School plan 2015 – 2017

La Perouse Public School (2373)

Learning

Relationships

Community

www.laperouse-p.schools@det.nsw.edu.au
In everything we do we believe in challenging the status quo. We believe in thinking creatively. The way we challenge the status quo at La Perouse Public School is by focusing strongly on supporting the literacy, numeracy and wellbeing needs of all students and offering a wide range of innovative academic, cultural, creative and sporting opportunities. We are constantly improving. Through the Positive Behaviour for Learning (PBL) program we create a respectful, inclusive and positive culture that promotes the ideals of Public Education by preparing young people to participate as informed and responsible citizens within our egalitarian, democratic society.

At La Perouse Public School we aim to:
- Provide systematic, explicit, quality teaching to every student so they can develop to their full potential within a setting where learning is differentiated and is both inclusive and supportive.
- Develop in each student the necessary skills that will assist them to successfully participate in life such as: maintaining appropriate relationships with others; developing respect for themselves and others, regardless of difference and; developing self-confidence and resilience.
- Deliver challenging, engaging and effective learning experiences based on cutting edge pedagogy that has a solid research basis, is powerful, is able to be measured, and leads to improved student outcomes.
- Further develop our sister school relationship with Maroubra Junction Public School so that students are afforded the same depth and breadth of curriculum opportunity as found in a larger educational setting.

The first La Perouse Public School was opened in 1868. The school is well established with an experienced staff and well informed community. La Perouse Public School has a long and proud history and a close connection with the community in La Perouse. Some unique features of the school population are the significant Aboriginal population and an increasing number of students from non-English speaking backgrounds. Our small population allows us to individualise learning for all students and foster a small community school atmosphere which encourages strong parent/community partnerships. The school provides quality teaching and learning in a caring and welcoming environment supported by staff members who are enthusiastic and value a team approach to their work. Priorities include achieving enhanced student outcomes through a focus on literacy, numeracy and student welfare. Strong links with the community assist with the implementation of curriculum across all Key Learning Areas and have enabled the development of a successful Creative Arts program utilising the skills and knowledge of parents, family and local community artists. The dedicated staff deliver a personalised curriculum that meets the specific needs of all students through the development of personalised learning plans for all. High expectations drive improvement in student outcomes. The school actively promotes the development of self-motivated learners who behave with consideration and mutual respect for all.

In 2014, the school undertook a comprehensive evaluation process which started with the group development of an agreed Statement of Purpose. This agreement is aspirational in nature and purpose, and details the community held vision for the school moving into the future. Staff, parents and community members all contributed to the development of this statement which was later ratified by the P&C, parents, the AECG and the Aboriginal Alliance after a 2 month consultation period.

Further data collection was undertaken across the school to review current practices and collect evidence.

Staff feedback was gathered through the National School Improvement Tool (2013 and 2014), School Excellence Framework Survey (2015), informal and formal staff meetings, staff conferences (2013 and 2014), and one-on-one coaching opportunities. Student academic results, attendance and welfare data was examined thoroughly at a whole school and individual class level.

Every student in the school was interviewed and posed a series of futures focused questions in one-on-one conferences. Strengths, weaknesses, ideas for improvement and individual student vision for the school set the theme for questions.

Parent input was gathered informally through anecdotal conversation and feedback, formal surveys, one-on-one parent interviews, an extraordinary meeting chaired by the AECG, Parents and Citizens office bearers and school executive
- Encourage the social development of students by implementing and following a consistent set of behavioural guidelines across the school. We expect all students to be respectful, responsible learners who are confident, able to assess risk and make informed choices.

- Maintain a high level of dedication toward our profession and an outstanding level of professionalism and collegiality at all times. We are principled, honest and sincere in all dealings, and our collegial relationships are supportive, encouraging and understanding. We belong to learning networks that support our professional growth and development and lead to improved student learning outcomes.

- Adhere to school programs and policies strategically and purposefully so that school-wide consistency is maintained – particularly in the areas of: data collection, curriculum planning and delivery, monitoring and critical reflection, high expectations, explicit feedback and professional learning.

