School plan 2015 – 2017
**SUCCESS FOR ALL**

At Lismore Public School we have adopted the vision statement *success for all* with the belief that all members of the school community can and will achieve success if appropriately supported. This includes students, staff, families and community. We acknowledge that while everyone can achieve success, this means different things for different people.

For students *success for all* encompasses academic achievement reflected in our focus on personalised learning and support for all students. It is reflected in the school’s programs focusing on student wellbeing, mental and physical health, and positive behaviour for learning. The range of sporting, extension and cultural activities in which the students are involved provide many opportunities for success for all.

For staff *success for all* is reflected in their work ethic, common commitment to our students, and to ongoing development of practice supported by quality professional learning.

For families and community *success for all* is reflected in the successful partnerships we create to support our children. It is dependent upon trust, confidence, mutual respect and communication. Our success relies upon families and community having meaningful input into and ownership of our school.

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**SCHOOL VISION STATEMENT**

Lismore Public School has an enrolment of 380 students in 18 classes. There are 14 mainstream classes and four support classes. 13.6% of students identify as Aboriginal or Torres Strait Islander.

Students are supported by a range of experienced and dedicated staff. Authentic professional learning based on student data and staff need is a priority. The school is committed to learning conversations using data to effect change in teaching practice and student outcomes.

Lismore Public School attracts a diverse range of students. The school houses the Support Class – Early Intervention, and the Summerland Early Intervention Transition class. There are a significant number of students who require learning adjustments.

Best Start and NAPLAN data shows students on average achieving below state averages with student growth between Years 3 and 5 generally exceeding state and statistically similar school averages.

The school attracts additional funding through the Resource Allocation Model (RAM). 2015 RAM funding is: Socio-economic background $61,033, Aboriginal background $37,326, English language proficiency $6459 and flexible funding to support students with additional needs $41,690.

During 2015 and 2016 Lismore Public School will be on the Early Action for Success (EAls) program to target literacy and numeracy development from Kindergarten to Year 2. Staff will be supported by an Instructional Leader, additional staffing and resourcing to the value of $246,306 per year.

Effective community involvement is a priority for the school.

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**SCHOOL CONTEXT**

The planning process has included:

- Analysis of student achievement data by the School Self-Evaluation Committee including representatives from P&C, staff, Instructional Leader and students Term 4, 2014
- Principal hosted executive planning days using feedback from stage and team meetings hosted by assistant principals (November 2014 and Jan 2015)
- Input through P&C meetings (Term 4, 2014 and Term 1 2015)
- Parent information session highlighting school plan priorities and programs along with invitations for comment (in conjunction with school disco Term 1, 2015)
- Surveys of staff, students and community (Term 4, 2014 and Term 1 2015).

The draft plan has been tabled at P&C, SRC, Lismore Public School staff and the Lismore AECG for endorsement (Term 1, 2015).
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

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

To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools. To foster a learning culture within the school community.

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

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 citizens

To develop successful learners and confident, well rounded, creative individuals with a strong sense of self.
Strategic direction 1: Unity – Creating a collaborative and innovative learning community connecting Lismore Public School with its 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 schools. To foster a learning culture within the school community.

**PEOPLE**

**Students**
Develop skills in effective communication and leadership.

**Staff**
Develop effective communication processes and skills. Develop knowledge and processes around successful transitions at key points in education; link in with local public school personnel, other support staff and families to develop professional relationships.

**Parents**
Engage in decision making specifically around communication and transition for students. Develop school communication systems.

**Community partners**
AECG and P&C consulted regarding communication and transition and informed of significant shifts in education.

**Leaders**
Engage in The Rivers P-12, generative dialogue, leadership and support.

**IMPROVEMENT MEASURE/S**

Greater student satisfaction with the level of input into the school.

Greater staff satisfaction with school communication processes. More consistency of transition planning and personalised learning.

Increased participation and input at P&C, greater satisfaction in school’s communication procedures.

Increased staff engagement in Rivers P-12 initiatives.

**PROCESSES**

Communication Team to engage in professional learning to develop and implement communication plan.

