### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lansvale Public School encourages and facilitates a collaborative and inclusive community where we are challenged to be critical thinkers and creative, confident citizens.</td>
<td>Lansvale Public School is situated in south west Sydney and is currently implementing Learning Management and Business Reform (LMBR) as one of the 229 schools. Our school is a place where passion and enthusiasm for learning abound. We have high expectations of students, teachers and parents as equal partners in rigorous and authentic learning experiences. The school plans and priorities are driven by an effective learning community culture. The current enrolment is 700 students from P-6, including 93% from a non-speaking English background. The school has a committed, collaborative and enthusiastic staff, with a mixture of experienced and early career teachers. Our school implements programs that focus on quality literacy and numeracy with a strong emphasis on integrating technology. The school is currently implementing Bring Your Own Device program in 4 classes. We have outstanding early childhood programs including preschool, a range of high achievement learning initiatives catering for gifted and talented students, for students with learning difficulties and students with English as a second language. The school offers extensive multicultural programs including community languages and a wide range of creative extracurricular activities, catering for students' diverse needs, featuring inter-school sport, music groups, choir and dance. We have exemplary discipline and leadership programs. Our students are provided with many opportunities to take an active role in leading our school. Students are able to develop their initiative, communication and problem solving through programs such as: Peer Support, Playground Problem Busters, Safety Club and Student Representative Council. The school has an active Parents and Citizens Association and numerous significant programs with strong links to the community, through community liaison officers and a schools as communities coordinator.</td>
<td>In close consultation with students, staff and community, the school’s purpose was written and published at the end of 2013. This purpose was used as a basis for the school’s vision, along with a combination of surveys, focus groups, staff and parent meetings and online polls. This information was also used to form the Strategic Directions. We worked closely with the Principal School Leadership in teams and as a whole staff. We engaged in training as a Community of Schools. This collegial approach allowed us to discuss, share and develop a common language across our schools. The executive team, with the Principal School Leadership, established the improvement measures and the 5Ps – purpose, people, processes, products and practices. These were shared and consulted upon through our newsletter, parent meetings, staff meetings, the SRC and our Community of Schools. We revised and republished the plan several times, based on the feedback given during the consultation process to ensure there was equal ‘voice’.</td>
</tr>
</tbody>
</table>
**Purpose:**
To provide student learning experiences that result in development of students’ abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

**STRATEGIC DIRECTION 1**
**Student Learning**
Inspire, challenge and empower students.

**Purpose:**
To provide a professional culture where we strive for continuous improvement in leadership, teaching and learning.

**STRATEGIC DIRECTION 2**
**Staff and Leader Learning**
Excellence in leadership, teaching and learning.

**Purpose:**
To build strong relationships and an educational community by leading and inspiring a culture of authentic collaboration, substantive communication, empowered leadership and organisational practices.

**STRATEGIC DIRECTION 3**
**School and Community Learning**
Authentic and inclusive partnerships for learning.
Strategic Direction 1: Student Learning
Inspire, challenge and empower students.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
<tr>
<td>To provide student learning experiences that result in development of students’ abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.</td>
<td>Students: Through the teaching of explicit skills and strategies in literacy and numeracy, students will recognise their strengths, identify areas for improvement through ongoing reflection and set goals for future learning. Through the implementation of the Australian Curriculum, students will engage in innovative teaching and learning, directly linked to the general capability framework.</td>
<td>Students are explicitly taught reading and writing strategies that will enable them to access and produce a range of texts.</td>
<td>Improved outcomes in student achievement against syllabus outcomes and literacy and numeracy continuums.</td>
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<td></td>
<td>Staff: Through explicit and targeted professional learning, staff will be equipped with a myriad of skills to empower all students.</td>
<td>Students participate in daily numeracy sessions that strategically focus on communicating, problem solving, reasoning, understanding and fluency.</td>
<td>All students to make significant gains on the ICT capability learning continuum.</td>
</tr>
<tr>
<td></td>
<td>Parents/Carers: Through a variety of workshops, parents have the knowledge and confidence to support their child’s learning.</td>
<td>Students participate in innovative programs that explicitly teach the general capabilities.</td>
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<tr>
<td></td>
<td>Community Partners: Through the links with our Community of Schools, community partners will learn best practice to challenge and inspire students.</td>
<td>Evaluation Plan</td>
<td></td>
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<td>Leaders: Through leadership opportunities, all staff have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.</td>
<td>Monitor student achievement of outcomes in English and Mathematics</td>
<td></td>
</tr>
<tr>
<td>Improvement Measures</td>
<td>Products and Practices</td>
<td>Practice:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Improved outcomes in student achievement against syllabus outcomes and literacy and numeracy continuums.</td>
<td>Students can interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society.</td>
<td></td>
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<td>● All students to make significant gains on the ICT capability learning continuum.</td>
<td>Students develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly.</td>
<td></td>
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<td>● Students are empowered with the literacy and numeracy skills that enable them to access all aspects of the curriculum.</td>
<td>Students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively.</td>
<td></td>
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**Strategic Direction 2: Staff and Leader Learning**

