### School vision statement

We are committed to the provision of effective learning in a caring, safe, supportive and cooperative environment.
We have high expectations in learning and are committed to each member of our school community striving for personal best.
We value and respect the individuality and strengths of all students.
We seek to develop respectful, safe, responsible and independent learners who strive for their personal best in all aspects of school life.
We endeavour to develop active and engaged learners who can think critically and creatively in the 21st century.
We are inclusive of the whole school community in preparation of our students in the 21st century and value the involvement of the whole school community in our school.
We encourage tolerance, kindness, fair play and team work in all aspects of school life.

### School context

Luddenham Public School is a small school situated 15 kilometres south of Penrith. The school is part of the Luddenham community in a semi-rural area. The school consists of a teaching principal and three permanent teaching staff, permanent part-time staff for library and release from face to face, a teacher to support students with learning difficulties for one day a week and temporary teacher employed as part of the teaching principal allocation.
Four multi-aged classes have been formed to accommodate the 89 students enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students.
Learning for all is at the core of all that we do at Luddenham Public School.
We strive to develop respectful, safe, responsible and independent learners in a safe and caring environment.
We have a strong focus on the differentiation of the curriculum to suit the learning needs of all students.
Our school is an active participant in both the Penrith Valley Small School’s Network and the Glenmore Park & Mulgoa Valley Learning Community.
Our school community is supportive and we have an enthusiastic and committed P&G organisation who actively works in partnership with our school.

### School planning process

Parents, staff, students and the wider school community were consulted through a variety of sources including surveys, informal discussions and a school community forum focusing on the following information.

What current practices/strategies would you like the school to keep?
What current practices/strategies would you like the school to modify?
What practices/strategies would you like the school to consider adding?
What skills and qualities do you want your child to have in their school bag at the end of their school life at Luddenham?
All staff participated in numerous professional learning activities and contributed ideas and input in the school vision, purpose and strategic directions for the School Plan.
Data Analysis informed directions for building capabilities and capacity of people as well as identifying products and practices.
Student voice was captured through informal class discussions and student surveys.
**Purpose:**

To provide a learning environment that sets high expectations for all students to achieve their personal best in all aspects of school life. Students will be productive, creative and ethical users of technology, equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, collaborative, creative, empathetic and resilient lifelong learners.

To develop in students the ability to think critically and creatively to contextualise their learning beyond the classroom and to have the ability to reflect and work independently and collaboratively to make sense of their world.

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**Purpose:**

To enable staff to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners.

To provide high quality professional learning across our network of schools leading to teaching that demonstrates curriculum innovation, evidence based quality teaching and leadership capability that inspires learning.

To ensure the continued alignment of our school’s primary purpose and student exit outcomes with our programs and practices using the using the Australian Principal Standard and Australian Standards for Teachers.

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**Purpose:**

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

Through reflective practices and whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively to the school community and support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs which enhance understanding of expectations and achievement in a caring and respectful community.
Strategic Direction 1: **Student Learning**  

Students will be successful learners who demonstrate capacity to engage positively in all aspects of society.

