LAGUNA STREET PUBLIC SCHOOL – STRATEGIC PLAN 2015 – 2017

Pursuing Excellence in a Hidden Sanctuary

School Background

**SCHOOL VISION STATEMENT**
At Laguna St PS we provide an education that:
- builds a culture of educational aspiration where students take responsibility for their learning;
- supports student well-being through a planned approach;
- meets student learning needs through curriculum planning, quality teaching and school wide assessment that monitors and reports student progress;
- commits teachers to implementing the most effective teaching methods;
- sustains quality teaching through feedback and collaboration;
- aligns professional learning with the school plan;
- requires teachers to maintain professional standards;
- strategically uses resources to improve student learning; and
- continually improves.

Our school’s purpose is, “To promote the welfare, education and advancement of all students at Laguna St PS through parent, staff and community involvement.”

**SCHOOL CONTEXT**
“Pursuing Excellence in a Hidden Sanctuary” is an apt description of Laguna St Public School which borders quiet parklands that overlook Port Hacking. In addition to emphasising literacy and numeracy, the school provides a range of extra activities to extend and enrich student learning. We particularly welcome and appreciate the level of parental interest and involvement in our school each year.

In 2015, the school has an enrolment of 433 students with 19% coming from a non-English speaking background. There is a mix of staff at Laguna St, ranging from experienced to beginning teachers. Three new Assistant Principals started in 2015 indicating that the school is undergoing a period of transition in leadership.

**SCHOOL PLANNING PROCESS**
Staff examined student learning and social needs as identified in NAPLAN, PLAN, school based data and their own professional assessments. Staff discussed the issues raised in Melbourne Declaration and were surveyed on the questions that were presented to parents. Staff have been divided into teams to plan the implementation of the Strategic Plan, under the guidance of an Assistant Principal.

The school executive team spent time collating the input from staff, parents and students to refine and finalise the Strategic Plan.

Parents were surveyed on:
- “A successful primary education will equip LSPS students to…”
- What do you think “Success for Every Student” would look like at LSPS?
- What do you think “High Quality Teaching & Leadership” would look like at LSPS?
- What do you think “A Capable and Responsive Organisation” would look like at LSPS?
- What do you think is unique about Laguna St PS?
- Does the existing Statement of Purpose adequately describe our vision?

Two community meetings further refined their responses and contributions.

The Student Representative Council has made contributions to the planning process. Years 4 to 6 will be surveyed during the year to refine their contributions.
**School strategic directions 2015 – 2017**

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<th>STRATEGIC DIRECTION 1</th>
<th>STRATEGIC DIRECTION 2</th>
<th>STRATEGIC DIRECTION 3</th>
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<tr>
<td><strong>Success for all Students</strong></td>
<td><strong>High Quality Teaching &amp; Leadership</strong></td>
<td><strong>A Capable and Responsive Organisation</strong></td>
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<tr>
<td>All students can achieve success: our job is to ensure every student has the opportunity to do so. For all students, teachers will identify areas requiring attention, put measures in place to address them and closely monitor progress so students achieve the standards we expect. Teachers will build on the strengths of students and extend their achievements.</td>
<td>High-quality teaching and leadership are key drivers in providing success for all students. Through a greater focus on high-quality teaching and leadership, the skill sets of staff will be better aligned to the needs of students. Change must result in improved classroom practices and student learning.</td>
<td>Using resources wisely and making open and transparent decisions to build community confidence in Laguna St PS. The school will be responsive so that the community will have confidence in the high expectations Laguna St PS has of its students. Change must result in improved classroom practices and student learning.</td>
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**STRATEGIC DIRECTION 1: Success for Every Student**

**Purpose:** All students can achieve success: our job is to ensure every student has the opportunity to do so.

<table>
<thead>
<tr>
<th>HOW - People</th>
<th>HOW - Processes</th>
<th>WHAT - Product &amp; Practices</th>
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</table>
| Students will use explicit literacy skills that target comprehension, spelling and grammar. Students will demonstrate Numeracy facts that support mathematical processes. Teachers & Staff will differentiate learning programs that target identified syllabus aspects. Teachers & Staff will develop T&L programs to improve Numeracy results. Teachers & Staff will develop their capabilities to set transparent assessment criteria and use consistent teacher judgement. Parents & Community will collaboratively support through a learning partnerships with the school. Parents develop their understandings of what their children are learning. | **Literacy Improvement Project** **Numeracy Improvement Project** | **Products:**
- 85% of students progress along the Literacy / Numeracy PLAN continuum at expected levels or higher.
- That 80% of Year 3 and Year 5 students will place in the top three NAPLAN Literacy / Numeracy bands.
- 60% of Year 5 students will achieve expected or above expected growth in NAPLAN Literacy / Numeracy.
- T&L programs align with English syllabus.
- Increased levels of higher levels of Literacy pedagogy in classroom practice.
- T&L programs align with Maths syllabus and feature automaticity.
- Assessment Data informs programming.
- Authentic open ended assessment tasks are used to demonstrate student success.  |
|  |  | **Practices:**
- Practice: Teachers deliver explicit programs on Super Six comprehension program, Sentence a Day program and whole school spelling;
- Teachers use differentiated programs, | 85% of students progress along the Literacy / Numeracy PLAN continuum at expected levels or higher.
- That 80% of Year 3 and Year 5 students will place in the top three NAPLAN Literacy / Numeracy bands.
- 60% of Year 5 students will achieve expected or above expected growth in NAPLAN Literacy / Numeracy.
- Evaluation: Monitoring of milestones through team meetings. |
Students are successful in appropriate opportunity, stimulation and experiences to develop their potential.

