

School plan 2018-2020

Lake Albert Public School 2357



School background 2018–2020

School vision statement

At Lake Albert Public School we share a responsibility with our community to provide an aspirational culture for staff, students and the wider community members which is characterised by stakeholders knowing how to learn and succeed. We strive to provide an engaging learning environment where teachers identify student achievements and progress, and reflect on teaching effectiveness to inform future directions. The Lake Albert Public School leadership team will focus on instructional leadership to sustain a culture of ongoing improvement of teaching and learning so that every student makes measurable learning progress.

School context

Lake Albert Public School is situated on the foreshores of Lake Albert, Wagga Wagga. It has been an integral part of the community for just on 150 years. The school has a rich history of many generations of the same family attending the school. Members of the community often stay connected to and support the school throughout their lifetime. The school has always played an important role within the local community, being steeped with historical significance and it enjoys the ongoing support of the wider community.

There has been a steady increase in enrolments over the past 6 years with a current enrolment of 530 students of which 37 identify as Aboriginal. Projected enrolments for 2018–20 are expected to slowly increase.

Lake Albert PS currently has 21 mainstream classes and one Special Education class which caters for students with Moderate Intellectual Disability (IO). Lake Albert PS has a staff who are committed to developing expertise in delivering quality educational practices in literacy, numeracy, future focused learning and wellbeing.

School planning process

In 2017, the school sought the opinions of parents, students, teaching staff, support staff and community stakeholders through a variety of processes to identify strengths, opportunities and areas for development from the 2015–17 plan to change or carry over into the 2018–20 school plan.

Methods used to collect this information included surveys, formal and informal meetings and focus group discussions. This information was analysed in conjunction with system and school based data which provided information on student achievement and engagement.

This evaluation process showed high levels of satisfaction by our students and community in the quality of educational opportunities provided by Lake Albert Public School. Analysis of information indicated that staff and parents identified that three changes in school leadership during the past school plan derailed progress and affected the achievement of strategic directions. As a result LAPS staff are committed to the new school plan. Our three strategic directions for the 2018–20 school plan are;

- Leading
- Learning
- Teaching

Findings and recommendations have been shared and further refined with stakeholders from the Lake Albert Public School Community.

2018–2020 will focus on continual school improvement.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

We will develop an aspirational culture that emphasises student wellbeing and supports students to know how to learn and succeed, with high expectations so that all students achieve their full potential.



STRATEGIC DIRECTION 2 Teaching

Purpose:

Teachers will have a shared responsibility for creating a stimulating and engaging learning environment using transparent, evidence-based practices which focus on learning progress, student assessment and explicit systems for collaboration and feedback to sustain quality teaching practices.



STRATEGIC DIRECTION 3 Leading

Purpose:

The leadership team will model instructional leadership and support a school-wide, aspirational culture that focuses on achieving the highest levels of learning, improvement and success.

Strategic Direction 1: Learning

Purpose

We will develop an aspirational culture that emphasises student wellbeing and supports students to know how to learn and succeed, with high expectations so that all students achieve their full potential.

Improvement Measures

Increase the percentage of students demonstrating expected or greater than expected growth across the literacy and numeracy progressions and NAPLAN each year.

Increase the proportion of students demonstrating active engagement with their learning.

People

Students

Students can articulate how they learn and aspire to continuously improve. Aboriginal students can articulate their own learning and wellbeing goals.

Staff

Staff actively engage in evidence-based professional learning that focusses on explicit strategies to improve learning and wellbeing for every student. Staff deliver quality teaching and learning programs that demonstrate high expectations and knowledge of every student.

Parents/Carers

Parents/Carers work collaboratively with the school to support the learning and wellbeing of their children. Aboriginal families are involved in meetings and planning around their children's learning and wellbeing.

Leaders

Leaders deliver and model high quality professional learning for all staff which focuses on wellbeing, individualised learning programs, high expectations and effective use of data. Leaders demonstrate instructional leadership in all actions, lead by example and clearly articulate the vision and values of the school.

Processes

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Provide opportunities to support teachers' valid, consistent and evidence-based judgement and moderation of assessments and work.

Evaluation Plan

All data and evidence will be evaluated collaboratively.

