

SCHOOL PLAN

2017-2019



Seek, Strive and Learn

CONTEXT

Lathlain Primary School celebrated its sixtieth anniversary in 2016. Much has changed over the last ten years with increased enrolments and the provision of purpose built facilities for the Arts and early childhood being features of change. The Lathlain parent community is valued for its engagement with the school to provide an enriched, enjoyable environment for students. There is a huge emphasis on community locally which impacts on the culture and expectations of the school.

The school has a current enrolment of 519 students from Kindergarten to Year six. There are a large number of students with second language backgrounds. Around twenty five students require support from our EAL/D specialist teacher who works at the school two days a week. The school has a small population of ten Aboriginal students. Cultural diversity is evident when one observes the students at play.

The School Plan 2017-2019 outlines the direction of the school in the context of the High performance – High Care strategic plan (2016-2019) of the Department of Education. The plan is the result of consultation with staff and members of the school community. The plan has been endorsed by the School Council.

OUR FOCUS

The intent of this plan is to support our teachers’ delivery of quality teaching to improve the achievements of our students. At Lathlain the staff is commitment to the development of the whole child. Academic and non - academic achievements are important. Teachers demonstrate their accountability to improving standards of teaching through their self-reflective practices and collaborative engagement with their peers. Team work is important in assisting students to succeed.

The priority areas of the Plan are:

1. Successful Students
2. Excellence in Teaching and Leadership
3. Strong Governance and Communication
4. A Safe, Supportive and Sustainable Environment.



The school will use data from a number of sources to measure its success with milestones set. Staff is expected to use data to inform decisions about teaching and learning and resource allocations. Action learning cycles will inform instruction.

Both staff and the School Council members will monitor milestones and achievements made during each year of the plan. Reviews will afford opportunities to ask questions and make necessary adjustments to maximise improvement in the progress of students

The Operational plans of the school are the “Focus” documents each year that teachers use as a basis of their classroom planning and accountability. These Operational Plans cover all curriculum areas and are devised in conjunction with staff and members of the Curriculum Committee.



Teachers are held accountable about incorporating these plans into classroom teaching and learning through performance management processes.

OUR VISION

Lathlain Primary School staff are committed professionals who aim to provide students with a safe, secure and stimulating learning environment where quality teaching, learning and assessment are focused on making every student a successful student.

Staff promote values where everyone is respected and acceptance of diversity is a part of the ethos across classrooms. Positive partnerships with parents and members of the wider community are important aspects of Lathlain's provision for its students. Together we "*Seek, Strive and Learn*" to maximise each child's cognitive, social, physical, cultural and moral development.

OUR VALUES

At Lathlain Primary School we are committed to the values of the Department of Education.

1. **Learning-**

We believe all students have the capacity to learn. We are committed to fostering lifelong learning and valuing efforts made by students in their learning journeys.

2. **Excellence-**

We have high expectations for every student. We encourage each student to strive towards further learning in academic and non-academic areas.

3. **Equity**

We endeavour to create an environment that is free from discrimination, exploitation or abuse. We value the individual and adhere to The Melbourne Declaration on educational Goals for Young Australians.



PRINCIPLES OF TEACHING AND LEARNING

Lathlain Primary School staff are committed to the principles of teaching as learning as promoted by SCASA (School Curriculum & Standards Authority)

These include:

- Opportunity to Learn
- Connection and Challenge
- Action and Reflection
- Motivation and Purpose
- Inclusivity and Difference
- Independence and Collaboration
- Supportive Environment.

PRIORITY 1: Successful Students

- Expect high performance from students
- Set high expectations and targets for student progress
- Emphasise Literacy and Numeracy development
- Implement STEM as a priority focus and upskill teachers to teach Science, Technology, Engineering and Mathematics.

