

School plan 2018-2020

Lidcombe Public School 2394



School background 2018–2020

School vision statement

Lidcombe Public School is an innovative, caring and inclusive learning community with a holistic educational focus. Our students will be confident, resilient, compassionate, collaborative and socially responsible global citizens.

School context

The school has a strong reputation for its commitment to learning and its strength in providing welfare programs including Positive Behaviour for Learning (PBL) to increase the likelihood that learning will occur.

The school community is highly multilingual (94% LBOTE) with at least 45 different languages being represented. The most predominant languages spoken at home (March 2018) are: Chinese (22%), Korean (19%); Turkish (14%), Arabic (13%); English (6%) and Vietnamese (3%).

The school comprises 32 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Learning and Support, English as an Additional Language/Dialect, and Community Languages in Chinese, Korean, Turkish and Arabic.

The school prides itself on forging strong links with the local community and has a growing, highly committed P & C Association whose members are actively involved in consultative decision-making inclusive of fulfilling staff vacancies through the Merit Selection process, school self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

Lidcombe Public School's enrolment has been increasing over the past seven years with 803 students enrolled in March 2018.

School planning process

Please refer to "*Developing our 2018 – 2020 School Plan*" November 2017 for greater detail.

Our steps include:

Planning the process

Establish a situational analysis team including representatives from key stakeholder groups including students, teachers, executive and school community representatives

Data Collection with students, staff and the community

Analysing data and making recommendations

Analysing data and the achievements and areas of improvement identified in the 2015 – 2017 School Plan against the School Excellence Framework.

Engaging in meaningful dialogue with staff and community to celebrate our strengths and successes, as well as identify areas for further improvement, new strategies and revised targets

Developing the draft 2018–2020 school plan

Meaningful dialogue between students, staff and community about our 10 year vision

Backward mapping to develop milestones to achieve agreed strategic directions

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Future Focused Global Citizens

Purpose:

Our students are empowered as life long learners who take ownership of and responsibility for their learning. They develop Literacy and numeracy proficiency, confidence, social and emotional intelligence and thrive in quality, future focused learning environment.

STRATEGIC DIRECTION 2

Evidence informed practice

Purpose:

Our teachers are empowered to lead future focused learning by working collaboratively and sharing knowledge to build the capacity of others through instructional leadership. Professional learning is evidence based to address student needs and the Australian Professional Standards.

STRATEGIC DIRECTION 3

Positive Partnerships

Purpose:

Our community engages in respectful partnerships that value the expertise and opinions of students, parents, staff and the wider community. A shared, positive, child centred learning culture creates engaging and challenging learning environments.