- Build and nurture productive and positive relationships with parents, Elders and other invested members of the school community so that there is pride and a sense of shared ownership over the school. We are proactive, responsive to community feedback. We take immense pride in our achievements and celebrate our successes.

- Enrich and develop further partnerships with the community outside of the P&C (e.g. our university partners, local pre-schools, Little Bay Community of Schools, other established professional networks) to promote shared community ownership and support the schools efforts in raising its local profile.

- Establish positive, supportive structures that engender a problem solving mindset and a passion for learning across the community. All people are accountable and responsible for improvement in student learning outcomes.

Environment where students, staff and parents work collaboratively, and with high expectations, to achieve the shared goals of the community. Unsurpassed staff commitment and enthusiasm ensure the school offers high quality, academically rigorous, personalised learning programs targeting the interests and abilities of students. Our community is diverse, culturally rich, and welcoming to all students and families.

In March 2015, the draft School Management Plan and 2015 Milestones document was discussed with the La Perouse Public School P&C Association and the Eastern Suburbs AECG President and Vice President. It was then forwarded to the Aboriginal Alliance for further feedback and ratification prior to final publication.

In all data collection, the strengths, opportunities and areas for development across the school were considered and reflected upon. The outcome of this was the development of three key strategic directions which will form the basis for a shared commitment to future development across the school and its community.

These are:
1. Learning
2. Relationships
3. Community

The La Perouse Public School Plan 2015-2017 sets clear improvement measures and is considered of all stakeholders. It forms the basis of the schools improvement and development efforts for the next three years, together with other schools, and in partnership with parents and the community.

Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan.
LA PEROUSE PUBLIC SCHOOL - 3 STRATEGIC DIRECTIONS

**STRATEGIC DIRECTION 1**
LEARNING

**Purpose:**
To develop outstanding teaching practice that drives powerful improvement in student learning outcomes. Data drives all decision making and educational delivery holds the highest expectations of achievement, is personalised and futures focused. Learning within and across the community is student led, targeted, evidence based, reflective and monitored on an ongoing basis.

**STRATEGIC DIRECTION 2**
RELATIONSHIPS

**Purpose:**
To create a school community that works in a positive and sustainable way to develop and embed a core system of values. The wellbeing of students and staff is valued and all members of the community focus on problem solving and success and adopt a win-win ethos. Students, staff and parents take responsibility for developing healthy, positive and meaningful relationships within and beyond the school.

**STRATEGIC DIRECTION 3**
COMMUNITY

**Purpose:**
To raise the profile of the school by networking with key stakeholders, celebrating cultural and linguistic diversity within the community, advertising success and providing services, environments and opportunities that add to the relevance the community places in the school.
## Strategic Direction 1: LEARNING

### Purpose
Develop outstanding teaching practice that drives powerful improvement in student learning outcomes. Data drives all decision making and educational delivery holds the highest expectations of achievement, is personalised and futures focused. Learning within and across the community is student centred, targeted, evidence based, reflective and monitored on an ongoing basis.

### People

| Students: | Students take control of learning by target setting in conjunction with parents and teachers, reflecting on assessment and other explicit review and feedback processes. They use this information to improve their learning. The school community listens to the collective student voice and uses this data to increase engagement. |
| Staff: | Teachers take responsibility for changes in teaching practice required to achieve improved school performance. Data and explicit feedback is regularly used to monitor the effectiveness of lesson delivery. Teachers review learning with all students, ensuring that they have a clear understanding of how to improve their learning. |
| Parents: | Parents understand that participation in a collaborative learning community improves both the significance and intellectual quality of educational programs within the school. They participate in a termly review of student PLPs and lead the development and agenda of community forums relevant to its needs. |

### Processes

1. **Professional Learning**
   Improve staff understanding of assessment, quality pedagogy and systematic curriculum delivery in mathematics, reading, writing, spelling and punctuation and grammar.

2. **Differentiation**
   Build staff capacity to collaboratively reflect and plan with students and parents in the development of PLPs, individual learning targets, analysis of KLA data and progression along PLAN.

