

School plan 2018-2020

Lavington Public School 2378



School background 2018–2020

School vision statement

To deliver sustained and measurable whole school improvement through using evidence-based approaches to learning and teaching.

School context

Lavington Public School (LPS) is a K–6 suburban school, located 4 kilometres north east of Albury. The school currently has 395 students from Kindergarten to Year 6 and 39 staff.

LPS receives additional resources and support through Equity funding. These resources assist the school in continuing to improve student literacy and numeracy outcomes. Our school values include safety, respect and responsibility.

Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a wide variety of socioeconomic status, cultural background and family configurations. All students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve to their potential.

Lavington Public School is committed to offering a quality education for all students from dedicated staff in a stimulating and caring environment. Lavington has a comprehensive orientation program to introduce Kindergarten students into our school, and Year 6 students into High School. The school has a successful dance troupe, junior and senior choir, a highly successful public speaking program, a budding music program, a strong technology focus and an active SRC. We are also a Positive Behaviour for Learning school.

Lavington has always been a strong sporting school offering a wide variety of sporting participation and skill development. The school is set in spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a pleasant environment where teaching and learning thrive!

School planning process

Throughout 2017, Lavington Public School reviewed our previous three-year plan. After some significant professional learning, and as a collective, Lavington Public School's whole school community enjoyed the realignment of the school plan under the three strategic directions to the School Excellence Framework.

A new self-evaluation was conducted, led through Lavington Public School's three Assistant Principals. This identified 3 significant processes that shaped our new strategic directions.

Our Principal led formal and informal meetings with Lavington Public School's parents and caregivers to gather their perspective, knowledge and thoughts on the direction of our school.

This information was then disseminated and shaped our three directions, purpose statements and milestone development.

Our 2018–2020 School Plan is a collaboratively developed, fluid document that will be continually reflected upon, registered and progress shared.

This continues to be an exciting time.

School strategic directions 2018–2020



Purpose:

To deliver administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Purpose:

To deliver a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Purpose:

To deliver an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Strategic Direction 1: Instructional Leadership

Purpose

To deliver administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Improvement Measures

100% classroom teachers actively participate in peer review sessions.

100% classroom teachers have Curiosity & Powerful Learning Theories of Action present in everyday practices.

100% executive effectively utilising SCOUT Reports in strategic planning.

People

Staff

Work collaboratively with peers through the PDF process.

Incorporate Curiosity & Powerful Learning Theories of Action into Classroom Practice.

Decisions are based on information from evidence-based practice.

Conduct evaluations and provide feedback on school systems and policies.

Students

Actively participate in all learning activities.

Provide feedback on whole school processes.

Parents/Carers

Actively contribute to focus group discussions, providing explicit feedback on school performance.

Leaders

To lead the development of systems and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Processes

To develop, implement and evaluate effective systems, that support teacher observation and feedback around evidence-based teaching and learning practices.

Lead and manage change through the Curiosity and Powerful Learning Theories of Action, to deliver high impact learning and teaching.

Build capacity of leaders to utilise data to evaluate the effectiveness of learning and teaching programs to create a culture of shared accountability.

Evaluation Plan

Analysis of:

Lesson Observation data,

Executive Meeting minutes and actions, and

PDF evaluations.

Executive PDP reflections.

Practices and Products

Practices

Teachers conduct peer observations and provide effective feedback to guide their teaching practice.

To implement an unrelenting focus on quality, evidence based teaching and learning in a no excuses culture.

Products

Teaching partnerships developed across stage with collaborative practices evident.

Curiosity & Powerful Learning Theories of Action evident in all classrooms.

Data informed, evidence based decision making processes are embedded across the school.

Strategic Direction 2: Wellbeing

Purpose

To deliver a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement Measures

100% of PBL focuses to be stage specific and data informed.

10% increase in students achieving top 2 bands in NAPLAN.

Increase in Student Engagement score as evident from the Tell Them From Me Survey.

People

Staff

Explore strategies for increasing resilience and embed effective strategies across K – 6.

Formative Assessments are consistently embedded and data monitored and tracked in Mathematics and Comprehension.

Students

Actively participate in designing effective conditions for learning.

Parents/Carers

Demonstrate understanding of and contribute to the effective conditions for learning.

Processes

Implement and evaluate evidence-based whole school practices in wellbeing and engagement that support learning.

Differentiate learning and teaching programs across the school to ensure that all students are challenged and all adjustments lead to improved learning.

Enhance positive, respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation Plan

Analysis of:

Student Engagement Survey data.

EBS notifications

NAPLAN Analysis.

Practices and Products

Practices

Systematic approaches to positive behaviour are taught and modelled for student to identify the values in practice.

Performance data is utilised to plan lesson sequences and review their impact.

Authentic Relationships Theory of Action implemented through Curiosity & Powerful Learning framework.

Products

Consistent delivery of PBL & Peer Support across K – 6.

Data collection is robust in core subjects with students being able to articulate what they need to learn next to enable continuous improvement.

Effective conditions for learning are evident across students, staff and community.

Strategic Direction 3: Futures Learning

Purpose

To deliver an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Improvement Measures

100% of students demonstrate value added result on internal formative assessments.

100% of KLA teams established and are supporting curriculum delivery in stage teams.

100% of staff demonstrate an increase in their application of innovative practice.

People

Staff

Deliver formative assessment with precision.

Actively participate in curriculum teams.

Explore STEAM projects and links across key learning areas.

Students

Actively participate and design learning activities.

Parents/Carers

Demonstrate awareness of their children's learning and support the educational provision of the school.

Processes

Intensive re-design of the structures to ensure a formative assessment is delivered in Literacy & Numeracy.

Building teacher capacity in all curriculum areas in order to meet system requirements.

Develop, implement and delivers innovative practice, including project based learning.

Evaluation Plan

Analysis of:

Formative Assessment results

Learning and Teaching Programs

Observation Data

Practices and Products

Practices

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

All students are challenged and all adjustments lead to improved learning outcomes across all key learning areas.

Teaching staff demonstrate and share their expertise within their stage teams.

Products

Lift in achievement in core subjects through a deep analysis of the assessment system.

Key Learning Area teams are re-established and support curriculum delivery across K-6.

Futures Learning Team created, leading innovative practices across the school.