Principal to liaise with colleague principals to: offer support and guidance to leaders across the community of schools; identify opportunities to collaborate on professional learning in leadership and teaching; and identify common goals across the community of schools and establish collaborative approaches to achieve these.

Identified staff participate in opportunities to develop leadership skills across The Rivers P-12. Continued engagement with and commitment to The Rivers P-12.

Continued commitment to and engagement with the Lismore Aboriginal Education Consultative Group (AECG). Regular meetings of school Aboriginal Education Team ensuring that all stakeholders have input into Aboriginal Education.

Development of transition plan enabling coordinated transition programs across schools and at key points within school. Consistency of practice within school with personalised planning.

Evaluation plan:
Survey of students re input to school and SRC meeting feedback to staff.

Annual staff and community survey re communication effectiveness. Record attendance at significant events including P&C meetings, information and planning meetings.

Executive team to analyse personalised learning plans and associated documents.

**PRODUCTS AND PRACTICES**

**Products:**
Quality, relevant communication ensuring all school community members are informed of events within the school. Greater community involvement with the school with parents having more meaningful input into school.

Consistent personalised planning across schools. Signed Partnership Agreement between school and AECG in place.

**Practices:**
Supportive collegiate network established with strong school leadership. Professional learning expertise shared across schools.

Engagement with the executive collegiate and with The Rivers Working Parties ensuring sharing of resources and consistency of high quality educational delivery across Rivers schools.

Engagement with the Lismore SAM collegiate network ensuring consistently high standards of service across schools.

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.

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

Alignment of transition programs, practices and dates. Consistent messages to community about public education provisions available in Lismore. Clear and transparent processes for accessing support when necessary.
Strategic direction 2: QUALITY- Leading teaching and learning through quality educational practices

**PURPOSE**

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

**PEOPLE**

**Students:**
Provided with opportunities to take risks and be creative thinkers through quality 21st century learning practices. Have access to learning at their level of current achievement on the continuum.

**Staff:**
Access negotiated, high quality and ongoing professional learning. Continue to develop a positive school culture based on student needs.

**Parents:**
Informed of current educational trends and initiatives, and engaged in personalised learning and support processes for their children.

**Community partners:**
Academics, consultants and non-school based personnel engaged to support leaders develop generative dialogue.

**Leaders:**
Supported to develop appropriate skills to support staff to engage in professional learning and evidence-based practice.

**IMPROVEMENT MEASURE/S**

80% of students K-2 achieving Early Action for Success (EAFS) benchmarks in literacy and numeracy.

Achievement in comprehension to match achievement in reading on the literacy continuum Year K-6.

75% of students in Years 3-6 achieving at or above stage level in writing on the literacy continuum.

Increased percentage of students achieving facile in early arithmetic strategies in Years 3 to 6 on the numeracy continuum.

**PROCESSES**

**KLA Teams to meet regularly to develop KLA plans, monitor expenditure and measure effectiveness of programs.** All staff will implement KLA plans and participate in their review.

High quality targeted learning opportunities based on school data/need to be negotiated in leadership conversations twice per term and aligned with personal goals/school plan/ DEC priorities.

Teachers to engage in structured data driven learning conversations twice per term supported by supervisor and instructional leader.

Professional learning for relevant staff and community members for:
- Stronger Smarter Leadership training
- Language Learning and Literacy (ES 1 and Stage 1 teachers)
- Targeting Early Numeracy (TEN) training.

Literacy and Numeracy teams, in consultation with staff and aligned with new syllabus documents, will develop and implement scope and sequences for English and Maths.

**Evaluation plan:**
All teachers will have a negotiated Performance Development Plan (PDP).

Tracking of student progress in literacy and numeracy through PLAN.

Parent, staff and student feedback on effectiveness of Individual Learning Plans and Early Learning Plans.

**PRODUCTS AND PRACTICES**

**Products:**
All students are supported by resources and quality teaching for effective 21st century learning. All students will reach their potential across all key learning areas: HSIE, CAPA, Technology, Science, PD/H/PE.

