced by their healthy relationships with others.   **Practice:**   * Staff and students model respectful relationships.   **Practice:**   * Students will be involved in a range of learning experiences that promote the values that the school upholds.   **Product:**   * The community is involved in a strength-building approach to student wellbeing that focuses on the social, emotional and motivational capacity of our students. |
| **Improvement Measures** |  |
| * Respectful relationships and responsive engagement of all staff and students has led to a heightened level of positive learning outcomes. * Increased success in school community events and support of school community programs. Parent and family attendance at assemblies, fete and sporting carnivals to increase by >8%. Similarly, attendance and support at P&C, Auxiliary and Parents as Tutors to increase by >8%. |  |
| Strategic Direction 3: Culture | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| * At Lindsay Park a fundamental requirement for a successful learning system is a positive, supportive culture based on the nine core values that provide a base to guide behaviour and decision making in public schools. This culture will ensure that our stakeholders have a voice in the life of the school. |  | **Students and Staff:** In creating an increasingly innovative, responsive and accountable learning institution the staff and students will draw upon their personal values and beliefs.  **Parents/Carers:** The school community will be involved in leadership, reflection and debate as they aim to enhance the learning organisation.  **Leaders:** School leadership teams model positive and respectful relationships with each other, all school staff, students and their families. |  | **Community:** Through affirmative action the school community embeds the core values (as published in *Values in NSW public school*s) into the daily life of Lindsay Park. The school recognises that it shares with families and the community the responsibility for teaching values.  **Evaluation Plan**  An examination of the milestones by the relevant school leadership teams will define the impact of these measures. A variety of strategies will be utilised to undertake this analysis. |  | **Product**   * A Values Education program is operating successfully in every classroom and across the school K-6. The conversations and actions of staff and students reflect the values embedded in this program.   **Product**   * Lindsay Park students actively contribute to the school through meaningful opportunities and responsibilities (e.g. SRC; student leadership teams).   **Product:**   * Values Education is embedded successfully in every classroom. The conversations and actions of staff and students reflect the nine core values that provide a base to guide behaviour and decision making in public schools.   **Product:**   * Students participate in decision-making processes giving them authentic opportunities to develop their personal values, beliefs, problem solving, critical thinking and leadership skills.   **Practice:**   * Through our Values Education program teachers ensure that students are developing enhanced skills in applying such core values as respect, fairness, cooperation and responsibility. |
| **Improvement Measures** |  |
| * A Values Education program is operating successfully in every classroom and across the school K-6. The conversations and actions of staff and students reflect the values embedded in this program. * Lindsay Park students actively contribute to the school through meaningful opportunities and responsibilities (e.g. SRC; student leadership teams). |  |