

OUR PLAN

We have set an ambitious purpose. To get us there we're aiming to design learning that engages and enables growth for every child, in every class, in partnership with every family.

We educate West Lakes Shore School future citizens and want to prepare all of our children for success in a rapidly changing world; building them as lifelong learners.

We are supporting our people to be their best every day; enabling leadership at all levels so staff are highly engaged and being lifelong learners.

We are an inclusive school that believes in ensuring all children, particularly those most vulnerable, are capable and confident learners who excel at school.

We create an open and trusting community; feedback to and from others is encouraged and used to improve ourselves and our school.

We believe in creating active and engaged learners who can take risks and learn from mistakes. Both the learning and learning environments are designed to enable students to practise, discover, explore, play, communicate, critically and creatively think, and problem-solve.

We believe in using explicit teaching, investigative play and problem-based learning.

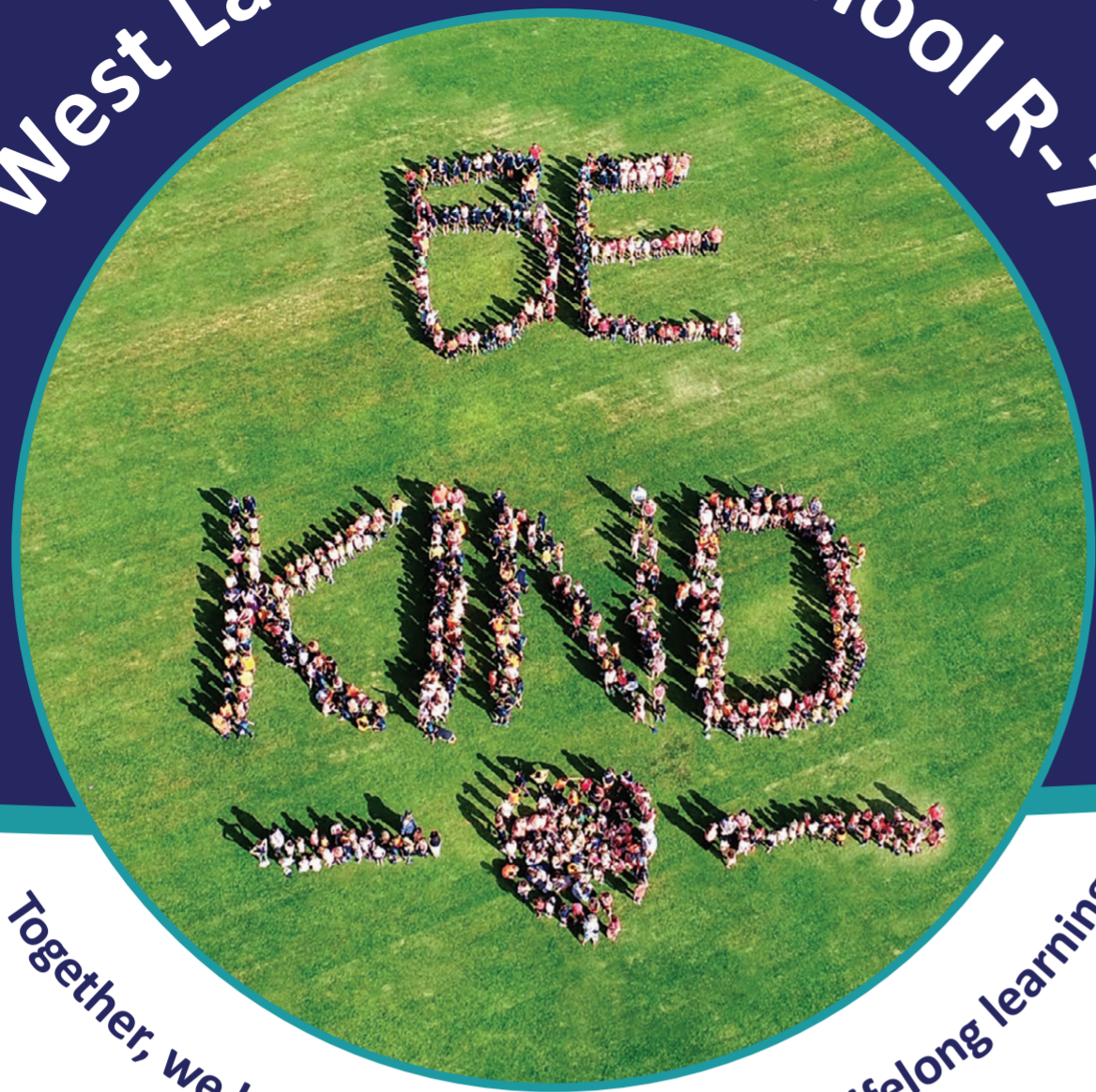
We believe in creating powerful learners who are involved in setting their own learning goals and who strive for their personal best.

We're removing administrative burdens so staff can have a relentless focus on teaching and learning.