3. **Coaching**
   Implement systems and processes where principal and instructional leader plan, observe, meet and reflect with teachers weekly on teaching practice so that it is refined and improved over time.

### Products and Practices

| Product: | By September 2017, 65% of year 3 and 5 students will match or better the NAPLAN scaled scores of NSW DEC in numeracy compared to 0% in 2014. |
| Product: | By December 2017, 85% of all students will have reached and/or exceeded PM Benchmark targets (including comprehension), from a baseline of 45% in 2014. |
| Product: | By December 2017, 66% of all students will achieve expected exit outcomes across all areas of literacy measured using PLAN compared to 24% in 2014. |

### Improvement Measures

- By September 2017, 65% of year 3 and 5 students will match or better the NAPLAN scaled scores of NSW DEC in numeracy compared to 0% in 2014.
- By December 2017, 85% of all students will have reached and/or exceeded PM Benchmark targets (including comprehension), from a baseline of 45% in 2014.
- By December 2017, 66% of all students will achieve expected exit outcomes across all areas of literacy measured using PLAN compared to 24% in 2014.

### Evaluation plan:
Measurement of progression in Pre/MiniLit along with Reading Tutor Program, PM Benchmarking (3 times per year as a minimum), termly writing tasks marked against NAPLAN criteria, ongoing numeracy data collection, 5 weekly input of data into PLAN, longitudinal NAPLAN data analysed, student surveys on mathematics and
and developed primarily to serve and achieve the vision and strategic directions of the school. Universities, the Aboriginal community, school wide and inter-school relationships as well as philanthropic partners promote high expectations and enrich student learning outcome attainment via their involvement with the school.

Leaders:
The school leadership team makes deliberate and strategic use of financial resources and relationships to access opportunities that improve student learning outcomes. Practices and processes are responsive to school community feedback.

Literacy, parent satisfaction surveys, PLP meeting feedback survey (parent), Community feedback surveys, National School Improvement Tool survey (staff), School Excellence Framework survey (staff), weekly meetings with principal and instructional leader (staff).

Practice:
All staff have a differentiated performance and development plan targeted at improving individual pedagogy. Each plan highlights alignment to annual School Management Plan directions as well as priorities drawn from the School Excellence Framework and National School Improvement Tool. All plans are referenced to Australian Professional Teaching Standards.
Strategic Direction 2: RELATIONSHIPS

**Purpose**
To create a school community that works in a positive and sustainable way to develop and embed a core system of values. The wellbeing of students and staff is valued and all members of the community focus on problem solving and success and adopt a win-win ethos. Students, staff and parents take responsibility for developing healthy, positive and meaningful relationships within and beyond the school.

**People**

**Students:**
Students take responsibility for their actions and words. They work together with adults to problem solve issues and achieve a positive resolution.

**Staff:**
Staff understand the significance of positive psychology and have a toolkit of resources at their disposal.

**Learning Support Team (LST):**
The LST is responsive to student need and proactive in its mission of supporting learning and overall student wellbeing.

**Parents:**
Parents contribute wellbeing targets through the PLP process, work in tandem with the school, and support the values system and restorative practices in place.

**Leaders:**
The school leadership team makes deliberate and strategic use of financial resources and relationships to access opportunities that improve student learning outcomes. Practices and processes are responsive to school community feedback.

**Processes**

1. **Professional Learning**
   Improve staff understanding of positive psychology, augmented and individualised reward systems, effective communication processes, and conflict resolution strategies.

2. **Professional Practice**
   Develop high quality teaching and learning practices that support an understanding of how to create and maintain a supportive and safe learning environment.

3. **Professional Support**
   Build the capacity of the LST to support and lead colleagues in a review of inclusive strategies and the implementation of new approaches to engage and support all students.

**Products and Practices**

**Product:**
By December 2017, negative reports entered onto ESR Welfare will have decreased by 30% from a baseline of 545 incidents to a target of 381.

**Product:**
By December 2017, positive reports recorded onto ESR welfare will match or better the number of those that are negative.

