School plan 2015 – 2017

Lismore Heights Public School 4085
### School background 2015 - 2017

<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>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’.</td>
<td>Lismore Heights Public School is located above the town of Lismore, overlooking the picturesque mountains to the north. Our beautiful school provides a safe, caring and nurturing environment in which students of all ages and all abilities thrive. Our 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. We pride ourselves on our close working relationship with parents and carers. This relationship helps ensure that all of our students continue to ‘Aim High’ and reach their full potential.</td>
<td>In developing this School Plan, the Lismore Heights Public School executive team have worked extensively with colleagues across our Community of Schools, teaching and support staff at our school, the school’s parent consultative body (Parents &amp; Citizens Association), and the Aboriginal Education Consultative Group (AECG). The consultation process that has underpinned the development of this plan ensures that the Strategic Directions and improvement measures identified in the plan reflect our collective vision for the school. The consultation process included a series of collaborative Community of Schools meetings, led by the school Principals, to establish a shared Purpose for each of the Strategic Directions which reflected the educational aims and aspirations of the collective group of schools and aligned with the Purposes and Strategic Directions identified in The Rivers P-12 Plan. At these meetings we also developed the shared goals for the Community of Schools (identified under People, Processes, and Products &amp; Practices in the School Plan). Extensive consultation with Lismore Heights Public School’s Executive Team, teachers and support staff followed to develop goals (People, Processes, and Products &amp; Practices) specific to Lismore Heights Public School. Wider consultation followed involving the school’s P&amp;C and the AECG before the plan was ratified and published.</td>
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Overall purpose: To improve the education and learning outcomes for all students: Students are at the centre of what we do; Teachers are a key factor impacting on student learning.

**STRATEGIC DIRECTION 1**
UNITY: Creating a collaborative, innovative, learning community, connecting Lismore Heights Public School with its school community and other public schools across The Rivers P-12

**Purpose:**
To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.

**STRATEGIC DIRECTION 2**
QUALITY: Leading teaching and learning through quality educational teaching practices

**Purpose:**
To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

**STRATEGIC DIRECTION 3**
SUCCESS: Ensuring success for our students as learners, leaders and citizen

**Purpose:**
To develop successful learners and confident, well rounded, creative individuals with a strong sense of self.
**Strategic Direction 1:**
UNITY: Creating a collaborative, innovative, learning community, connecting Lismore heights Public School with its school community and other public schools across The Rivers P-12

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.</td>
<td>Principals will work together to identify, guide and establish professional learning opportunities across Lismore Community of Schools. Staff will collaborate across schools to share practice and participate in professional learning.</td>
<td>Liaise with primary Principals through attendance at CoS Principal meetings to: offer support and guidance to leaders across the CoS; identify opportunities to collaborate on professional learning in regards to leadership and teaching &amp; learning; identify common goals across the CoS and establish collaborative approaches to achieving these.</td>
<td>• Supportive collegiate network establish. • Strong school leadership. • CoS professional learning opportunities identified and implemented. • Existing expertise shared across CoS to the benefit of all schools.</td>
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**Improvement Measures**

- Supportive collegial networks established across the Community of Schools.
- Alignment of transition programs, practices and dates.
- School engages with AECG through regular participation at meetings.
- Alignment of transition programs, practices and dates across the Lismore schools.
- Partnership Agreement signed between the school and the AECG.

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<td>Identified staff (school based, non-school base, executive and SASS) will have the opportunity to build leadership skills across the network.</td>
<td>Identified staff participates in opportunities to develop leadership skills across The Rivers P12.</td>
<td>Continued commitment to and engagement with The Rivers P-12.</td>
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Principal will engage with Principal Executive Leadership Group (PELG). Community will engage with The Rivers Council. Staff will engage with working parties.

Parents provided with opportunities to engage with the school Aboriginal Education Advisory Committee (Lismore Heights Public School Aboriginal Team).

Continued commitment to and engagement with the local Lismore Aboriginal Education Consultative

- Engagement with the executive collegiate.
- Engagement with the Lismore SAM collegiate network

- Attendance at Principal Executive Leadership Group (PELG) meetings. Collaborate with the Executive Principal, The Rivers P-12.
- Engage with The Rivers Plan and implement as appropriate within individual school setting.
- Participation in The Rivers events (creative, academic, sporting, cultural and citizenship)

- School engages with AECG through regular participation at meetings.
- Signed Partnership Agreement between
and be provided with updated information about the AECG. Schools and school staff will work in partnership with the AECG.