We're aiming to underpin our Department's vision to be world-class across every part of our school. This strategic plan builds on work we have started at West Lakes Shore School; Together, we will deliver.



West Lakes Shore School R-7



Together, we build strong foundations for lifelong learning

EVIDENCE INFORMED



We seek best evidence and will build our capabilities in areas that have created the most successful outcomes for lifelong learners, around the world.

CHALLENGING LEARNING



We focus on excellence in teaching and learning to enable growth for every child.

Teaching and learning

We teach all areas of the curriculum, across all year levels, and recognise that strong literacy and numeracy skills help every child to learn well. Our Connected Curriculum is a whole-school approach and develops cross-curricular priorities and general capabilities.

Excellence in Teaching

We are supported to confidently engage students in learning. We design learning that is challenging. Our assessment, moderation and reflective practices are consistent. We base our practice on what works. We collaborate and reflect on our practice. We continue to learn and model ourselves as lifelong learners.

QUALITY PEOPLE



We perform at our best every day, to enable growth for every child.

Our staff

We are one team with collective strengths. We are supported to work effectively and build our capability. We have a collaborative culture. We never stop learning together.

Leadership

We have high-quality leaders who drive better results and practice. Educational Leadership is our priority. We build leadership capability in every one of our people.

STRONG ENGAGEMENT



We learn in partnership to enable growth for every child.

Learning in Partnership

We partner with parents, families, businesses and the community to help children to learn, develop, be healthy and be lifelong learners.

Parents and families

We engage parents from before a child starts school. We invite parents and carers into our school. We actively involve families in their child's learning.

Community

We work with others in government and the community to help children to be safe, supported and successful.

Businesses

We connect with local business to enhance learning opportunities for our children.

BETTER SUPPORT



We seek the support needed to enable growth for every child.

Improvement

We work to service every child and family. We aim to make the lives of staff in schools easier and support their wellbeing. We all aim for continuous improvement and share effective practice widely.

Accountability

We are experts in our field and work collaboratively to get the best results. We are accountable and inform our policy, strategy and practice on global evidence of what works best.

Safe Conditions

We create an inclusive, kind and community-focused school. Anti-bullying and proactive behaviour support is the responsibility of all.

TARGETED RESOURCES



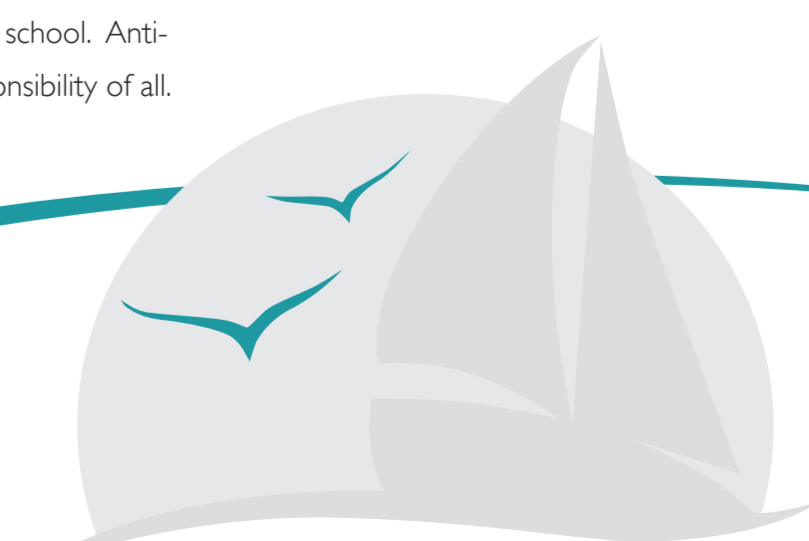
We provide resources for improvement and growth for every child.

Resourcing

We align resources to support the growth of every student, in every class. We ensure targeted resourcing reaches students who need extra support to achieve their potential.

Outstanding Contemporary Learning Facilities

We have world-class facilities and contemporary learning spaces; both inside and out. Our facilities are accessible for children and enable powerful, active and engaged learners. Our planning has a futures focus. Extensive outdoor nature facilities continue to be developed as a unique feature of our school.



ACTIONS 2020

- KEY
- All Staff
 - Some Staff
 - ▲ Site Level

CHALLENGING LEARNING GROWTH FOR EVERY CHILD

School Improvement

- We continue to consistently implement our 3 year School Improvement Plan
- Every staff member has, and reviews, Performance and Development Plans aligned to our challenges of practice and yearly actions
- We regularly review and track and adjust our actions, including termly pupil progress meetings to monitor targets and align support
- We celebrate successful outcomes
- We keep the community involved (including GC) and updated with the progress of our actions
- We analyse all school data sets (AEDC, Wellbeing and Engagement, NAPLAN, PAT, A-E, Staff, student and family perspective surveys) to evaluate impact.