Strategic Direction 1: Future Focused Global Citizens

Purpose	People	Processes	Practices and Products
Our students are empowered as life long learners who take ownership of and responsibility for their learning. They develop Literacy and numeracy proficiency, confidence, social and emotional intelligence and thrive in quality, future focused learning environment.	Students <ul style="list-style-type: none"> • Develop deep thinking, are inquisitive and independently achieve stage syllabus outcomes. • Confident and resilient to continual change. • Visible learners who are proficient at literacy and numeracy. • Use their global knowledge and social understandings to solve problems, communicate effectively and drive their own learning. 	Evidence Based Assessment in Literacy and Numeracy <p>Evidence based assessment practices, utilising continuums / progressions in literacy and numeracy (L3K, L3S1, LOL, TEN, MBB4N, EAL/D Progressions, PLAN and NAPLAN).</p>	Practices <p>Teachers will develop and apply a comprehensive range of assessment strategies to support the learning needs of all students.</p>
Improvement Measures <p>Sustained student growth in a range of data sources.</p> <p>Increased proportion of students achieving proficiency in literacy.(Most students achieve in the top two bands)</p> <p>Increased proportion of students achieving proficiency in numeracy. Most students achieve in the top two bands.</p> <p>Increased critical and creative thinking, evidenced by school based and external sources.</p>	Staff <ul style="list-style-type: none"> • Develop their teacher leadership capacities and embrace responsibility for their unique contribution to student learning. • Share feedback about learning with students. • Reflect on student data and cater for an increasing diversity of individual needs. 	Future Focused Learning <p>Current best practice through Future Focused Learning, and the implementation of new syllabuses, using an inquiry and project based model to improve student learning.</p>	<p>Teachers explicitly state learning goals to the students so students can provide feedback to their teachers, peers and themselves about their learning and their achievements of syllabus outcomes.</p>
	Parents/Carers <ul style="list-style-type: none"> • Readily and openly communicate with school staff about their children's learning needs. • Take ownership for their children's learning needs at school by: supporting their learning at home; being actively involved in the school community; and ensuring their children attend school on time every day. 	Targeted Interventions for all Students <p>Timely targeted interventions for all students that are evidence based and reflect best practice, to tailor adjustments, extensions or enrichment to maximise student growth.</p>	<p>Teachers work with colleagues to analyse student evidence based data to evaluate teaching programs, modify teaching practice and trial interventions to increase individual student growth.</p>
	Leaders <p>Maintain a continual and co-ordinated focus on leading whole</p>	Evaluation Plan <p>Evaluation tools include:</p> <ul style="list-style-type: none"> • teaching and learning programs • team meeting minutes • surveys, including Tell Them From Me • NAPLAN analysis • School data including PLAN, L3, TEN, • observations 	<p>Students actively engage in visible learning and articulate their own learning goals.</p> <p>Students receive explicitly targeted teaching and learning at their point of need.</p> <p>Confident, collaborative, creative and critical thinking is demonstrated by all students in their daily learning.</p>
			Products <p>Sustained student growth in a range of data sources including school data, PLAN, NAPLAN and other contextual data.</p> <p>Increased proportion of students achieving proficiency in literacy and numeracy. Most students achieve in the top two bands.</p> <p>Increased critical and creative thinking as a result of a whole school approach to evaluating Future Focused Learning skills.</p>

Strategic Direction 1: Future Focused Global Citizens

People

programs through explicit, differentiated, targeted instructional leadership, informed by student data.

Strategic Direction 2: Evidence informed practice

Purpose	People	Processes	Practices and Products
Our teachers are empowered to lead future focused learning by working collaboratively and sharing knowledge to build the capacity of others through instructional leadership. Professional learning is evidence based to address student needs and the Australian Professional Standards.	Students <ul style="list-style-type: none"> Think deeply and critically and make relevant connections through engagement in challenging and appropriate learning tasks. 	Building capacity in others: <p>The leadership team establishes a culture focused on continuous improvement using research, best practice and innovative thinking, where all students are taught by high performing teachers.</p>	Practices <p>Teachers regularly review learning with each student ensuring all students have a clear understanding of how to improve their learning.</p>
Improvement Measures <p>All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</p> <p>Explicit systems are embedded for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.</p>	Staff <ul style="list-style-type: none"> Collaborate with each other through mentoring and coaching to activate explicit, visible learning based on syllabus outcomes. Meet the Australian Professional Standards and manage their Performance and Development Plans to collaborate with others and reflect on student data. Engage in peer mentoring and coaching and pedagogical research to increase their capacity as teacher leaders to inspire and engage students and activate explicit learning of NESA syllabus outcomes. 	Professional Learning: <p>Engage staff with quality, planned and innovative professional learning that generates student feedback about learning, clearly aligned to the School Excellence Framework and attainment of accreditation of the Australian Professional Standards..</p>	<p>The school leadership team demonstrates instructional leadership, promoting and modelling effective evidence based practice.</p> <p>Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.</p>
	Parents/Carers <p>Support teachers in their professional learning, learn with teachers and be open to trialling new strategies with their children.</p>	Evaluation Plan <ul style="list-style-type: none"> Collection and feedback of teaching and learning programs PDPs Classroom observations Team meeting minutes Staff meeting minutes Assessment tasks Professional learning data Annual school report data collection TTFM data 	<p>Teachers collaborate within and across stages and learning teams to ensure consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement.</p> <p>Leaders mentor, coach and use co-teaching to share the most effective evidenced based teaching methods reflecting on student data to build teacher leadership capacity and trial future focused learning strategies.</p> <p>Staff adopt a growth mindset to create and implement visible learning for students against learning continuums/progressions and new syllabus implementation.</p>
	Leaders <ul style="list-style-type: none"> Develop expertise in teachers to promote a whole school culture of high expectations, differentiated learning, and a systemic focus on continuous improvement, guided by the School Excellence Framework. 		Products <p>Evidence based, differentiated and personalised learning experiences are highly visible in all teaching & learning programs.</p> <p>All PDPs identify professional and personal</p>