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<tr>
<th>Purpose</th>
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| To provide a learning environment that sets high expectations for all students to achieve their personal best in all aspects of school life. Students will be productive, creative and ethical users of technology, equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, collaborative, creative, empathetic and resilient lifelong learners. To develop in students the ability to think critically and creatively to contextualise their learning beyond the classroom and to have the ability to reflect and work independently and collaboratively to make sense of their world. | Students: To engage students in being quality learners of literacy and numeracy, creative users of technology and critical thinkers in the class and home environments  
Staff: To develop staff capabilities by designing training and community of school-wide systems to support and extend low-performing students, as well as extend or accelerate high-performing and gifted and talented students  
Parents: To establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning sessions on Literacy, Numeracy, Technology,  
Leaders: To develop leadership capabilities to facilitate change management through quality professional learning, mentoring and professional reading | Whole school approach to teaching and learning: Streamline, scope and sequence literacy and Numeracy planning, programing and teaching from K-6 in order to provide consistency for students and teachers whilst ensuring the school adheres to Literacy and Numeracy state policy guidelines.  
Differentiation: Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the Quality Teaching elements and create school-wide systems and grouping structures to support differentiation.  
National Curriculum Implementation: Implement staff training in the NSW K-10 Syllabuses to further develop knowledge and delivery of the English and Mathematics curricula.  
Student Well Being: Consistently implements a whole school approach to wellbeing that has clearly defined expectations in a positive learning environment.  
Pedagogy: Continue evidence-based practices in literacy and numeracy through quality teaching programs such as Taking Off with Numeracy, Synthetic Phonics, Morning routines and differentiated literacy blocks.  
Evaluation plan: Closely monitor NAPLAN, PLAN and school based assessment results to analyse student performance in Literacy (Reading, Writing, Spelling, Punctuation & grammar) and Mathematics (Numeracy, Measurement, Space and Geometry and Data). Develop targeted programs as required. | Product: To sustain 80% growth from Years 3 to 5 in NAPLAN Literacy and Numeracy results.  
Product: 70% at stage appropriate level on PLAN  
Product: 70% of Year 3 students achieve at or above minimum standards in all strands of Literacy and Numeracy  
Product: 70% of Year 5 students achieve at or above minimum standards in all strands of Literacy  
Product: 70% of Year 5 students achieve at or above minimum standards in all strands of numeracy  
Product: To ensure quality pedagogy and scope and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.  
Practices: Quality evidence-based teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improved student achievement  
Practices: Evidence of new technology learning in each classroom  
Practices: Lesson observation of teaching practice to further develop and refine quality pedagogy across K-6  
Practices: Proactive professional learning teams across stages in Community of Schools Groups that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of goals in Teacher Performance Framework.  
Practices: Students and staff reflecting on the achievement of their personal learning and leadership goals in the area of Literacy, Numeracy and Technology. |

**Improvement Measures**

To sustain 80% growth from Years 3 to 5 in NAPLAN Literacy and Numeracy results.

70% at stage appropriate level on PLAN  
90% of students at expected level of behaviour as indicated in Sentral Wellbeing data.

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### Strategic Direction 2: **Staff Learning**

Staff will be high performing, collaborative and dynamic lifelong learners.

#### Purpose

To enable staff to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners. To provide high quality professional learning across our network of schools leading to teaching that demonstrates curriculum innovation, evidence based quality teaching and leadership capability that inspires learning. To ensure the continued alignment of our school’s primary purpose with our programs and practices using the using the Australian Principal Standard and Australian Standards for Teachers.

#### People

- **Students:** To provide a framework that will support students in contributing to progressive feedback on teaching practices within individual classes and whole school processes.
- **Staff:** Teachers will identify their own learning and development needs and the learning needs of their students linked to the school’s strategic directions and the Australian Professional Standards for Teachers.
- **Parents:** To create opportunities for parents/carers to give progressive feedback about the quality of teaching and learning at our school.

#### Processes

- **Teacher and School Leader Performance and Development**

  Develop and implement the school’s Performance and Development Framework in line with GTIL initiative 10.1 by aligning processes to the Australian Standards for Teachers and the Principal Standard through reflective and evidence-based practices incorporating:

  - Individual teacher professional learning plans, Classroom practices and lesson observation model, Professional learning communities, Australian professional Standards, Targeted programs for New Scheme Teachers and teachers aspiring to higher levels of accreditation.

  - Strong collaboration with leaders from Nepean Valley Community of Schools.

  - Collaborating with mentors and School Principal Leadership officers to develop leadership capabilities.

- **Professional Learning**

  Further develop staff understanding and quality pedagogy in Reading, Spelling, Writing and Grammar and Numeracy strategies to support all students learning achievements. e.g. Get Reading Right, TOWN.

  - Build capacity through professional learning for teachers to support students to create with technology e.g. Technology Learning Day

- **SASS staff**

  Building the capacity of SASS staff to navigate through change driven by LMBR and LSLD through targeted professional learning and SASS networks.