Teaching and learning programs

DoE and school policies and procedures

School Excellence Framework data reports

Wellbeing Framework mapping

Marking rubrics and criteria

Internal student performance data, including student growth

NAPLAN

Literacy and numeracy progressions

Classroom observations

Practices and Products

Practices

Students can articulate their learning and understand what they need to learn next to enable continuous improvement

The school's curriculum provision provides a high expectation framework within which all students effectively develop their knowledge, understanding and skills and progress at or above their expected level of growth.

Products

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

All teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Strategic Direction 2: Teaching

Purpose

Teachers will have a shared responsibility for creating a stimulating and engaging learning environment using transparent, evidence-based practices which focus on learning progress, student assessment and explicit systems for collaboration and feedback to sustain quality teaching practices.

Improvement Measures

Increase the percentage of teachers who are engaged in regular, purposeful and ongoing observation, collaboration and feedback sessions with experienced colleagues. to sustain quality teaching practices.

All teaching and learning programs demonstrate evidence that students are engaged, lessons are systematically planned, delivered and evaluated regularly.

People

Students

Students understand how they learn and accept their responsibility to be engaged and working collaboratively with their teachers.

Staff

Staff maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies as often as required, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Leaders

Establish, lead and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement, particularly relating to teaching practices.

Parents/Carers

Parents/Carers understand how their child learns and accept their responsibility to be engaged and working collaboratively with teachers.

Processes

Develop a whole school professional development program focussing on quality assessment practice critical for data to inform teaching practice. Provide opportunities to support teachers' valid, consistent and evidence-based judgement and moderation of assessments and work samples.

Implement a whole school, consistent approach to programming and planning using explicit teaching practices involving teachers (and their lesson sequences) clearly showing students what to do and how to do it; what is expected of them and what they need to learn from the tasks.

Evaluation Plan

All data and evidence will be analysed collaboratively.

Classroom observation data

Performance Development Plans

Professional learning data

Literacy and numeracy progressions

PLAN2

Marking rubrics/criteria

Program supervision data

Tell them from me surveys

Teaching and learning programs

Meeting minutes

Practices and Products

Practices

Teachers' Performance Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research, using feedback to build capabilities to improve student learning outcomes.

Every teacher collaboratively uses data and evidence to promote consistent judgement, to monitor student learning progress and to identify skill gaps for improvement and areas for extension.

Products

Our school has a high performing teaching staff whose capabilities are continually built to ensure every student experiences high quality teaching.

All lessons are systematically planned as part of a sequenced program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student progress and achievement data, curriculum requirements and provides continuous improvements for all students.

Strategic Direction 3: Leading

Purpose

The leadership team will model instructional leadership and support a school-wide, aspirational culture that focuses on achieving the highest levels of learning, improvement and success.

Improvement Measures

An increase in instructional leadership resulting in sustained and measurable whole school improvement.

All teachers maintain current accreditation standards with an increase in the number of teachers working towards higher accreditation.

People

Students

Students feel that they are known, understood and cared for at our school. They actively seek student leadership opportunities,

Staff

Staff understand what they need to do to help address the school plan's strategic directions and meet our school's improvement measures.

Staff actively seek leadership opportunities in areas of interest, passion or challenge and feel supported by the leadership team in doing so.

Leaders

Leaders demonstrate instructional leadership in all actions, lead by example and clearly articulate the vision and values of the school.

Leaders are responsive to school community feedback and there is a whole school approach to improving relationships with all stakeholders.

The leadership team uses data to evaluate the effectiveness of management processes and creates a culture of shared accountability.

Parents/Carers

Parents and community members seek out opportunities to engage in a range of school related activities which help build the school as a cohesive educational community

Processes

Draw on quality research to develop and implement an effective feedback process that actively seeks feedback on school performance from all stakeholders to ensure action.

Strengthen the instructional role of the leadership team by establishing processes, structures and professional learning activities that encourage collaboration and effective systems which have a positive impact for student outcomes.

Evaluation Plan

All data and evidence is analysed collaboratively.

Tell them from me surveys

P&C minutes

Community perception surveys

Student satisfaction surveys

Performance Development Plans

Staff meeting minutes

Classroom observations

New leadership opportunities created

Practices and Products

Practices

The school regularly seeks, celebrates and addresses feedback on school performance from students, staff, parents/carers and the broader school community.

All teachers use professional standards and Performance Development Plans to identify and monitor specific areas for development or continued improvement.

Products

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.