**Larnook Public School 2375**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Larnook Public School is committed to delivering excellence in all that is happening in and around the school. We provide a rich and diverse educational and learning environment. We cater for the individual on all levels of development, social, emotional and academic. Every student has the opportunity to experience success and to build that confidence in their own ability to achieve their full potential. We pride ourselves in caring about what we do, when we do and why we do things. A safe, caring and respectful environment is the outcome of our efforts.  Our school’s motto is “Where Spirits Soar”. As a small school, we pride ourselves on an open door policy where students, families and community members feel welcome and supported in their daily lives, both within the school and wider community setting.  We cater for specific individual needs in warm and caring classroom and learning environments. |  | Larnook Public School has an enrolment of 29 students as of December 2014. The school is structured according to stages, with each stage having approximately 10 students. Learning experiences do cross stages at varying times of the week. Multi-stage teaching and learning experiences occur, allowing for the development and embedding of our values and virtues.  Larnook Public School has a small but active community. They involve themselves in all aspects of the school environment. Along with the parents and friends of the school, the school is always looking at actively participating in all organised community activities.  We draw students from varying environments- from city living to rural living to alternate lifestyles. We are proudly and inclusive school. |  | Our school has consulted with the local community members, the students and the Learning Community of Schools, in deciding directions for our planning. Community members have had several opportunities to have their views heard.  Our 3 strategic directions reflect the identified needs of the students, the preferences of the families and the requirements of the community, organised within the framework of the DEC’s 2015-2017 –*Creating Futures Together.* |
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| 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. | | | | |
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| **Purpose:**  **To involve ourselves in the learning communities to develop:**   * **strong partnerships between students, staff and parents, especially in the wider community** * **professional opportunities our staff** * **social and educational opportunities for our students** |  | **Purpose:**  **To provide a quality continuum of learning for our students through:**   * **knowing each student’s strengths** * **developing high individual expectations** * **having consistency throughout the whole school** * **developing engaging learning opportunities** * **developing and encouraging shared practice amongst the teaching staff** * **utilising departmental resources** * **encouraging discussion and professional dialogue amongst staff** |  | **Purpose:**  **To build strong positive partnerships between all concerned parties through:**   * **encouraging the active participation of all stakeholders in our school** * **participate in a strong extended learning community** * **continually assess teaching and classroom practices** * **strong and open communication practices with parents and community** * **be aware of and involved in community happenings** |

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| Strategic Direction 1: Community- Unity | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Purpose:**  **To involve ourselves in the learning communities to develop:**   * **strong partnerships between students, staff and parents, especially in the wider community** * **professional opportunities our staff** * **social and educational opportunities for our students** |  | **Students:**  ☺ are provided with opportunities to engage with peers at a personal, social and educational level  ☺ build confidence in leadership through experiencing regular and strategically targeted interaction with peers from the LCS.  **Staff:**  ☺ build leadership capacity through regular and strategically targeted professional interaction with colleagues from the LCS.  ☺ engage in professional learning to increase confidence to provide Quality teaching to all students within their classrooms and across our LCS.  ☺ accurately reflect on their capabilities and identify their future professional learning directions through the sharing of expertise, collegial support and professional dialogue within the LCS.  **Parents & Community:**  ☺ confidently engage with the LCS and appreciate that our small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students. |  | **Students:**  ☺ will experience regular and strategically targeted interactions with peers from the LCS.  .  **Staff:**  ☺ will have the opportunity to participate in training to lead professional learning for colleagues within the LCS  ☺ will be given the opportunity to plan the student enrichment and interest days, including communication and evaluation.  ☺ will be supported in the accreditation process, through interaction and support from within their collegial groups in the LCS.  **Parents & Community**:  ☺ will be aware of through sound communication practices of the opportunities that are provided by the learning community for students and parents |  | **Products:**  **Students:**  ☺ will be enriched by their participation and engagement in LCS opportunities provided.  ☺ will experience opportunities to become more confident and successful learners.  ☺ will develop bonds and friendships through collegial interactions.  **Staff:**  ☺ will develop leadership skills while planning and organising all LCS activities.  ☺ will, as a result of collaboration and consultation, develop an accurate PLP that aligns with school plan.  **Parents & Community:**  ☺ will be able to communicate the role the LCS plays in the personal, social and educational development of their child.  ☺ will confidently engage in opportunities to collaborate on projects that benefit all students within the LCS.  **Practices:**  **Students:**  ☺ will participate in innovative enrichment programs established to meet the needs of all students within the LCS.  ☺ will build relationships and participate in learning activities which allow them to confidently transition to High School.  **Staff:**  **Practices**  ☺ will participate in targeted professional learning and accreditation opportunities through regular collegial meetings. (Infantry, TOTS TPs) |
| **Improvement Measures** |  |
| Maximum engagement and participation by staff and students in all opportunities offered by the Learning Community of Schools (LCS).  The leadership opportunities for all staff are developed through the LCS.  A greater number of students will be willing to actively participate and engage in a wide range of learning activities created by the involvement in the LCS.  Students and parents report satisfaction in the transition to High School through friendships formed from the LCS. |  |

