School plan 2015 - 2017

Student Achievement

Leadership and Management

Inclusive learning
## School background 2015

<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our school's vision is to enable each child to reach his or her potential. It aims to provide individual enrichment for students and comprehensive educational experiences which enhance the intellectual, physical, social and emotional development of all students. Our school motto is “Preparing Children for Life” and all stakeholders are very supportive of our learning environment.</strong></td>
<td><strong>Lue Public School is a P5 school set in a quiet rural area, situated between the towns of Mudgee and Rylstone. As one of the Macquarie Schools Network, it is also an active member of the Cudgegong Learning Community (CLC) and the Mudgee Small schools Network (MSSN). A number of the students live locally and several students also travel from the Kandos/Rylstone area by bus. There are currently 22 children enrolled at school (2015).</strong></td>
<td><strong>The school planning process has involved consultation, discussion and review of all aspects of the School Plan with staff, parents and community members.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lue Public School provides a sound foundation for continued learning and recognises the importance of involving the community in the school’s events and programs. Our school enjoys a balanced curriculum, integrating academic work, cultural activities, sport and environment awareness.</strong></td>
<td><strong>Strategic directions have been outlined, discussed and reviewed along with initiatives, reforms and enhancements that have taken place within the last eighteen months at the school. The strategic directions that were developed were seen as core to enhancing the academic and experiential outcomes for all of the school’s students.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lue School has one full time teaching Principal and second teacher, School Administration Manager (3 days per week), Student Learning Support Officer (3 days) and a Student Chaplain employed under the Chaplaincy program (2 days each week). The Parents and Citizens organisation are small but active. The Learning and Support Teacher also visits each week to work with identified students.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Children aged 4, participate in our “Little Lues” Transition Program. Each year in terms 3 and 4, Pre-Kinder children attend for one day per week to ensure a smooth transition into kindergarten.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A significant issue facing the school and community is the possible impact of local mine development.</strong></td>
<td></td>
</tr>
</tbody>
</table>
School strategic directions 2015

**To improve the educational outcomes of students.**
To ensure all students become competent and creative learners; achieved through the development of whole school programs, high order teacher capacity and engaged students with meaningful, learning opportunities.

**Effective and sustained leadership and management practices.**
To develop leadership and management skills at all levels of school life to improve teaching practice, inspire a culture of communication, collaboration and empowered leadership.
To ensure learning for students is based on current, high level professional practices to prepare students for the 21st Century.

**Promote an inclusive learning culture.**
To strengthen community involvement in our school to build sustained, positive relationships with all key stakeholders.
Working together, schools, parents and families can increase their capacity to influence student outcomes.
Strategic direction 1: All students achieve individual targeted outcomes across all Key Learning Areas.

**PURPOSE**

To improve the educational outcomes of students.

To support all students to become competent and creative learners; achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful, learning opportunities.

**PEOPLE**

Students will be engaged with individualised teaching and learning programs, with clear understanding of success criteria.

Staff understanding of Planning Literacy and Numeracy (PLAN) data will be enhanced and incorporated to implement and evaluate open ended, targeted learning programs across all Key Learning Areas (KLA’s).

Parents/Community will be included in Professional Learning on data analysis used to formulate personal student goals.

Collegial Network will provide a supportive approach to enhance professional knowledge to support implementation and evaluation of pedagogical practice.

Leadership will research best practice, leading improvement, innovation and change and model the requirements of this to all staff.

**PROCESSES**

Whole school approach using Planning Literacy and Numeracy (PLAN)

Staff capacity and understanding of the use of PLAN software enhanced through ongoing professional learning.

Staff understanding of effective individual literacy and numeracy goals developed through mentored support and professional learning.

Student understanding of using a self evaluation tool to monitor individual learning goals.

Differentiation

Professional learning for staff to further develop capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the Quality Teaching elements. This will be enhanced through school networks.

National Curriculum Implementation

Lead and/or source staff training in the National Curriculum NSW syllabus documents in order to effectively implement new curriculum as per BOSTES and DEC guidelines.

Evaluation Plan

Regularly monitor school based student assessment results using the Continuums of learning to analyse student performance in Literacy and Numeracy. Modify individual learning plans to meet specific academic needs as required.

**PRODUCT AND PRACTICES**

Product: All students achieve literacy and numeracy goals as measured using PLAN software.

Practice: Regular and ongoing monitoring and tracking of student data through PLAN, school based assessment and NAPLAN.

Product: Personalised learning plans developed for all students in consultation with parents, staff, and students to meet identified student needs.