Strategic Direction 2: Evidence informed practice

Practices and Products

learning goals that demonstrate reflective teaching practice, using data to improve student learning, in line with Australian Professional Standards and the School Excellence Framework.

Explicit systems are embedded for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.

Strategic Direction 3: Positive Partnerships

Purpose

Our community engages in respectful partnerships that value the expertise and opinions of students, parents, staff and the wider community. A shared, positive, child centred learning culture creates engaging and challenging learning environments.

Improvement Measures

Increased positive, constructive feedback to strengthen and enhance school community programs.

Sustained student attendance at 95% or higher.

Engagement is strengthened across the school community (students, staff and parents/carers).

Increased quality teaching and future focused learning supported by digital technologies and growth mindset

People

Students

- Be independent and interdependent, optimistic, happy, positive, creative, intrinsically motivated and resilient.
- Use technology to work collegially with others, to question, make decisions, share with others and reflect.

Staff

- Engage in and take ownership of their own learning, informed by student needs. Effectively communicate, share resources and collaboratively plan high quality, explicit teaching and learning that stimulates and exercises imagination.
- Be passionate and confidently act as instructional leaders in their areas of knowledge and strength to support fellow staff and parents.
- Reflect on their individual roles and implement new strategies to promote a sense of equality and provide different opportunities for every learner.

Parents/Carers

- Be welcoming and show empathy for other school community members.
- Communicate honestly with school staff about their children's needs.
- Attend parent workshops led by staff and DoE about current teaching practices to understand and support the principles of future focused learning.
- Support more learning styles that cater for differentiation and individualisation.

Leaders

Processes

Culture of high expectations

Quality teaching for students is transformed by future focused learning: digital technologies (including BYOD); critical and creative thinking; and real world connections in a supportive and inclusive whole school learning environment..

Building the collective capacity of the community

The school values and respects collaborative feedback from students, parents and the community to promote and generate learning and innovation.

Evaluation Plan

TTFM and other survey data

P and C meeting minutes

School newsletters

School communication strategy data

Professional learning data

PBL and learning support team data

Student assessment tasks and teaching & learning programs.

Attendance at meetings / parent workshops

Student attendance rates

Practices and Products

Practices

The whole school community embraces a growth mindset where parents actively engage and understand the learning progress of their children and how to strengthen and develop future focused global citizens.

Positive respectful relationships and consistent, systematic processes are evident and promote student wellbeing to ensure optimal learning and engagement across the whole school community.

Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Through the effective implementation of quality teaching and ICT embedded across the curriculum, students learn to collaborate and globally connect through rich, authentic, real world learning experiences.

Students are goal driven, visible learners who have leadership and extra-curricular opportunities. They embrace their student voice and articulate their learning strengths and needs in student led conferences.

Products

The whole community is committed to the school's strategic directions and practices to achieve educational priorities, through a variety of communication strategies.

The school is recognised as excellent and responsive, as a result of it effective engagement with members of the local

Strategic Direction 3: Positive Partnerships

People

- Foster trust, transparent communication and effective relationships between all members of the school community.
- Provide opportunities for students and staff to build on their leadership skills.
- Respectfully share and receive honest feedback with all school community groups.

Practices and Products

community such as parents, families and business organisations.

Seamless and purposeful integration of technology provides opportunities for students to think independently and develop skills that will enable them to contribute positively to the global community.