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Collect and use robust data to inform teaching, learning and assessment planning.	Develop a schedule of data collection across year groups that can be used to support the needs of students.	Schedule of data collection for whole school is developed. This is reviewed annually.
Use data to create student profiles	Develop proformas for profile information so that it can be shared and used by teachers for planning teaching experiences.	Proformas for profiles are established for each year group.
Differentiate the curriculum in classes to address the needs of all students.	Teachers use collaborative DOTT for planning, assessing and moderating work.	Teachers use collaborative DOTT as scheduled for planning, assessing and engaging in moderation.
Improve the frequency and quality of feedback to students to inform their learning. Include parents in the feedback loop as required.	Feedback to students is to be recorded and where there are concerns parents are to be contacted early so that a case management approach can be instigated.	A program of extension will be offered each term (Terms 2-4) for students identified as higher ability students.
Use a case management approach to support students identified in need of intervention or support.	Create opportunities through some extracurricular activities once per term (Terms 2-4) for extension work for higher ability students.	Year six students will attend the student forum each fortnight and engage in discussion groups and provide feedback to staff on issues raised.
Provide collaborate professional learning time for staff in same year levels in the DOTT schedule.	Establish a student forum led by student leaders that meets fortnightly during each term. Detail agendas and minutes for student experience and provide opportunities for ideas to be discussed.	Students will adapt to online testing and Wi-Fi applications in the classroom teaching program. Ipad and/or laptops will be used in classrooms daily.
Provide opportunities to higher ability students through extension activities.	Coding club will continue and will the employment of the Digital Technology specialist.	
Encourage the student voice, particularly in the senior years.		

PRIORITY 2: Excellence in Teaching and Leadership

- Use Effective Pedagogy
- Apply the AITSL Standards to Teacher
- Performance and Accountability
- Deliver National and State Initiatives

STRATEGIC DIRECTION

Build staff capacity for quality teaching and assessment to meet the needs of all students across learning areas.

Use the AITSL standards for accountability and performance management.

Assessment both summative and formative will inform teachers' engagement in planning high quality programs for all students.

The Kidsmatter Framework will form the basis of the health and well-being interventions of the school and whole school approaches to resilience will be embedded in practice.

Partnerships with parents and community engagement will continue to be an important component of teachers' work.

Embed both the Western Australian curriculum and ACARA subjects into classroom planning, practice and assessment.

Utilise Digital technologies across all year levels to support learning with an emphasis in the STEM area.

Invite regular relief staff to PL sessions offered at the school.

STRATEGIES

Teachers will attend relevant professional learning to upskill in order to improve the quality of their teaching.

They will participate in peer observation/ feedback cycles and collaborate with peers to inform their self-reflection and moderation skills.

Teachers will communicate with teachers in other settings to participate in across school moderation activities.

Teachers will differentiate the curriculum to meet student needs in each classroom.

Team work, collaborative practices will form a part of the professional culture of the school.

Feedback to staff will be given from both peers and line managers.

Opportunities to share experiences and expertise will be scheduled in PL sessions and workshops.

Implement and embed the general capabilities and across curriculum priorities.

Continue to review the schools' response to the NQS annually and develop improvement agenda from data collected.

Use the expertise of staff with ICT to provide professional learning and sharing with staff to improve pedagogy.

Appoint a Digital Technologies specialist each year.

Continue the planning of ICT infrastructure needs and maintenance to meet future needs.

Seek opportunities for funding through Government grants to enhance ICT in the school.

MILESTONES

All teaching staff will participate in performance management regularly.

Implement a school wide plan and processes for the systematic collection and analysis of data. This includes data for academic and non-academic aspects of schooling.

Staff will engage in moderation activities with their peers at school each term and will be involved in across moderation with local schools each semester.

Connect groups will be a feature of communication processes with teachers in school and across schools. Connect groups will be established for parents and students in some classes across the school.

Focus Plans (Operational Planning) based on data will continue to be undertaken by teachers across the school and will be coordinated by the Curriculum Committee.

Scope and sequence documents will be completed across curriculum and will reflect the SCASA Kindergarten Guidelines and the Western Australian Curriculum PP-6 .

ACARA General Capabilities and Cross Curriculum Priorities will be evident in teaching practices.

The school will continue to improve NAPLAN results when compared with like schools in both Year 3 and Year 5.

NQS will be an embedded component of Early Childhood practice.