Increased high expectations relationships developed with students, peers, parents and community to impact on the learning environment ensuring improved educational outcomes for all students.

Teaching programs and practices reflect the school’s scope and sequence and use of PLAN data.

**Practices:**
Valid and consistent data used for accurate plotting of students on the literacy and numeracy continuums (supported by instructional leader using PLAN software).

Areas to develop will be identified and negotiated through Performance Development Framework and recorded in teachers’ Performance Development Plans.

Every child's learning needs will be discussed with teacher's supervisor several times each year. Personalised learning for all students and quality educational practice in all classrooms. Relevant professional learning aligned with school priorities and leadership opportunities for all.

Consistent delivery of content across the school.
**Strategic direction 3: Success – Ensuring success for our students as leaders, learners and citizens**

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<th>PURPOSE</th>
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<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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<td><strong>To develop successful learners and confident, well-rounded and creative individuals with a strong sense of self.</strong></td>
<td><strong>Students:</strong>&lt;br&gt;Have access to, and contribute to, a safe, structured and nurturing school environment. Upskilled in contemporary library use and with access to a diverse range of engaging extra-curricular and extension activities. Access differentiated curriculum including a focus on mental and physical health and wellbeing.</td>
<td>Re-launch and consistently implement PBL across the school as per school action plan. Tertiary Intervention Response Team (TIRT) formed and trained. Implement KidsMatter across the school as per KidsMatter plan. Continue iPad roll out with support for classroom teachers with technology use embedded across the school as per technology plan. Implement Gifted and Talented Plan ensuring differentiated and engaging curriculum presented in all classrooms. Weekly extension lessons provided for identified students. Students to engage in Community of Schools Gifted and Talented programs.</td>
<td><strong>Products:</strong>&lt;br&gt;Systems well understood by all staff and implemented consistently across the school. Pre-teaching of rules evident across the school in all settings with improved student behaviour. Students more informed about mental health and wellbeing, with better understanding of language, strategies and supports for positive mental health. Improved student wellbeing, staff wellbeing and community wellbeing.</td>
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<td><strong>IMPROVEMENT MEASURE/S</strong>&lt;br&gt;Reduction in negative behaviours.&lt;br&gt;Greater use of technology to enhance learning.&lt;br&gt;Greater percentage of students achieving in top bands of NAPLAN and above stage expectation on PLAN.</td>
<td><strong>Staff:</strong>&lt;br&gt;Supported with professional learning in KidsMatter, Positive Behaviour for Learning (PBL), technology, LMBR and personalised learning.</td>
<td>Staff implement a range of programs to cater for needs and interests of all students including: Make a Difference (MAD), choir and signing choir, band, Green Team, Photography Club, Public Speaking, sports teams and excursions.</td>
<td><strong>Practices:</strong>&lt;br&gt;Increased mental health and wellbeing resulting in greater engagement in learning and better partnerships between school and community. Students effectively utilising technology on a regular basis and engaged in its use. Critical thinking promoted across the school through project or inquiry-based learning. Higher levels of challenge provided to GATs students. Information shared across CoS (especially primary-high school) Increase in number of students participating in CoS GATs programs.</td>
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<td><strong>Parents:</strong>&lt;br&gt;Provided with ongoing information on PBL, KidsMatter, technology and personalised learning through newsletters, social media, information sessions and parent-teacher meetings.</td>
<td><strong>Community partners:</strong>&lt;br&gt;Occupational Therapists and Speech Therapists to provide additional support.</td>
<td>Use of Every Students Every School (ESES) resources to target intervention and ensure equitable access to opportunities for all students.</td>
<td>Improved student academic outcomes.</td>
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<td><strong>Leaders:</strong>&lt;br&gt;Supported to initiate and lead whole school programs to meet students’ needs. Regular evaluation of plans and data in consultation with the school community will lead to adjustments when required.</td>
<td><strong>Evaluation plan:</strong>&lt;br&gt;RISC data analysis to demonstrate reduction in negative behaviours. Technology surveys regarding appropriate usage (students and staff). Analysis on PLAN and NAPLAN data to determine number of students achieving above expected levels.</td>
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