## School background 2015 - 2017

### School vision statement

At Lyndhurst Public School, we believe in “Striving for Success” within an inclusive environment so that students reach their true potential and become confident, creative individuals, who are prepared to embrace 21st century changes to build our community for today and tomorrow.

### School context

Lyndhurst Public School is situated in a semi-rural setting 25 kms from the Blayney and 45 km from Cowra on the Mid Western Highway. The school was first established in 1889 and has been educating the students of Lyndhurst and the surrounding areas since then. The school has maintained strong growth over the past 10 years and is now the largest small school in the Heritage group despite being the smallest school site.

The staff, students and community can be proud of the school and the progress and achievements. Pupils are given every opportunity to compete equally with students at larger schools whilst still enjoying their rural lifestyle.

The school provides a dynamic and caring educational environment in which all students’ access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students’ educational opportunities with the support of the parents and community.

The school attracts equity funding to support targeted program implementation and ensure students’ ongoing success.

To find out more information about Lyndhurst Public School please visit our website:

### School planning process

In 2014 the school community, sought the opinions of staff, parents, students and community about the school in terms of:

- Current programs, activities, and initiatives they felt were valuable and should be kept.
- Any programs, initiatives they would like to see implemented over this planning period.

They were also asked to comment on what they want Lyndhurst Public School to look like in three to five years’ time. These opinions were sort using the following methods:

- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions
- Analysis of student assessment data including internal assessment, state-wide testing and program specific data.
- Survey home to all parents seeking input into what was working well across the school and where the school could move forward.
- P&C meetings to review the findings, staff discussion points and to provide input into the school’s future directions.
- Collaboration and consultation with Heritage Schools Learning Community

This is an aspirational long term plan.

Students’ learning will be tracked and monitored and at regular intervals, to ensure that each student is being fully supported to reach their maximum learning potential.
School strategic directions 2015 - 2017

Purpose of Strategic Direction 1:
- To support all students to become competent and creative learners to reach their full potential.
- Students understand how they learn and are confident in selecting and using tools that best support and enhance their opportunities to grow and learn.
- Every student will be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential in all areas.

STRATEGIC DIRECTION 1:
Learning:
Quality teaching and learning programs for successful 21st century learners

Purpose of Strategic Direction 2:
- To improve students staff and parent understanding of learning outcomes
- To build capacity in school community to support students in their learning
- To build understanding of the world and their place in it
- To provide staff with networks for collaboration and professional dialogue.

STRATEGIC DIRECTION 2:
Connecting:
Strengthen connections and understanding

Purpose of Strategic Direction 3:
- To support all students to develop skills and strategies to support their social, emotional and mental wellbeing.
- To provide staff with professional learning experiences to ensure they have the confidence and skills to implement the changes as they occur.
- To provide opportunities for staff and students to engage in teaching and learning activities with other schools in the Heritage learning community.

STRATEGIC DIRECTION 3:
Developing:
Support and enhance learning opportunities
## Strategic Direction 1: Quality teaching and learning programs for successful 21st century learners.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</table>
| • To support all students to become competent and creative learners to reach their full potential. | **Students:** Students will be engaged with teaching and learning programs that are meaningful and successful.  
**Staff:** Staff will be engaged with professional learning that is targeted, purposeful and directly linked to a strategic literacy and numeracy programs.  
**Parents/Community:** Parents and teachers will work together to increase parent understanding of key literacy and numeracy programs within the school.  
**Collegial Network:** Continued development through Heritage to enhance professional learning and programming for the new National curriculum.  
**Leadership:** Leading improvement, innovation and change. | **Whole school approach:** Develop assessment, planning, programming and teaching models for K-6 in order to implement individual learning plans. To ensure progress of all students.  
**Differentiation:** Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching elements and create systems and structures to support differentiation. Implement and continue tracking for all students  
**National Curriculum Implementation:** Provide ongoing support and professional learning in the implementation of the National Curriculum Syllabus documents. Further develop staff understanding and quality pedagogy in teaching the new literacy syllabus. Further develop staff understanding and quality pedagogy in mathematics to support the ongoing skill development of all students. | **Products:** Achievement in literacy and numeracy goals identified and growth of individual students tracked.  
**Practices:** Regular and ongoing, assessment monitoring and tracking of student data.  
**Products:** Teaching learning programs reflect data analysis and quality teaching Quality Teaching pedagogy  
**Practices:** Imbedding best practise in teaching and learning programs using data analysis to ensure students’ continued progress. |

### Improvement Measures

External and school based data shows learning growth for all students.  
Programs reflect quality teaching pedagogy.
Strategic Direction 2: The school will strengthen connections between the local & wider community, & other learning communities (including Heritage Learning Community) to develop understanding of their world and provide for future life pathways.