#### Products and Practices

- **Practice:** Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other’s practices.
- **Practice:** All staff actively engage in Professional Learning Communities that are driven by teacher identified needs and share their learning to improve student learning. E.g. Nepean Valley Community of Schools, TOWN community, Glenmore Park learning alliance.
- **Product:** All staff have individual Professional Learning Plans aligned to the Professional Standards for Teachers, which are designed collaboratively and supported by the Principal.
- **Product:** A succession program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.
- **Product:** All NST and other self-nominated teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation.
- **Practice:** All teachers engage with performance appraisal procedures through the Australian professional Standards for teachers.
- **Practice:** All SASS staff engage in training to transition to LMBR and adapt to new systems.

#### Improvement Measures

- Increased participation in Professional Learning activities as evidenced using MY@PL data.
- 100% of staff actively engaged in all professional learning activities at school and learning alliances.

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Strategic Direction 3: **School and Community Learning: A high performing school and a community that is inclusive, informed and engaged.**

**Purpose**
To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively to the school community and support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare programs which enhance understanding of expectations and achievement in a caring and respectful community.

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<td><strong>Students:</strong> To provide a framework that will support students in providing progressive feedback on school programs and future planning&lt;br&gt;&lt;br&gt;<strong>Staff:</strong> To provide increasingly robust and sophisticated systems that will support the development of staff capabilities in teaching practice, management and school leadership&lt;br&gt;&lt;br&gt;<strong>Parents:</strong> To create opportunities for parents/carers to improve their knowledge of student learning and give progressive feedback about the school plan and programs. To increase and improve communication with parents and community through school Facebook page, newsletters and website.&lt;br&gt;&lt;br&gt;<strong>Community partners:</strong> To continue to seek and build on strategic partnerships to foster key programs and to provide educational expertise and leadership in these partnerships&lt;br&gt;&lt;br&gt;<strong>Leaders:</strong> To provide increasingly robust and sophisticated systems that will support the development of leader capabilities in management and school leadership</td>
<td><strong>School Planning and Evaluation</strong>&lt;br&gt;Demonstrate broad consultation with students, staff, parents and community on the school plan&lt;br&gt;Monitor and review milestones of the school plan each term&lt;br&gt;Review school evaluation cycle and plan&lt;br&gt;Review ASR and website&lt;br&gt;<strong>School Workforce Planning and Management</strong>&lt;br&gt;Establish workforce systems to manage, monitor and plan for school change and improvement&lt;br&gt;<strong>School Finance</strong>&lt;br&gt;Review school processes to prepare for LMBR rollout&lt;br&gt;<strong>School Environment and Safety</strong>&lt;br&gt;Review and monitor Workplace, Health and Safety Plan&lt;br&gt;<strong>School Asset and Infrastructure</strong>&lt;br&gt;Establish processes to plan, manage and renew assets and infrastructure to meet student learning needs</td>
<td><strong>Product:</strong> Evidence-based collaborative School Plan 2015-2017 published and reported on annually&lt;br&gt;&lt;br&gt;<strong>Product:</strong> To achieve a 20% increase of parent participation and feedback at parent workshops and surveys.&lt;br&gt;&lt;br&gt;<strong>Product:</strong> The school learning environment, technology infrastructure and assets safely and innovatively support 21st Century learning practices&lt;br&gt;&lt;br&gt;<strong>Product:</strong> Purposeful partnerships with the wider educational, business and non-government organisations (NGOs) are established and nurtured&lt;br&gt;&lt;br&gt;<strong>Practice:</strong> Purchase and implement Sentral as a dynamic system for school attendance, wellbeing and reporting to parents.&lt;br&gt;&lt;br&gt;<strong>Practice:</strong> Parents and caregivers both engage with and contribute to school life and improvement in ways that are appropriate to their capability and circumstance&lt;br&gt;&lt;br&gt;<strong>Practice:</strong> Milestones process is used to monitor finance, school progress and improvement&lt;br&gt;&lt;br&gt;<strong>Practice:</strong> Classroom Lesson Observations using AITSL established as a process to evaluate impact of teaching interventions on student learning</td>
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**Improvement Measures**

- 20% increase of parent feedback demonstrating the success of school programs.<br>Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.