Students will access quality support to facilitate a positive transition across all stages of learning.

Principal, Executive (Behaviour), ED Class Teacher, ED SLSO: will work collaboratively to develop effective systems and protocols to support individual ED students. Parents: will be advised on how to support their child at both the home schools and the ED school. Students: will be supported across school settings to maximise their potential for returning to mainstream education.

Principal, Executive (Behaviour), IM class teacher: Will work collaboratively to develop effective systems to promote greater interaction/engagement between IM students and mainstream students. Students: will experience Group (AECG).

Coordinate transition programs across our Lismore town primary and high schools. Promote Lismore Heights Public School across the local Preschools and Day Care Centres through News Bulletins, invitations to special events, stronger partnerships between Early Stage 1 executive and Preschools/Day Care Centres.

Develop systems and protocols for communicating with home-schools and families for students in ED Support Class, including scheduled review meetings and ED staff visiting home-schools.

Implement systems and protocols to develop integration programs for IM students into mainstream classes; and reverse integration programs for mainstream students into the IM class.

Ongoing consultation between the school and the AECG informs the school’s Strategic Direction, Strategic Plan and associated actions.

• Alignment of transition programs, practices and dates.
• Improved sharing of information between Lismore Heights Public School and Preschools / Day Care Centres.
• Staff: will gain an understanding of students and their specific needs.
• Encourages attendance at zoned schools.
• Reinforces unity between public schools.
• Promotes positive image of public schools.
• Improves community perception of public school systems and educational programs.

• Align practices across both schools.
• ED Support Class, home-school schools and family work together in the best interest of the students.
• Students participate in related home-school events (eg. sports carnivals).
• Successful transition back to mainstream education.

• Identify students with potential to integrate into mainstream classes, and students to reverse integrate into IM class.
• Discuss potential integration students with Wellbeing Team and negotiate
opportunities to work collaboratively across settings with a view to improving attainment and social interactions.

Aboriginal Community Support Officer (ACSO) will engage with community members. Community members provided with opportunities to contribute to decision making at the school relating to the education of Aboriginal students.

Principal, School Staff, Students, Parents, Community contribute to evaluation of Aboriginal education at Lismore Heights Public School. Evaluation completed by external providers from 'Dare to Lead'.

Lismore Heights Public School executive (Aboriginal Education) to liaise with community members.

Principal, executive, (PBL, assessment and Aboriginal) meet termly to review progress against School Plan targets.

ACSO promotes the ‘Yarning Space’ as a means of communicating with Aboriginal parents and community members.

Dare To Lead Snapshot (review date 2016): School actions an audit by a visiting team to identify school’s strengths and areas for school improvement.

Develop an Aboriginal Community Register: school develops a database/register of local Aboriginal and non-Aboriginal people which contains their contact details, lists the area of expertise, indicates if there is a cost and what that cost would be and whether or not the person requires assistance with transport etc.

During leadership meetings in Week 8 Principal and executive (plus any interested staff members) review progress and targets within the School Plan.

integration with other teachers.
• Continually monitor and review student progress.
• Aboriginal parents are informed about the school’s Strategic Direction, Strategic Plan and associated actions.
• Aboriginal parents have a voice which informs the school’s Strategic Direction, Strategic Plan and associated actions.

• Identified areas for improvement informs the school’s Strategic Direction, Strategic Plan and associated actions.

• Staff utilise the expertise of community members in the planning and delivery of Aboriginal educational programs.

• Monitor progress against the agreed targets.
• Ensuring timely delivery of targets.
• Ensure accountability.
• Amend the School Plan to ensure it reflects the school’s current priorities.
## Strategic Direction 2:
**QUALITY: Leading teaching and learning through quality educational teaching practices**

### Purpose
To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

### Improvement Measures

* **Performance & Development Framework implemented to foster a culture of intelligent accountability for all staff.**

  *School Leaders / observing teachers provide structured feedback, guidance and/or reflection on teaching practice.*

  * A greater percentage of students entering Year 1 will be working at or above the 4th cluster of the literacy continuum.

  * A greater percentage of students entering Year 2 will be working at or above the 6th cluster of the literacy continuum.

