

2017 STRATEGIC LEARNING DIRECTIONS

The Lonsdale Heights Learning Plan is directly linked to the Beach Road Partnership Plan

STRATEGIC PRIORITY	STRATEGIES	LEARNING TARGETS
1. Developing a culture of well being for students, staff, parents / caregivers and the wider community		
<ul style="list-style-type: none"> • Raise the profile of our school and increase involvement of parents/caregivers in school decision-making processes. • Fostering positive behaviours, wellbeing and engagement • Increased involvement of students in leadership roles through whole school programs and circletime • Increase attendance from 90% to 93% 	<ul style="list-style-type: none"> • Special events e.g. Sports Day, Assemblies / Student presentations, Information night, Musical presentations; presentations to community (E.g. Principal tours with new enrolments, Local Community Artist group communities for children). • Painting of the school internally. • Ensure more student work and photos are in the newsletter. • Use Dojo across the school to communicate with parents. • Front office displays rotated fortnightly from all classes; year 7's to assist. • Actively encourage more volunteer participation. • Circle time in each class: formalise and embed • Annual Bully audit conducted at specific time during the year. • Maintain whole school wellbeing program with consideration of placement of termly whole school events and their impact on well being • Maintain current whole school wellbeing events: Music production, Swimming program, JP cooking program • Review of House & Dojo points system with awards tied to our school values. • Senior students provided with opportunities through whole school house programs and curriculum activities such as music and production to develop leadership skills. • Student voice and collaborative decision making to be fostered through formal whole school class circle time. • Reporting of attendance data each term to parents including detailed notes from classroom teachers. • Contacting parents of children who are late early in the morning. • All staff to examine engaging programs for the first lessons of the day • Monitoring chronic non-attenders. • Text messaging parents to be up and running as soon as possible. • Investigate strategies to improve attendance through transport • Plan and consolidate participation in all aspects of the Kitchen Garden program with all classes engaging. • Link the program with canteen food provision. 	<ul style="list-style-type: none"> • To continue to actively pursue & increase parental involvement in the school at all levels (volunteers, Governing Council, school organised events). • Circle time in each class: formalised and embedded. • Whole school wellbeing programs maintained successfully. • Annual bully audit conducted • Use of Dojo school wide. • Increase authentic student leadership opportunities. • Circle time fostering student voice & collaborative decision making. • Student attendance increased to 93%

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2. Improve learning outcomes for all students		
<ul style="list-style-type: none"> • Performance Development • Improve literacy outcomes for all students. • Improve numeracy outcomes for all students • Preschool to engage with new Early Childhood curriculum. 	<ul style="list-style-type: none"> • Reflecting on data on student attendance, behaviour, literacy, numeracy and wellbeing, teachers identify students at risk and or students whose learning poses a professional challenge. Together strategies and methodologies are discussed and recorded on a plan for implementation. Plan efficacy is formally evaluated the following term. Informal assessment, reflection and plan modification is ongoing and is usually done in the context of informal discussion and or staff meetings. Professional challenges and achievements in addressing student learning needs are recorded in the context of the Australian professional standards for teachers. A formal written record is provided for individual teachers annually. 2017 focus: <ul style="list-style-type: none"> • Clinical approach; learning intentions; introduce classroom observation; highly responsive cyclic process • Further develop contextualized learning strategies by analysing Data from SEA, NaPLAN, running reading records, formalised Jolly Phonics assessments, Probe, EALD Scales, PAT R, PAT spelling and grammar. <ul style="list-style-type: none"> • Focus on Literacy through practice using Jolly phonics Pre-school-7 and PM writing materials, Jolly Phonics and Reading Eggs. • Implement early intervention literacy strategies for targeted students both in the Junior Primary and Pre-school, these to include “A Sound Way” and “Pre-Lit” training and development and resource purchasing. • Bright path moderation training and development for whole school • Literacy blocks in JP to focus on 2nd wave interventions including multi-lit, to provide a framework to support continuum of intervention and SSO resourcing allocation. • Continued research into current methodologies re literacy • Further develop contextualized learning strategies by analysing Data from NaPLAN, & ACER Pat Maths tools. <ul style="list-style-type: none"> • Expand the ‘quicksmart’ program R-7 into the Jolly Number program. • Develop intervention numeracy strategies for targeted students including Maths online, Maths Seeds, CBL(Creative Body Based Learning) program and ACER tools. • Review and refine assessment processes; assessment re jolly number. • Preschool teacher and SSO engage in implementing Early Childhood curriculum including BBB, RRR, the National Quality Standards and the state wide numeracy and literacy indicators 	<ul style="list-style-type: none"> • All staff engaging in performance development • 90%students (excluding NEP’s) to achieve National Benchmarks in Literacy. <ul style="list-style-type: none"> • Update literacy resources and equipment for core class sets. • All teaching staff moderation literacy using Bright Path • 90%students (excluding NEP’s) to achieve National Benchmarks in Numeracy. <ul style="list-style-type: none"> • Update numeracy resources and equipment for core class sets. • All Pre-school students engaging with Early Childhood Curriculum.
3 Ensure that resources well managed and reflect programs being delivered.		
<ul style="list-style-type: none"> • Curriculum resources • SENTRAL 	<ul style="list-style-type: none"> • Audit resources: focus on alignment with current overviews for literacy and numeracy & other stated priorities. • Implement SMS and Reporting modules of SENTRAL • 	<ul style="list-style-type: none"> • Resources are in line with current and future educational delivery. • Ongoing resources reflect the needs of the school.