School plan 2015 – 2017

Lynwood Park Public School

V1.1 [26 August 2014]
Lynwood Park Public School believes that by working in partnership within and beyond the school, in an enthusiastic and purposeful way, laid on a strong foundation of positive values, we will inspire the development of:

- creative, innovative and resourceful individuals;
- critical thinkers and problems solvers;
- engaged 21st century learners and leaders; and
- responsible and productive citizens.

Our legacy will be to build the capacity of our community for a better future.

Lynwood Park Public School is located in Blacktown. It was established in 1960 and has had a fluctuating population. In recent years it has seen a decline in population and currently has an enrolment of 303 students, with five of those identifying as Aboriginal and Torres Strait Islander and 31% students who identify as having a non-English speaking background. Lynwood Park Public School is a school where each child is encouraged to succeed, guided by professional and caring teachers, excellent learning programs and a highly supportive parent community.

Continual improvement underpins the strong academic programs that offer each child the very best of opportunity for success. With a strong focus on literacy and numeracy, we cater for the needs of all students, wherever they fall on the learning continuum. Our teaching and learning programs focus on the individual needs of each student and challenge each child accordingly. Student progress is carefully monitored through regular assessment and enables quality programs and specialist support staff to be used in the best possible way to ensure positive progress for every student. Our school also provides a variety of extra-curricular opportunities such as gifted and talented enrichment programs, public speaking, debating, dance, choir, recorder group, PSSA sport and other fitness activities.

Student successes are regularly celebrated and applauded. Our school achieves effective learning and discipline through an emphasis on clear expectations and explicitly teaching positive behaviour for learning to support harmonious social relations. Classes range from Kindergarten to Year 6 with our senior students taking an active leadership role in our school parliament, peer support and peer tutoring. Our community has great pride in our school. A committed P&C actively raises funds to support school programs and enthusiastically enhances the school to ensure it is safe and welcoming for students and their families.

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation. Focus groups were formed for students, staff and parents to examine what Lynwood Park PS does well and to explore their dreams for an exciting and excellent future for our school.

This evidence was used to identify the strengths, opportunities and areas of development for our school. As a result three key strategic directions were identified as the basis for a shared commitment of a positive future at Lynwood Park PS. These are:

- **CULTURE & VALUES** - All stakeholders are responsible for innovative practices to develop an environment conducive to 21st century learners.

- **ENGAGEMENT & ACHIEVEMENT** - Create an environment that fosters innovative, resourceful learners who connect with others as responsible productive citizens.

- **TEACHING AND LEARNING** - Provide engaging teaching and learning programs to ensure the necessary skills to be successful 21st century learners.

The three key strategic directions form the basis for the school’s improvement and development efforts for the next three years from 2015 - 2017. 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.
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.

CULTURE AND VALUES
All stakeholders are responsible for progressive practices to develop 21st century life skills.

Purpose:
To develop a school culture in which all members take responsibility for ongoing learning and strive for innovation and improvements within and beyond the school community.

ENGAGEMENT & ACHIEVEMENT
Create an environment that fosters innovative, resourceful learners who connect with others as responsible productive citizens.

Purpose:
To support all staff, students and community members to become actively engaged and successful lifelong learners.

TEACHING AND LEARNING
Provide engaging teaching and learning programs to ensure the necessary skills to be successful 21st century learners.

Purpose:
To support all students to become successful, creative, reflective and resilient learners, by increasing teacher, student and community capacity to improve student learning opportunities and outcomes.
### Strategic Direction 1: Culture & Values

All stakeholders are responsible for progressive practices to develop 21st century life skills.