  * Lessons have explicit Learning Goals which are differentiated, providing appropriate levels of challenge.

  * Accurate monitoring of student attainment and progress.

### People

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Staff: will access and act on Stronger Smarter professional learning.</td>
<td>Provide professional learning for identified staff members to attend Stronger Smarter Leadership training. To disseminate information following training to other staff at the school.</td>
<td>* Increased cultural awareness and a culture of shared professional teaching practice is enhanced.</td>
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<td>Staff: will access professional learning to target specific goals as identified in Performance &amp; Development Framework meetings and School Plan.</td>
<td>Provide high quality, specific learning opportunities.</td>
<td>* High quality, culturally relevant teaching and learning experiences are planned for and delivered.</td>
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<td>Staff: teachers improve practice through engagement in lesson observation programs (including reciprocal lesson observations with colleagues) and discussing teaching strategies and ideas. This will allow teachers the opportunity to engage in professional dialogue and to observe good practice.</td>
<td>School leaders undertake lesson observation and provide timely, quality feedback. Release teachers from class to allow opportunities to observe quality teaching in other classrooms/schools.</td>
<td>A culture of intelligent accountability as measured through performance review process (Performance &amp; Development Framework).</td>
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<td>Staff: will undergo a rigorous self and peer reflection and assessment.</td>
<td>Individual staff professional learning needs identified through performance review process (Principal Assessment Review Schedule; Executive Assessment Review Schedule; Teacher Assessment review Schedule). Opportunities to develop identified professional learning needs explored (eg. step up; shadow; online PL).</td>
<td>* Staff skills developed in-line with their short/long-term professional goals.</td>
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### Processes

- Staff: teachers improve practice through engagement in lesson observation programs (including reciprocal lesson observations with colleagues) and discussing teaching strategies and ideas. This will allow teachers the opportunity to engage in professional dialogue and to observe good practice.

### Products and Practices

- School leaders undertake lesson observation and provide timely, quality feedback. Release teachers from class to allow opportunities to observe quality teaching in other classrooms/schools.

- Individual staff professional learning needs identified through performance review process (Principal Assessment Review Schedule; Executive Assessment Review Schedule; Teacher Assessment review Schedule). Opportunities to develop identified professional learning needs explored (eg. step up; shadow; online PL).

- * Increased cultural awareness and a culture of shared professional teaching practice is enhanced. |

- * High quality, culturally relevant teaching and learning experiences are planned for and delivered. |

- A culture of intelligent accountability as measured through performance review process (Performance & Development Framework).

- * Staff skills developed in-line with their short/long-term professional goals. |

- Improved skills contribute to the over-all skill-base at the school and impacts positively on the quality of leadership/teaching & learning at the school.
Students: will access high quality teaching and learning training that are highly engaging and responsive to individual needs. Early Stage 1 teachers will be trained in L3 strategies.

Students: will access high quality teaching and learning programs that are highly engaging and responsive to individual needs. Year 1 teachers will be trained in L3 Stage 1 (L3S1) strategies.

Staff: will engage in professional learning that is targeted to meet the needs of the students in literacy and numeracy. Staff: will continually monitor students’ achievement and growth in literacy and numeracy. Students: will be able to articulate where they sit on the continuum and where they are heading next. Parents: will be provided with information about student learning.

Staff: will engage in professional learning that is targeted to meet the implementation requirements of the new syllabus documents.

Curriculum Leaders: Identify and create a register of GATs students (Literacy, Numeracy, CAPA, sport).

Implement Language, Learning and Literacy (L3) to explicitly deliver improved literacy outcomes to Early Stage 1 and Stage 1 students.

Implement Language, Learning and Literacy (L3S1) to explicitly deliver improved literacy outcomes to Stage 1 students.

Teachers will regularly and accurately collect, record and act on PLAN data K-6, including through moderation. The Literacy and Numeracy Continuums will be used to ensure individual students learning needs are assessed; continually tracked and learning plans are developed to cater for individual needs.

Staff will engage in a variety of in-depth professional learning to address implementation of new syllabus documents including participating in online modules and working individually and collaboratively to develop new programs.

Identify opportunities to provide targeted support/challenge to identified students (including engagement in The Rivers P-12 programs).

A greater percentage of students entering Year 1 will be working at or above the 4th cluster of the literacy continuum.

A greater percentage of students entering Year 2 will be working at or above the 6th cluster of the literacy continuum.