**Excellence in leadership, teaching and learning.**

### Purpose

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

To provide a professional culture where we strive for continuous improvement in leadership, teaching and learning.

### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:** Through continuous improvements to teaching and learning students are challenged, extended and engagement is maximised.
- **Staff:** Through personalised professional learning staff demonstrate continuous improvement in leading, teaching and learning.
- **Parents/Carers:** Through a variety of workshops, parents have the knowledge and confidence to interact with their child’s teacher to support their learning.
- **Community Partners:** Through the strong relationships with the Community of Schools and outside agencies, professional practice is built upon and improved.
- **Leaders:** Through professional learning, leaders and aspiring leaders collaboratively create a culture of high expectations, resulting in sustained and measureable whole school improvement.

### Processes

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

- Staff has and are supported to gain a clear understanding of the accreditation process in line with the national teaching standards.
- Leaders and aspiring leaders participate in professional learning, mentoring and coaching to build capacity.
- Staff actively seek and are provided with individualised and targeted professional learning opportunities to build quality teaching practice.
- Strategically utilise school resources to enable leaders and/or school teams to collaboratively plan, implement and review school wide practices.

### Products and Practices

**What is achieved and how do we measure?**

- All teachers actively utilising the national standards for self-improvement.
- A whole school consistent approach to supervision, programming and planning.

**Product:**

- Staff demonstrate responsibility and commitment to maintain and developing their professional standards.
- 100% of teachers meeting standards with 10% of staff accredited at higher levels
- Improved student outcomes as a result of improved teaching practice and knowledge gained through professional learning.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Leaders implement performance and development framework.
- All staff place a high priority on professional learning as a means to maintaining a professional culture striving for excellence and continuous improvement.
- Staff work collaboratively to develop and deliver high quality teaching and learning programs that are consistent and focus on 21st century skills.

### Improvement Measures

- All teachers actively utilising the national standards for self-improvement.
- A whole school consistent approach to supervision, programming and planning.

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Strategic Direction 3: **School and Community Learning**
Authentic and inclusive partnerships for learning.

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<td>To build strong relationships and an educational community by leading and inspiring a culture of authentic collaboration, substantive communication, empowered leadership and organisational practices.</td>
<td>Students: Through whole school PBL programs engage students to develop and improve productive behaviours for success at school and beyond.</td>
<td>• Parents understand, access and value the variety of support structures available to them both at school and beyond.</td>
<td> Parents are actively engaged in student learning.</td>
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<td></td>
<td>Staff: Through professional learning build the capacity of staff to enrich community relations with parents from all cultural backgrounds.</td>
<td>• Student educational programs are supported by providing parents/carers with a broad range of learning opportunities.</td>
<td> Strong links with a variety of external educators.</td>
</tr>
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<td>Through external partnerships, staff access authentic learning opportunities.</td>
<td>• Staff participate in and develop positive relationships/partnerships with a variety of networks in the wider school community.</td>
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<td>Parents/Carers: Through a variety of learning opportunities, parents are confident in their ability to support their child’s learning at home.</td>
<td>Evaluation Plan</td>
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<td>Community Partners: Through improved family/school partnerships, parents are more actively engaged in school life.</td>
<td>Monitor understanding and access through:</td>
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<td>Leaders: Through innovative leadership programs, capacity of leaders and aspiring leaders is improved.</td>
<td>• Tell them From Me Surveys</td>
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**Improvement Measures**

- Parents are actively engaged in student learning.
- Strong links with a variety of external educators.

**Evaluation Plan**
Monitor understanding and access through:
- Tell them From Me Surveys
- Attendance at school events
- General surveys
- Learning Support team data
- Student welfare data

**What is achieved and how do we measure?**
- Parents are actively engaged in student learning.
- Strong links with a variety of external educators.
- Increased number of parents and carers attending school activities and developing an understanding of student learning and school practices.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Two-way communication, reciprocated and respectful communication between students, staff and parents.
- The school community connects meaningfully with external educators and networks beyond the context of our school.