Practice: Parents participate in literacy and numeracy goal identification and tracking.

Product: A coordinated plan of professional learning for the introduction of the National Curriculum through NSW syllabus documents developed and implemented.

Practice: Requirements for implementation of National Curriculum embedded in program supervision and observed in classroom practice.
### Strategic direction 2: Effective and sustained leadership and management practices.

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCT AND PRACTICES</th>
</tr>
</thead>
</table>
| To develop leadership and management skills at all levels of school life to inspire a culture of communication, collaboration and empowered leadership. To ensure learning for students is based on current and consistent high level professional practices to prepare students for the 21st Century. | **Students:** Will develop the capacity to actively participate in whole school priorities and projects.  
**Staff:** Will engage students in pro-active initiatives to improve emotional resilience, social intelligence and leadership skills.  
**Staff:** Will develop their expertise and capabilities using the Professional Standards for Teachers/Leaders as reflected in their professional learning goals.  
**Parents:** Will be provided with learning opportunities on developing whole school priorities and projects and will be given opportunities to participate in the development of these. | **Student Engagement and Leadership.**  
**Professional Learning**  
Staff will reflect on their own capabilities to identify their level of knowledge and skills, including the use of relevant interactive technologies, to develop appropriate professional learning plans.  
**Evaluation Plan:**  
Review teaching programs and classroom practice in line with individual, school and state priorities.  
Monitor the effective use of ICT in learning activities and through individual student learning processes. | **Product:** Student Leadership group developed with a focus on organisational skills, confidence in hosting community learning and engagement events and developing peer mediation skills.  
**Practice:** Student leadership group lead all public events within the school.  
**Product:** Staff professional learning goals align with individual, school and state priorities.  
**Practice:** Staff participate in semester based reviews of personal learning goal achievement with a focus on individual, school and state requirements. |

### IMPROVEMENT MEASURE/S

- Staff professional learning goals align with individual, school and state priorities.
- Student Leadership group developed with a focus on organisational skills, confidence in hosting community learning and engagement events and developing peer mediation skills.
Strategic direction 3: Promote an inclusive learning culture.

PURPOSE

To promote community involvement in our school to build sustained, positive relationships with all key stakeholders.

By working together, schools, parents and families can increase their combined capacity to positively influence student outcomes.

PEOPLE

Students: Will undertake reviews and reflection surveys which are validated, analysed and responded to.

Staff: Will develop capacity to build strong community relations with parents from all cultural and social backgrounds.

Parents/Community: Enhance the engagement and work of the Parents and Citizens group to support classroom learning and community-based events for the educational benefit of all students.

Parents/Community: Will undertake reviews and reflection surveys which are validated, analysed and responded to.

Leadership: Maintain learning alliances within and beyond Lue Public School to support innovative communities of practice with other small schools.

IMPROVEMENT MEASURE/S

A supportive school community evidenced by maintaining high rates of parents attending P&C meetings, educational planning meetings and community events/fundraisers.

Engaging student extra-curricular activities complement and enhance educational programs within Lue Public School.

An effective framework is used to guide Professional Learning across the Mudgee Small Schools Network and broader educational network.

PROCESSES

Build Parent/student Input into School and Community Planning Processes:

Increased parent/student collaboration and participation in School-Family partnerships including community-based events and learning activities.

Consultative Decision Making:

Establish a formal and inclusive process for all key stakeholders. Allow for parent and community input into the planning and decision making at Lue Public School.

Network collaboration:

Maintain and enhance formal and informal educational networks. Enhance professional learning, educational experiences and the development of the Lue Public School learning environment.

Evaluation Plan:

Review progress towards school outcomes through formal staff meetings, and P&C school planning meetings. Monitor levels of communication through formal surveys, web data, personal contact and effective record keeping.

Track effectiveness of educational network support to enhance PL for staff and educational outcomes for students.

PRODUCT AND PRACTICES

A supportive school community evidenced by maintaining high rates of parents attending P&C meetings, educational planning meetings and community events/fundraisers.

Practice: The school P&C and parental community take an active role in guiding the learning processes taking place within the school.

Product: Engaging student extra-curricular activities complement and enhance educational programs within Lue Public School.

Practice: Regular P&C events held to discuss, review and develop learning processes taking place within the school.

Practice: Two-way, reciprocated and respectful communication between students, staff and parents.

Product: An effective framework is used to guide Professional Learning across the Mudgee Small Schools Network and broader educational network.

Practice: Participation in regular meetings and professional learning opportunities within the Mudgee Small Schools Network and broader educational network.