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| Strategic Direction 2: The Student - Success | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Purpose:**  **To provide a quality continuum of learning for our students through:**   * **knowing each student’s strengths** * **developing high individual expectations** * **having consistency throughout the whole school** * **developing engaging learning opportunities** * **developing and encouraging shared practice amongst the teaching staff** * **utilising departmental resources** * **encouraging discussion and professional dialogue amongst staff** |  | **Students**  ☺ will engage in high quality learning activities and programs suited to individually assessed needs  ☺students will be aware of their own needs and what they need to know and where they are going with their learning  **Staff**  ☺ will use PLAN to develop explicit learning activities tailored to the needs of the individual  ☺ will raise awareness of where each student is at and what they need to do to progress  ☺ will regularly monitor student achievement  ☺ will engage in suitable professional development opportunities and learning to meet the implementation of the new syllabi  ☺ will utilise existing technology resources and practices to meet the implementation of new syllabi  **Parents and Community**  ☺ will be encouraged to participate in all school activities and decision making processes in and out of the classroom  ☺ build the partnerships that will link the home and school and support where necessary learning at home |  | **Students**  ☺ will have examples of their work regularly collected, recorded with evaluations entered on PLAN  ☺ with ILPs will be systematically tracked on the continuums  ☺ will be placed on the literacy and numeracy continuums and made aware of their progress    **Staff**  ☺ will regularly and consistently collect, record and effectively use all data and enter on PLAN  ☺ will continually self-reflect on all aspects of their teaching  ☺ will be aware of professional learning opportunities and participate in those that will be beneficial  ☺ will work collaboratively to develop units of work, classroom habits and consistency in delivery of learning activities  **Parents and Community Partners**  ☺ in Staff become creative and  Parents and Community  The most important |  | **Products:**  **Students:**  ☺ will engage with greater enthusiasm and application on set learning tasks in and out of the classroom  ☺ will show continual growth and movement along the continuums  ☺ will have examples both practical and anecdotal of progress in all aspects of their learning  **Staff:**  ☺ will create interesting and challenging learning environments  ☺ will ensure each student experiences success  **Practices:**  **Students:**  ☺ will take greater ownership and responsibility for their individual learning and progress  **Staff:**  ☺will be develop competencies in the use of department resources, especially PLAN  ☺ will deliver higher quality learning experiences for groups and individuals in the classroom  ☺ will continually strive through self-reflection and peer interaction an honest awareness of their teaching practices  **Parents and Community:**  ☺ will be aware of the teacher’s expectations for their child  ☺ will be aware of their child’s progress and growth  ☺ will be able to discuss with their child their growth and discuss with their teacher ways to help in the home environment |
| **Improvement Measures** |  |
| * Increased use of PLAN in classroom to direct teaching and learning activities * Development of individual learning plans (ILP) consistent with NCCSD * Monitoring and Assessment and Reporting procedures and practices |  |
| Strategic Direction 3: The School - Quality | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Purpose:**  **To build strong positive partnerships between all concerned parties through:**   * **encouraging the active participation of all stakeholders in our school** * **participate in a strong extended learning community** * **continually assess teaching and classroom practices** * **strong and open communication practices with parents and community** * **being aware of and involved in community happenings** |  | **Students:**  ☺ will access a safe, caring and well structures learning environment  ☺ will be supported in their overall development in all areas  ☺ will encouraged to actively participate in rich learning activities that enhance and extend their learning experiences  ☺ will receive differentiated curriculum to meet their learning and support needs  **Staff:**  ☺ will facilitate the ongoing development and implementation of the Virtues program to build on and meet the emotional and, social needs of all the students  ☺ will actively participate in all school happenings with enthusiasm to positively support and promote the school  ☺ will continually strive to personally achieve success and for each student  **Parents and Community:**  ☺ will be strongly encouraged to positively support and participate in all school events on all occasions  ☺ will be strongly encouraged to be active participants in their child’s education |  | **Students:**  ☺ will be active participants in the virtues program  ☺ will participate in developed rich and diverse learning programs across all the KLAs across our CoS  **Staff:**  ☺ will utilise the flexible staffing and timetable arrangements to implement quality learning programs  ☺ will develop a rich and quality learning environment and engaged students through the use of rewards and the recognition of student achievements  **Parents and Community:**  ☺ will participate in regular surveys to assess parental satisfaction  ☺ be encouraged to participate in the reporting procedures and regular update meetings when required  ☺ will be active participants in meetings to discuss their child’s progress |  | **Products:**  **Students:**  ☺ will, by experiencing success, become engaged successful life-long learners  ☺ will, with increased engagement, be more positive and responsible for the own actions and behaviour  **Staff:**  ☺ will provide more efficient delivery of education and administrative services  ☺ will be more aware of and become actively involved in the out of school learning opportunities and activities in the school and wider community  **Practices:**  **Students:**  ☺ will be aware of and work towards high achievable expectations  ☺ will be consistent in their personal approach to their learning and others around them  **Staff:**  ☺ will be more proactive in their approach to engaging the student in the learning process  **Parents and Community:**  ☺ will be empowered to support their child’s learning  ☺ will participate on a more active basis in all organised school events |
| **Improvement Measures** |  |
| * Examples of work samples that provide evidence of high standards of work * Development of whole school processes and systems to monitor progress * Outcomes of annual or more regular surveys for staff, parents and students * Monitoring of parental involvement in school events |  |