• 100% of teachers programs will reflect the use of PLAN data to guide their programming.
• Consistent teacher judgement secured.
• Students are placed on the literacy and numeracy continuums and teacher’s programs reflect the ongoing use of this data when programming.

100% of teaching programs reflect new syllabus requirements and learning sequences - as per the implementation timeline.

• Higher levels of challenge provide to GATs students.
• Information shared across CoS (especially primary-high school)
• Increase in number of students participating in CoS GATs programs.
• Improved student outcomes.

[School name and school code]
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Planning template – V2.0
Staff explicitly shares Learning Goals to identify intended learning for the lesson with students. Students understand the aims of the lesson and can evaluate their own learning.

Principal, Executive (Assessment). Accurate tracking of students leads to identifying processes and strategies to support student learning.


Implement robust assessment system to monitor student progress K-6 based on Literacy and Numeracy Continuums, PLAN and NAPLAN data.

- Lessons have explicit Learning Goals which are differentiated, providing appropriate levels of challenge.
- Students are aware of Learning Goals for each lesson.
- Students involved in, and able to, assess their own learning and progress.
- Students strive to achieve higher Learning Goals.
- Improved student outcomes.
- Accurate monitoring of student attainment and progress.
- Data informs teaching and learning practices.
- Increased accountability at all levels for student attainment and progress.
### Strategic Direction 3:
**SUCCESS: Ensuring success for our students as learners, leaders and citizens**

**Purpose**

To develop successful learners and confident, well rounded, creative individuals with a strong sense of self.

**People**

Students: will access a safe and structured, nurturing environment.

Staff: Executive (Behaviour) will lead implementation of Positive Behaviour for Learning (PBL) with a dedicated PBL team (open to staff and parents).

**Processes**

Consistently implement Positive Behaviour for Learning (PBL) systems across school. Continue to review current practices and systems through regular PBL Team meetings. Effectively communicate PBL rules and expectations with staff, students and parents.

**Products and Practices**

- PBL systems well understood by all staff and implemented consistently across the school.
- Consistent ‘teacher talk’ evident across the school in all settings (eg. 5L’s, 5 Finger Friends).
- Weekly PBL lessons coordinated and delivered across all classes.
- Improved student behaviour.
- Reduction in number of suspensions.
- Improved student academic outcomes.
- Weekly PBL newsletter items provide parents with updated information enabling parents to better support the PBL program.
- Early identification of practices/systems/behaviours in need of review.

**Improvement Measures**

- PBL systems well understood by all staff and implemented consistently across the school.
- Individual Education Plans in place for all students with a disability diagnosis or receiving intervention support.
- Weekly PBL lessons coordinated and delivered across all classes resulting in improved student behaviour.

- Principal, Executive (Assessment; Behaviour): review data and will target identified behaviours through PBL program. Students: will access targeted support aimed at reducing the number of incidents of identified behaviours.

- Staff: will implement all mandated elements of LMBR to move towards a more efficient delivery of schooling.

- Principal / Staff: identify students with leadership potential. Students: experience increased sense of responsibility and capacity to lead by example.

- Monitor PBL data through RISC and school suspension data.

- All staff to undergo professional learning and implement LMBR.

- Provide opportunities for identified students to develop their leadership potential and confidence as school leaders by establishing/maintaining more efficient delivery of educational and administrative services.

- Students attend at Young Leaders Conference.
- Identify and nurture potential future leaders in our community.
- Ensure student voice through Student
<table>
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<tr>
<th>Students:</th>
<th>Staff: will work with the Learning and Support teacher, parents, councillor, other support staff to build a plan to support students.</th>
<th>Use of Every Student Every School resources to target intervention.</th>
<th>Council etc.</th>
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<tbody>
<tr>
<td>Leadership roles within the school (eg. School Captains, Vice Captains, House Captains etc.) and providing specific leadership training. Ensure equitable Aboriginal representation across the school.</td>
<td>• Develop students' organisation, consultation, negotiation and planning skills.</td>
<td>• Personalised learning for every student.</td>
<td>• Improved student outcomes.</td>
</tr>
</tbody>
</table>
| Personalised Learning Plans in place for every Aboriginal student. | • Personalised Learning Plans in place for every Aboriginal student. | • Individual Education Plans in place for all students with a disability diagnosis or receiving intervention support.