Students are successful in appropriate opportunity, stimulation and experiences to develop their potential. Teachers & Staff will develop their capabilities to successfully deliver Gifted & Talented programs in classes and across the school.

Parents & Community Collaborative partnerships will be developed around community support for G&T programs.

**Gifted & Talented Extension Project**

**Products:**
- A school policy developed that informs T&L programs.
- Higher order thinking skills are incorporated in T&L programs.
- Artefacts of learning demonstrate student success in enrichment programs.
- There is an increase in the number of students who participate in G&T opportunities as shown in the G&T participation register.
- Parent survey of participating students indicates support for G&T program.
- All T&L programs feature opportunities for identified G&T students.

**Practices:**
- Teachers using G&T strategies including extension and acceleration to extend identified students.
- Students are identified and catered for in various programs and settings.
- Students are able to respond using higher order thinking.
- Higher order thinking skills are incorporated in T&L programs.
- Artefacts of learning demonstrate student success in enrichment programs.

**STRATEGIC DIRECTION 2: High Quality Teaching & Leadership**

**Purpose:** High-quality teaching and leadership are key drivers in providing success for all students.
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<tr>
<th><strong>Students will develop 21st Century capabilities in ICT</strong></th>
<th><strong>21st Century Pedagogy &amp; Technology Project</strong></th>
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<td>Teachers &amp; Staff will develop the skills to use and teach ICT. Teachers incorporate 21C learning skills into class practice.</td>
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<td>• All class programs feature ICT as a tool for learning.</td>
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<td>Parents &amp; Community P&amp;C willingness to financially support the acquisition program. Collaborative partnerships strengthened between home and school.</td>
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<td>• Staff journals document success and areas for improvement in implementation of ICT tools.</td>
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<td>• 21C learning skills demonstrated in the artefacts of learning.</td>
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<td>• Expanded use of technology for teaching, learning and administration systems.</td>
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<td>• All class programs feature ICT as a tool for learning.</td>
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<td>• Artefacts of learning demonstrate students’ success in new curriculum areas.</td>
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<td>• Staff journals document success and areas for improvement in implementation of ICT tools.</td>
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<td>• PLAN data demonstrates student success at the expected cluster levels.</td>
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| Students improve in their learning as quality teaching practices improve. Teachers & Staff will develop the skills to link school priorities and their professional needs. Leaders create of culture of high expectations and professional growth through positive interactions in a climate of success. Parents & Community become more aware and supportive of quality teaching practices. | **Performance & Development Culture Project** | **Products:**
- All staff meet their professional goals.
- All staff have opportunities for professional feedback.
- Student data from a range of sources provides evidence of success as quality teaching practices improve.
- Increased proportion of teaching staff assessed as meeting higher professional standards.

**Practices:**
- Teachers experience success in meeting their personal goals through an understanding of the standards and opportunities for observations and professional feedback.
- The school has processes in place for teachers’ performance and development and target professional learning in a culture professional success.
- Teachers are actively engaged in planning their own professional development to improve their performance. | **Extent of professional development undertaken by principal and teaching staff.**
- All staff meet their professional goals.
- All staff have opportunities for professional feedback.
- Student data from a range of sources provides evidence of success as quality teaching practices improve.
- Increased proportion of teaching staff assessed as meeting higher professional standards. |
## STRATEGIC DIRECTION 3: A Capable and Responsive Organisation

**Purpose:** Using resources wisely and making open and transparent decisions will build community confidence in Laguna St PS.

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| Teachers & Staff develop collaborative partnerships and decision making skills that will drive innovation and reform. | Community Engagement Project | **Products:**  
- Finance and staffing resources are used wisely.  
- The school reflects the needs, interests and aspirations of our students and communities.  
- A distinctive approach evolves to meet local community expectations and needs.  
**Practices:**  
- Community involvement in decision making builds confidence in school plans.  
- An effective School Council represents the community’s viewpoint.  
- Community members contribute to school planning and evaluation processes.  
- Innovation and reform are led by staff and the community. |  
- A family & community engagement tool is used to guide and assess the success community consultation processes.  
- Parent leadership capacity is developed.  
- Community surveys reveal increased community support for the school’s Strategic Plan. |