Lord Howe Island Central School Strategic Plan 2015-2017

Today for Tomorrow

We will create an environment to develop successful learners and confident individuals.

Respect, Fairness, Integrity, Trust, Compassion and Understanding. We believe that by being united we can collaboratively support everyone to achieve.
Lord Howe Island Central School is located over 520 kilometres off the New South Wales mid-north coast, it is the most remote school in N.S.W. The isolation that defines this school is unique amongst isolated schools in New South Wales. The school community is a blending of families whose history is closely linked to the island & families who live and work here for a contracted period of time.

We directly cater for the teaching and learning of all students on the island from Kindergarten to Year 6, and in conjunction with Camden Haven High School Distance Education, we support all secondary students on the island from Years 7-12 with their learning.

Three permanent staff are appointed to the island on limited tenure contracts (2 or 3 years). There are three Aboriginal students currently enrolled. The school is a trial Empowering Local School and as such is implementing the DEC SAP and Student Wellbeing operational systems. The school recorded strong individual student results in NAPLAN and also in local school based data. School staff enjoy a high level of support from the parent and wider island community.

School Planning Process

Input, updates and consultation for this plan was produced with the collaboration of students, staff, P&C, LHIC School Council and support from Principal, School Leadership, Leadership and Teacher Quality, High Performance Learning and High Performance and Accountability.

In developing the 2015-17 School Improvement Plan, the following internal and external data and DEC reforms were utilised to develop our situational analysis and development of the School Improvement Plan.

Development of the plan included
- Community feedback
- Student, Staff & Parent Evaluations
- SMART data
- Teaching and learning data based on observations, meetings and data analysis
- Student focus group
- National Curriculum
- School Excellence framework
- School Improvement framework
- Performance and Development framework
- Great teaching Inspired Learning
- Local Schools Local Decisions
- Rural and Remote Blueprint
- Early Action for Success
- Every Student Every School
- Melbourne Declaration on Educational Goals for Young Australians
# People

**Students:** Engage students in order to develop them as learners and promote their academic, physical, social, emotional and moral development and wellbeing.

**Staff:** Develop teaching capacity through professional learning and support to improve their knowledge, skills and understandings, to deliver programs for improved student outcomes.

**Parents:** Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children’s learning through participation in classroom/school parent information sessions.

**Principal:** Promote an alignment of policies and practices that are research driven and describe, develop and evaluate teacher, school leader and school capacity.

## Processes

To create opportunities for all of our students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promotes learning; engagement; and wellbeing.

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.

**Evaluation Plan:** Performance and Development Framework.

Formal and informal classroom observations and structured feedback sessions timetabled and evident.

Regular collegial professional sharing sessions are timetabled and evident.

## Purpose:

**Culture of continuous improvement and capacity**

## Products and Practices

**Products**

All K-6 students will achieve at or greater than expected cluster/continuum growth according to their Personalised Learning Plan NAPLAN to demonstrate appropriate level of growth between yrs 3&5.

All teaching programs demonstrate differentiation and practice driven by assessment

**Practices**

All staff collaboration in consistent teacher judgement

Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement.

Staff and students reflecting and reporting on the achievement of their own learning.
**Process:**
Developing future focused skills and thinking

**Students:** Develop, incorporate and embed new learning strategies to gain deeper understanding towards improved engagement, learning, and wellbeing outcomes. **Staff:** Engage teachers to find new solutions, by challenging assumptions about practice through deep, purposeful and aligned professional learning, in order to improve knowledge, skills and understandings in the delivery of quality student outcomes. **Leaders:** Identify and implement professional learning opportunities with staff that are aligned with school priorities; individual learning plans; effective performance and development practices.

**Processes**
Lead Teachers working with Principal to design and teach lessons that develop 21st century capabilities. Lead teachers to mentor Support Teachers. Streamline school timetables to accommodate team reflective practices to foster greater collaboration.

**Evaluation Plan**
Survey teachers, parents and students
Analysis of NAPLAN results
Examine teaching programs and practices

**Products and Practices**

**Product:**
Teaching programs and practice include ICT focus. Teaching programs and practice reflecting the implementation of the General Capabilities.

**Practice:**
Teachers engaging in self-reflection and action learning conversations about pedagogy. All teachers are aligned to the goals within the school plan, focus on collaborative planning and programming, and actively support personal and collective effectiveness.

**Performance Measures**
Teaching programs and practise include ICT focus
Teaching programs and practice reflecting the implementation of the General Capabilities.
Purpose
Building inclusive collaborative teams

Products and Practices

Students: Engage students in Choice Theory and Positive Outcome process, to improve and embed emotional resilience, social intelligence, confidence and proactive behaviours.

Staff: Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

Parents: Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

Leaders: Current and aspiring school leaders will be provided opportunities and mentoring to manage and lead key projects at school to develop their educational management and leadership capabilities.

To create two-way communication processes and opportunities which support active and frequent collaboration between school and community.

Increase the number of parents engaging in P&C events and community learning sessions.

Evaluation Plan
Regular monitoring of parent P&C attendance data; home-school data; and other community event/fundraising data, throughout the year.

Annual school survey measurement of school culture and satisfaction levels of students, staff and parents.

Products:
A 10% increase in the number of parents attending and supporting P&C and other community events.

Increased high levels of positive student, staff, and parent satisfaction levels with school learning culture from 90 to 95%.

Practices:
A positive culture of learning exists across the school among students, staff and parents.

Quality Transition to School and Kindergarten Orientation Program, Year 7 Orientation and Transition Program operating within strategic community learning partnerships.

Performance Measures
A 10% increase in the number of parents attending and supporting P&C and other community events.

Increased high levels of positive student, staff, and parent satisfaction levels with school learning culture from 90 to 95%.