<table>
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<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 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 know?</td>
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<td>To develop a school culture in which all members take responsibility for ongoing learning and strive for innovation and improvements within and beyond the school community.</td>
<td>Students: Support students to become confident participants in diverse learning experiences across the whole community.</td>
<td>Create positive, respectful relationships that are evident among students and staff, promoting student well-being and ensuring good conditions for student learning.</td>
<td>Products:</td>
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<td>Staff: Build the capacity of all staff to develop their professional skills and innovative practice.</td>
<td>Establish consistent, high standard practices school wide</td>
<td>• Increased engagement from all members of the school community</td>
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<td>Parents: Encourage parent involvement in a variety of school experiences.</td>
<td>Recognise and respect cultural identity and diversity from all members of the community</td>
<td>• Improved attendance/enrolment, social interactions and problem solving skills</td>
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<td>Community partners: Create an environment that is inviting and inclusive to members of the local community</td>
<td>Create physical learning spaces that are used flexibly and technology is accessible to staff and students</td>
<td>• Enriched community involvement</td>
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<td>Leaders: Sharing responsibilities and collaborate with and beyond school.</td>
<td>Evaluation plan:</td>
<td>• Stimulating and aesthetically pleasing whole school environment</td>
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<td><strong>IMPROVEMENT MEASURE/S</strong></td>
<td><strong>Evaluation plan:</strong></td>
<td></td>
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<td>• Increased engagement from all members of the school community</td>
<td>• Committee/team discuss/critic routine changes</td>
<td><strong>What are our newly embedded practices and how do they integrated and in sync with our purpose?</strong></td>
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<tr>
<td>• Increased attendance/enrolment</td>
<td>• Observe and consult cross-stage teaching and learning links</td>
<td>Practices:</td>
<td></td>
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<td>• Improved ‘incidents’, social interactions and problem solving skills</td>
<td>• Whole school student representation offers feedback</td>
<td>• Mentoring of staff members</td>
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<td>• Enriched community involvement</td>
<td>• Tracking of student and community engagement and attendance</td>
<td>• Sharing innovative routines and practices</td>
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<td>• Stimulating and aesthetically pleasing whole school environment</td>
<td>• Evaluation of Data – PBL, NAPLAN</td>
<td>• Enhancing school environment</td>
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<td>• Improved results from external and internal assessments</td>
<td>• Regular reporting and monitoring of milestones</td>
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**Strategic direction 2: Engagement & Achievement** - Create an environment that fosters innovative, resourceful learners who connect with others as responsible productive citizens.

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<td>To support all staff, students and community members to become actively engaged and successful lifelong learners.</td>
<td>Students: Support students to become confident participants in diverse learning experiences.</td>
<td>• Strengthen staff understanding that student engagement and learning are related, and provide quality programs that address the needs of all students; including identified groups such as Aboriginal, gifted, students with disability and ESL learners.</td>
<td>Products:</td>
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<td>Staff: Build the capacity of all staff to develop their professional skills and innovative practice.</td>
<td>• Align staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.</td>
<td>• Engaged learners in all school settings</td>
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<td>Parents: Provide information regarding student learning and progress.</td>
<td>• Use assessment and reporting processes to inform parents of what their children are learning, as well as for students to reflect on their own learning.</td>
<td>• Improved external and internal assessments</td>
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<td></td>
<td>Community partners: Access outside agencies in reciprocal relationships.</td>
<td>• Develop productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and to increase the profile of the school.</td>
<td>• Curriculum information, terminology and resources accessible for parents</td>
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<td>Leaders: Provide opportunities for all school members to develop their capacity to lead, educate and learn.</td>
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<td>• Relationships with outside agencies</td>
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**IMPROVEMENT MEASURE/S**

- Parents attendance at events, information sessions, interviews
- Engaged learners in all school settings
- Improved external and internal assessments
- Increased parent knowledge of student learning and achievement
- Improved relationships with outside agencies

**Evaluation plan:**

- Committee/team discuss/critic routine changes
- Observe and consult cross-stage teaching and learning links
- Whole school student representation offers feedback
- Tracking of student and community engagement and attendance
- Evaluation of Data – PBL, NAPLAN
- Regular reporting and monitoring of milestones

**Products:**

- Engaged learners in all school settings
- Improved external and internal assessments
- Curriculum information, terminology and resources accessible for parents
- Relationships with outside agencies

**Practices:**

- Collaborative teaching opportunities and peer learning practices
- Implement, assess and evaluate school data
- Regular communication with parents
- Develop connections with external agencies
**Strategic direction 3: Teaching & Learning** - Provide engaging teaching and learning programs to ensure the necessary skills to be successful 21st century learners.

### PURPOSE

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

To support all students to become successful, creative, reflective and resilient learners, by increasing student, teacher and community capacity to improve learning opportunities and outcomes.

### PEOPLE

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

- **Students:** Support students to become successful learners.
- **Staff:** Build the capacity of all staff to provide engaging teaching and learning programs.
- **Parents:** Provide information regarding student learning and progress.
- **Community partners:** Build community capacity through school involvement.

### PROCESSES

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

- Teachers demonstrate knowledge of current content and teaching practice and implement professional standards.
- Sustain ongoing, school-wide improvement in student outcomes in literacy and numeracy.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using enquiry based learning and authentic rich tasks.
- Provide mentoring and coaching support to ensure the ongoing development of all staff with explicit systems for collaboration, classroom observation and the modelling of effective practice and feedback.

### PRODUCTS AND PRACTICES

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

- **Products:**
  - Improved confidence to teach across the curriculum
  - Improved student outcomes
  - Implementation of inquiry based learning
  - Increased staff collaborative practices

- **Practices:**
  - Continued professional learning
  - Ongoing assessment of teaching and learning
  - Implementation of new teaching practices
  - Collaborative teaching

**Evaluation plan:**

- Observe and consult teaching and learning practices
- Tracking of student performance
- Evaluation of data
- Regular reporting and monitoring of milestones

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