## Lake Clarendon Performance Pact - We Guarantee Your Child’s Learning Won’t Be Left To Chance



At Lake Clarendon State School we fundamentally believe that students need to be challenged, encouraged and supported to achieve their highest academic potential. To ensure this happens, we have introduced our Lake Clarendon Performance Pact. The pact is available for all students enrolled at our school whose attendance is 95% or more and it outlines a 4 way commitment to working in partnership with parents and the community to ensure student learning isn’t being left to chance.

The Performance Pact is a School Improvement Program that was developed in response to the challenge of poor parent engagement for the school and importantly as a way to improve the attendance, academic performance and life expectations for our students.

Student Commitment – Attendance, Behaviour, Academic Tasks

School Commitment – Tailored Program & Support Response

Parent Commitment – Agreement to Enhancement Modifications

Teacher Commitment – Increased Focus and Support

Community Commitment – Support, Belief & Encouragement

### Visioning Strategy

The Lake Clarendon Performance Pact is a program based on the creation of a model of service delivery to parents and the community. Our approach through the use of this service commitment is to make visible for parents and carers the level of service and effort our school provides when parents sign the enrolment contract for our school. For community we aim to demonstrate that we are the school of choice.

The deep intent then of this commitment is to promote a culture of personalised attention for students across the school, a “whatever it takes” to make a difference attitude, a way to re-culture our school so that there are “no excuses” for student failure and so that there are real chances for a real life pathway post schooling.

The Pact works as a simple two-way message that drives both sides of the parent/school partnership. It communicates these expectations:

* + For parents: If you want your child to achieve their dreams and a better life – send them to school.
	+ For teaching staff (teachers and teacher aides): If kids come to school then we must do whatever it takes to make them successful.
	+ For Community: Support our school, believe in our kids and work with us to provide opportunities.
	+ For administration staff: Supporting teachers, parents and kids by doing whatever it takes to ensure success.

This expectation provides for a situation, where educational success is a commodity bought through reward for attendance rather than punishment for non-attendance. The commodity that parents and students earn through attendance is not just a promise or aspiration but equates to increased learning support resources, increased school focus, awards for performance and improvement, continual celebration of success, increased achievement and attendance reporting and individual case management.

### Information Strategy

A visioning strategy sets the foundation to support continual improvement but a strategy to ensure ongoing monitoring of performance and the ability to react to challenges, direct resources and celebrate successes is critical. Our School improvement Agenda uses a suite of data tools and tracking as well as targets and standards to ensure that as a school we are continually striving to perform to our highest levels. The Performance Pact program uses local performance data collected every five weeks to drive this improvement. Data is therefore seen as a critical resource that we use to:

• Focus priorities and enable change

• Monitor and drive performance

• Set and achieve goals, benchmarks and targets

• Organise and utilise resources

• Build hope and a positive culture

Most importantly for our school though is that information we collect needs to be useful to teachers – to inform their planning and teaching. We believe the first and most important element of effective teaching and learning is to know our students and that means knowing the data about our students. Not just so that we know what student do know and can do now but so that we are informed about what students need to know and be able to do next.

### Organisational Strategy

The Lake Clarendon Performance Pact has changed how human, space, time, financial, curriculum and technological resources are being used and allocated. For instance, significant human and time investment in catching children up who have continued irregular attendance has historically led to a large “tail” and very little return in student performance. Much improvement is nullified through absence and is an ongoing source of low productivity morale for many teacher aide staff.

This inefficient use of resources provided for the key pillars to engage in re-prioritisation of resources.

1. **Strong Teaching Teams:** These are developed because teacher aide (TA) allocation has radically changed. TA hours in classes are now allocated based on need, ie. The number of pact children in the class, plus time allocated for other specialist needs. This change provided support time so that teacher aides could work in a cross-functional learning support role, within one or two classrooms. In this way the investment leveraged the one-on-one relationship developed when the same adult spends significant time in a classroom. This also means a strong partnership is developed between staff because they know the routines, know the students and waste less time transiting to different classrooms.
2. **Shift in Support Priority** - Allocation of learning support and tuition support activities have also shifted in priority from catching up “non-attenders” to TA and other learning support staff working to push children to getting back on track for their goals and to reaching benchmarks. Professional development for TA and teachers has also been further targeted to fill competency gaps in benchmark achievement and will continue through performance measurement.
3. **Safeguard Program and Tuition support**

Increasing support through out of class hour’s tuition and short term load reduction – Support for learning time is increased by prioritising and providing learning support at times outside of school through after school tuition. Additionally learning support time is prioritised through a focus on Literacy and Numeracy with a reduction on other Key Learning Areas.

1. **Case Management**: Data is used throughout support planning to target resources and maintain a strong connection with and ability to respond to student performance. In essence case management.

### Lake Clarendon Performance Pact – A High Expectations Relationship – Program Detail

Our Service Commitment states that:

**In 2019, Lake Clarendon State School is committed to ensuring our students receive individualised attention to support them to achieve their highest academic potential.**

In partnership with parents, the school is committed to doing whatever it takes to have children achieve their personal learning goals

The Performance Pact follows this process:

#### GOAL SETTING – DEVELOPING A LEARNING STRETCH

The first step in the pact is to design the personal learning goals or “learning stretch” for students to aspire to. To do this we hold goal setting meetings – initially with students and then with parents. The discussions centre on:

* Encouraging the student/ parent to comment on the student’s performance data profile, with the aim of getting students to actively reflect and articulate their thoughts on their own learning.
* Identifying a student’s strengths and areas they think they could improve in.
* Developing targeted actions student can do to achieve their goals.
* Agreeing on Interim goals for Semester One.

#### PERFORMANCE CHECKS – LEAVING NOTHING TO CHANCE

As part of this pact, we collect and collate student assessment work to create a school-wide performance check every 5 weeks. We do this because we believe ongoing improvement is most likely to be maintained when the school community — teachers, parents, students and school leaders — regularly review student data and progress towards their intended learning. Regular reviews provide the opportunities to celebrate success as well as calibrate or adjust strategies when they’re required. In this way a student’s learning performance is never left to chance!

#### SUPPORT INVESTMENT – TUITION, FOCUS AND SUPPORT

Once we have established student learning goals, after every performance check, we then contact parents of students to inform them whether their child is “on or off track”. Parents whose children are not on-track are asked to take part in an additional support meeting where the school outlines the tuition investment that we will make to get them back “On-Track”.

#### CELEBRATION

Finally, on-going student performance monitoring helps us remain responsive to issues pertaining to student improvement, but the most important purpose for us in having on-going monitoring of achievement is that our students get to regularly see themselves as successful and confident learners. So as part of this program we constantly celebrate progress towards their goals as well as year level benchmarks and we do that by praising improvement, by celebrating achievement and by believing in them.

### Attendance, Achievement and OPPORTUNITIES– A Community Issue

At Lake Clarendon State School we believe that a strong and vibrant school makes for a strong and vibrant community. In our community we support each other, we believe in and encourage our kids to reach their potential and we work together to provide as many opportunities as possible.