Evidence of greater ICT use in teaching will be demonstrated in classrooms.

PRIORITY 3: Strong Governance and Communication

- Strengthen governance procedures and processes
- Increase communication from the School Council to the School community
- Increase profile of School Council members at functions and activities across the school
- Increase the engagement of School Council members in the School Plan and accountability processes.
- Continue to seek opportunities to become an Independent Public School

STRATEGIC DIRECTION

Provide School Council members an induction into the governance undertaken by Council.

Encourage School Council members to be active participants in the planning and reviewing processes of the school.

Develop a School Council Pamphlet for distribution across families so that school Council Members are introduced and the work of Council is understood.

Afford School Council members opportunities to be more involved in school functions and celebrations.

Should the opportunity to become an IPS school arise again work with the School Council to progress this possibility.

Use web based interfaces to communicate with parents.

Use feedback from parent surveys to address concerns held.

Regular communication with parents by class teachers will further enhance parent confidence in the school.

Maintain strong links with the Curtin Education Community network of schools.

STRATEGIES

School Council File is given to each new Council Member.

An induction meeting is held to explain contents of the file and procedures at School Council meetings.

A pamphlet is prepared for distribution in Term 2 each year (School Council members change every two years in Term 2)

Each term opportunities for School Council members to be involve in school functions is discussed with members.

IPS agenda is discussed and application made if determined appropriate by School Council when and if the opportunity arises.

Include school Council members in the school review process.

Maintain communication with the members of the wider local community and involve them in school celebrations and activities where relevant.

Actively participate in Curtin Education Community initiatives. This includes the biannual conference, student projects and professional learning opportunities for staff.

MILESTONES

School Council members participate in an induction process.

The School Council Pamphlet is developed and distributes every Term two. This information is given to new families who join the school during the year.

School Council members become known across the school community as they participate in school events and attend celebrations.

IPS status is sought.

School Council members engage in school review each year in relation to the school plan an focus documents for the year.

Communication about the work of the School Council is transparent and made available to the school community.

The school utilises a number of social media and web based platforms to communicate regularly with parents and the wider community.

The school is recognised as a Curtin Education Community School.

It is a school of choice in the local community.

4. PRIORITY 4: A Safe, Supportive and Sustainable Environment

- Develop the school grounds to provide educational opportunities for students
- Establish before and after school care on school grounds
- Work through NQS to review play areas and update and improve as resources allow
- Engage in the Positive Schools agenda
- Sustain the employment of a School Chaplain
- Establish opportunities for parents to meet new parents and establish social networks across members of the school community

STRATEGIC DIRECTIONS

Engage in the positive school agenda as a staff.

Use the Kidsmatter Framework to establish intervention strategies for students at risk with anxiety and other health issues.

Utilise the Chaplain for resilience training, understanding emotional responses and pastoral care.

Review leadership opportunities for students.

Provide a safe, caring and inclusive environment for all students.

Values and Virtues are emphasised across the school.

STRATEGIES

Establish a Health and well-being Committee.(For staff)

Develop a health and well-being plan for staff.

Ensure that health and safety officers do regular audits and respond when required.

Establish a mindfulness group for identified students.

Establish the student forum to give a voice to students' issues and concerns.

Teach the Zones of Regulation across classes to assist students understand their emotional responses and strategies to cope when things are not going as they should.

Offer Girl Wise and Boy Wise groups to identified students who have difficulty with social interactions at school and at home.

Use the School Chaplain to support at risk students and their families. (Emotional and Social issues).

Engage Lathlain leaders in community leadership training with other school leaders.

MILESTONES

Health and well-being committee established.

Professional learning opportunities for staff schedules each semester for staff.

Mindfulness group established and run each term (Terms 2-4).

Student forum is established and run by school leaders.

Students apply their tool kits when applying the Zones of Regulation to their behaviours.

Staff attend PL on the Positive Behaviours program.

The School Chaplain runs girl and Boy wise programs each year.

Lathlain Leaders engage in leaders' conference.

Establish a connect group with other CEC School Leaders.

Student surveys are undertaken annually to establish their view on the school environment.