**Product:**
By December 2017, 80% of staff will select ‘excelling’ on the School Excellence Framework survey in Elements 1 and 2, compared to 0% in January 2015.

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

**Practice:**
Staff interactions with students are based on the principles of positive psychology, and individual behaviour plans, visual supports and targets assist those students requiring it.

**Practice:**
The LST work cohesively with parents and staff in seeking external behaviour support and paediatric/specialist assessment where required.

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**Improvement Measures**

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- **By December 2017,** 80% of staff will select ‘excelling’ on the School Excellence Framework survey in Elements 1 and 2, compared to 0% in January 2015.

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## Strategic Direction 3: COMMUNITY

### Purpose
To raise the profile of the school by networking with key stakeholders, celebrating cultural and linguistic diversity within the community, advertising success and providing services, environments and opportunities that add to the relevance the community places in the school.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Students benefit from the establishment of opportunities that minimise isolation, improve student learning outcomes and enriched life experiences.</th>
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</thead>
<tbody>
<tr>
<td>Staff:</td>
<td>Staff establish professional support structures outside the school and work collaboratively within and across a wider network for their own professional development and growth.</td>
</tr>
<tr>
<td>Parents:</td>
<td>Parents communicate the ongoing priorities of the community and assist the school in promoting its work and accessing relevant specialists, Elders and family/local historians.</td>
</tr>
</tbody>
</table>

### Processes

1. **Professional Collaboration**
   - Build teacher capacity by establishing a one-on-one collegial relationship with a teacher from Maroubra Junction Public School (MJPS). Teachers will collaboratively plan, observe lessons, team teach, give and receive feedback, swap classes and exchange teaching and management techniques.

2. **Networking**
   - Expand, strengthen and develop enduring relationships with Universities, the Aboriginal community, feeder preschools, school wide and inter-school relationships, Little Bay Community of Schools, Sister School and philanthropic partners.

3. **Culture and Diversity**
   - Celebrate the significance and importance of Aboriginality in the local community whilst expanding and recognising cultural and linguistic diversity and the changing demographics of the local area.

### Products and Practices

<table>
<thead>
<tr>
<th>Product:</th>
<th>In December 2017, 4 out of 5 teachers will rate collaborative practice as ‘excelling’ on the school excellence framework survey compared to 1 out of 5 in January 2015.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>In December 2017, 5 out of 5 teachers will rate School-Community Partnerships as ‘outstanding’ on the National School Improvement Tool compared to 2 out of 5 in January 2015.</td>
</tr>
</tbody>
</table>

| Product: | By December 2017 and from a baseline of 45, the school will have grown in student numbers by 30% to a new enrolment figure of 61 |

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

<table>
<thead>
<tr>
<th>Practice:</th>
<th>Teachers look outside their own school for professional support and development and access sister school structures as a means of building professional capacity.</th>
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<tbody>
<tr>
<td>Practice:</td>
<td>Enduring relationships are developed, improved and strengthened with</td>
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</table>

### Improvement Measures

- In December 2017, 80% of teachers will rate collaborative practice as ‘excelling’ on the school excellence framework survey compared to 20% in January 2015.
- In December 2017, 100% of teachers will rate School-Community Partnerships as ‘outstanding’ on the National School Improvement Tool compared to 30% in January 2015.
- By December 2017 and from a baseline of 45, the school will have grown in student numbers by 30% to a new enrolment figure of 61.
<table>
<thead>
<tr>
<th>Leaders: Leaders establish powerful contacts and networks for the benefit of the school, its community and the achievement of school strategic directions. The school leadership team strategises the use of financial resources and relationships to access opportunities that improve student learning outcomes.</th>
<th>Excellence Framework survey (Element 8 – Collaborative Practice, Element 9 – Professional Standards)</th>
<th>relevant stakeholders as a means of achieve the vision and strategic directions of the school.</th>
</tr>
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<tbody>
<tr>
<td>Practice: Regular communication and site sharing between the school and feeder preschools is the norm and transition processes are refined and improved as a result.</td>
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