EXCELLENCE IN TEACHING AND LEARNING

Embed LDAM including formative assessment

- Every teacher uses learning intentions and success criteria
- Every student has SMARTaR goals in writing, numeracy and optional wellbeing goals
- Every teacher will use Brightpath to identify with students their next goals to improve as writers
- Teachers continue to use consistent pedagogy to support writing improvement
- Collaborative teams transform tasks, and co-design and moderate Math/ writing (termly staff meetings)

QUALITY PEOPLE LEADERSHIP AND LEARNING FOR ALL

Future Leaders

- We build teacher leadership capacity in STEAM, Learning Landscapes, Connected Curriculum, Learning in Partnership, Sustainability and Student Agency
- We build capacity by incorporating a Writing Support Teacher
- Individual and whole-school PD is SIP and PDP aligned

Professional Learning Academy

- Orbis Instructional Leadership PD for 2 leaders and 2 teachers in Numeracy
- Year 7 Pilot Project to High School (A Year 7 and 5/6/7 teacher)

Staff Wellbeing

- ▲ Open-door, supportive Leadership who welcome feedback
- ▲ Celebration of staff successes/strengths
- ▲ Acknowledge and affirm staff responsibilities
- Analyse and identify actions from the Psychosocial Survey
- 'Teach On' teams and individuals share effective practice (fortnightly optional PD spotlight sessions)
- Staff Perspective Survey carried out
- Sweets, chocolate and grazing tables

Staff, Student and Community Agreements

- We all lead by example through our beliefs, actions and ways of being
- We reflect and are self aware of our own impact on others
- We enact and live our staff, student and family codes of conduct and professional agreements and adhere to our staff Grievance Policy

STRONG ENGAGEMENT LEARNING IN PARTNERSHIP

Aboriginal Education Strategy

- Every ATSI student's OCOP is updated with SMARTaR goals and family input
- Create the Cultural ATSI garden

Student Attendance

- Staff identify attendance concerns using SENTRAL
- ▲ Leadership act on 60-80% referrals (habitual and chronic)
- ▲ Leadership track, monitor and support students with 80-94% attendance
- ▲ Community information supports positive site-level attendance

Positive Behaviour and Anti-Bullying

- All staff continue to implement PEACE Pack
- All staff analyse Wellbeing and Engagement data and prioritise core teaching and learning
- Behaviour Support plans/site support and safety plans are created for all students requiring high-level behaviour intervention (wave 3 whole-school)
- Behaviour and Anti-bullying policies and guidelines are implemented across the school
- Berry Street Model training
- Restorative Practice PD for all staff

Partnership with every family

- 3 Way student/teacher/family interviews
- Consistent Year Level Communication Apps implemented and used by every class teacher (school hours)
- Fortnightly School Newsletter
- Learning in Partnerships PLT supporting community connections agreement
- Targeted family workshops aligned to Parent Survey feedback

BETTER SUPPORT/ TARGETED RESOURCES DATA-INFORMED

Future Spaces

- ▲ Toilet Upgrade program - OSHC
- ▲ Refurbishment and upgrade of Sea Star unit
- ▲ Update facades around school (as needed)
- ▲ Year 1 and Sea Dragon furniture upgrades

Technology and Infrastructure

- Review Reading Eggs and decide the 2020-2021 direction
- ▲ Continue hardware updates to support learning
- ▲ Sea Dragon Whiteboards upgraded

Year 7 to 8 Transition

- ▲ HR Planning and Strategic resource management (admin/SSO)
- Year 7 pilot program
- Plan Year 6 and Year 7 Senior Student processes (Senior Leadership, Senior Leaders Tops)

Student Support

- Intervention consultation(class based/whole school)
- Disability audit
- Wellbeing Hub access (PCW/Wellbeing Leader)
- Interoception Space aligned to student group programs
- Seeking interagency and Learning Improvement to assist individual needs

GROWTH FOR EVERY CHILD IN EVERY CLASS IN PARTNERSHIP WITH EVERY FAMILY

ACHIEVEMENT FOR ALL WELLBEING & ENGAGEMENT

We have the highest expectations for every child, especially our most vulnerable learners.

We measure our progress against the Standard of Educational Achievement

OUR GOALS

- We want higher percentages of children to achieve in the highest levels (A/B, PAT M and NAPLAN bands) in writing and Numeracy at all year levels.
- We want higher percentages of children to reach the Standard of Educational Achievement in writing and Numeracy at all year levels.

We measure our progress against the student Wellbeing and Engagement and staff perspective and family opinion data.

OUR GOALS

- We want increasing percentages of children to record in the highest level for their wellbeing and engagement.
- We want increasing percentages of staff who are highly engaged, lead in areas of passion, who work collaboratively and report visible leadership.
- We want increasing percentages of families reporting positive behaviour management and active involvement in their children's learning.

We use data and evidence to continuously inform, evaluate impact, and strategically adapt and innovate our approaches.