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| • Build connections to improve student engagement in a positive school environment.  
• To improve students social and emotional wellbeing.  
• To continue positive partnerships with parents and community. | Students:  
• Will acquire the skills needed to participate in learning for life  
• Will be confident, active participants in connected learning opportunities  
Staff:  
• Will continue to provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student.  
• Provide parents & community with learning opportunities to increase understanding of 21st century learning  
• Engage with PL opportunities to meet their individual learning goals  
Parents: increase their understanding of learning and support students to become lifelong learners  
Community: will engage with the school and support its learning objectives.  
Collegial network: continued development of a Community of Schools (HCSS) approach to enhance opportunities (local and afar) to support student engagement and staff professional learning.  
Leaders: leading improvement, innovation and change. | Students: Provide opportunities for students to actively participate in and engage with other learning community activities. Ensure opportunities are offered to engage with peers and like-minded students to develop social, cultural and academic experiences.  
Staff: Extend staff professional learning opportunities and promote and strengthen professional connections  
Parents: Offer in-school and external opportunities to support parents in understanding their child’s learning for the 21st century. Promote an open door policy for community participation in supporting student welfare and learning. | Product: Connect students with the wider learning communities including the Heritage Country Schools.  
Practice: Engage with wider communities using integrated technologies and interschool activities (academic, sport and cultural)  
Product: Connect parents with student learning  
Practice: Provide parents with learning opportunities towards understanding new teaching practices  
Product: Increased professional learning opportunities for staff  
Practice: Establish professional learning networks and engage with existing PL opportunities such as Pre2, Adobe Connect & Heritage Country Schools Learning Communities |

Improvement Measures

All students show an increase in participation and engagement in learning and school activities.  
Increased parent/carer engagement in student’s school activities.  
Teaching learning programs reflect current practise.

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Strategic Direction 3: The school will support the development of resilience in students to cope with life in 21st century. Support the ongoing Professional Learning and skill development of staff as they implement the new curriculums and programs.

### Purpose

- To support all students to develop skills and strategies to support their social, emotional and mental wellbeing.
- To provide staff with professional learning experiences to ensure they have the confidence and skills to implement the changes as they occur.

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<tbody>
<tr>
<td><strong>Student:</strong></td>
<td><strong>Staff:</strong></td>
<td><strong>Product:</strong></td>
</tr>
<tr>
<td>• Will acquire the skills needed to participate in 21st century life through the development of their emotional and social well-being.</td>
<td>• Engage in professional learning to implement new syllabus.</td>
<td>Students are equipped with strategies to improve resilience so they can cope socially, emotionally and mentally in the ever changing world.</td>
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<td>• Will be confident, active participants in learning to enhance success and positive self-esteem.</td>
<td>• Principal and staff attend network meetings with a variety of learning communities to extend staff professional learning opportunities and promote and strengthen professional connections.</td>
<td>Practices:</td>
</tr>
<tr>
<td></td>
<td>• Provide a variety of flexible options for staff professional learning with collegial networks to ensure best practise.</td>
<td>• Personalise learning plan for targeted students developed in consultation with staff, students and carers.</td>
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<td><strong>Staff:</strong></td>
<td><strong>Parents:</strong></td>
<td>• Introduce practices to support student’s emotional wellbeing</td>
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<td>• All staff will undertake courses to build awareness and understanding of the new systems and processes as they are introduced.</td>
<td>• Offer in-school and external opportunities for programs to help parents in understanding and supporting the positive development of their child’s academic, social and emotional well-being.</td>
<td>• Students actively engage in activities to develop skills when dealing at a personal, peer and public level and within a variety of contexts.</td>
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<td>• All Staff will continue to enhance their understanding of the emotional and social needs of today’s students whilst creating a nurturing and supportive environment.</td>
<td></td>
<td>• Work with community to link them into services outside the immediate community to support their child’s wellbeing.</td>
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<td>• Will join learning communities to enhance professional networks and learning opportunities.</td>
<td><strong>Community:</strong></td>
<td><strong>Product:</strong> Staff have the capacity to understand and support the implementation of the DEC changes as they occur.</td>
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<td>• Will enrol in web-based PL to help support the introductions of new syllabus</td>
<td>• Engage with community to ensure the ongoing support of the students’ welfare and learning.</td>
<td>Practices:</td>
</tr>
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<td></td>
<td><strong>Leaders:</strong></td>
<td>- Provide Professional Learning opportunities to support the implementation of new syllabus</td>
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<td></td>
<td>Ensure all staff have opportunities to engage with, understand and implement new syllabus through targeted professional learning.</td>
<td>- Develop networking opportunities to provide staff with professional dialogue and shared practices</td>
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### Improvement Measures

- All students’ social development and learning reports indicate growth.
- Staff implementation of DEC changes as they occur.

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<td>Ensure all staff have opportunities to engage with, understand and implement new syllabus through targeted professional learning.</td>
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