School plan 2018-2020

Lisarow Public School 2407

Lisarow Public School 2407 (2018-2020)

School background 2018–2020

School vision statement

Lisarow Public School values authentic connections in a safe, nurturing atmosphere with a commitment to environmental accountability and visible leadership.

Students are provided with explicit and individualised learning opportunities where teachers deliver on a shared commitment of high expectations, personal achievement and continual professional growth.

At our school opportunities are provided for students to develop resilience and critical thinking skills to become innovative, problem solvers in a future ready society.

School context

PROUD COMMUNITY, QUALITY LEARNING

Lisarow Public School is a comprehensive K–6 primary school with 280 students serving the Lisarow and Ourimbah communities. Enrolments have remained steady over the years with students supported by a Principal, three Assistant Principals and nine teaching, support and office staff.

Lisarow Public School prides itself on its long community connections from its beginnings in 1928. Positive Behaviour for Learning (PBL) strategies based on the core values; Respectful, Responsible and Personal Best are embedded into all aspects of school life.

A genuine partnership with P & C and School Council ensures the school is well positioned in supporting quality outcomes for our students.

The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. The school continues to offer research based literacy and numeracy programs focusing on the relevant, ongoing development of pedagogy.

Positive links are being strengthened with the Valley Schools Learning Community which is a collaboration of local public schools including high schools. Other links include Cooinda Local Aboriginal Education Consultative Group (AECG) and The University of Newcastle, Ourimbah Campus.

A rich data analysis across the school drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections.

School planning process

A thorough situational analysis provided the framework to identify directions for the development of a high performing public school. Our school plan aligns with the performance measures of the *NSW Department of Education Strategic Plan 2018–2022.* Aspects of the school analysis and tools included:

- Educational Research
- *'What Works Best'* Centre for Education Statistics and Evaluation (CESE)
- *'What Works Best Evaluation Guide'* (CESE)
- Qualitative and quantitative data
- *'Visible Learning for Teachers'* John Hattie
- *The Tell Them From Me* Parent, Teacher and Student Survey
- Community Engagement Matrix
- Parent Satisfaction Survey
- NAPLAN Analysis
- School Assessment Analysis
- DoE *School Excellence Policy*
- DoE *Student Wellbeing Framework Self–Assessment*
- Community Forums

The school undertook self–assessment utilising the School Excellence Framework Version 2 to align current practices against the elements of Leading, Teaching and Learning and plan for targeted improvements by 2020.

All stakeholders were involved in the development of a shared vision to identify strategic long–term directions including parents, students, P&C, School Council and the Cooinda Local AECG. Community members and staff collaborated to clearly articulate the shared purpose of the vision. A rigorous and authentic process was embedded to ensure alignment between the school vision, strategic directions and improvement measures.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
CURRICULUM

STRATEGIC DIRECTION 2
CONNECTIONS

STRATEGIC DIRECTION 3
CAPABILITIES

Purpose:

To ensure engaging and explicit differentiated curriculum is delivered based on evidence based practice and ongoing assessment meeting the diverse needs of students.

School Excellence Framework V2 Reference

Reporting – Curriculum – Assessment – Data Skills and Use – Student Performance Measures – Effective Classroom Practice

Purpose:

To build confident students who are connected to community demonstrating flexible, problem solving skills as innovative, future ready learners.

School Excellence Framework V2 Reference

Wellbeing – Community – Educational Leadership – Management Practices & Processes

Purpose:

To create a school culture which values sustainable, instructional leadership which develops confidence and collaboration across the school community.

School Excellence Framework V2 Reference

Educational Leadership – Professional Standards – Learning & Development – Management Practices & Processes

Lisarow Public School 2407 (2018-2020)

Strategic Direction 1: CURRICULUM

Purpose

To ensure engaging and explicit differentiated curriculum is delivered based on evidence based practice and ongoing assessment meeting the diverse needs of students.

School Excellence Framework V2 Reference

Reporting – Curriculum – Assessment – Data Skills and Use – Student Performance Measures – Effective Classroom Practice

Improvement Measures

The percentage of Yr 3 students in the top two bands for reading in NAPLAN will increase to 65% (Baseline 56% 2015–2017) & Yr 5 & 7 will increase to 44% & 32% respectively (Baseline 2017 – 35% & 23%).

The percentage of Yr 3 students in the top two bands for numeracy in NAPLAN will increase to 51% (Baseline 42% 2015–2017) & Yr 5 & 7 will increase to 37% & 41% respectively (Baseline 2017 – 28% & 32%).

People

Students

Students understand how they improve their future learning, how to set success goals with a growth mindset focusing on self–directed literacy and numeracy skills.

Staff

Staff value relevant and ongoing professional learning to increase their understanding of assessment strategies and responding to data analysis to develop as a reflective practitioner.

Leaders

Leaders value opportunities to model and support staff through evidence–based research and best practice.

Parents/Carers

Parents understand the assessment approaches used in the school and their benefits for visible student learning.

Processes

CURRICULUM – Curriculum differentiated in content, process and product providing appropriate opportunities, challenges, intervention and ongoing feedback.

Introduction, implementation and ongoing review of mandatory syllabus documents.

Professional learning based on research and evidence based practice in high quality literacy and numeracy learning.

ASSESSMENT & REPORTING – Reporting process aligns to assessment, policy and provides information relevant to parents.

Collaborative quality assessment practices inform ongoing planning and teaching.

DATA SKILLS AND USE – Teaching and learning programs are reviewed, using student feedback, tracking of assessment data and best practice to enable all students to achieve high expectations.

Staff effectively plot and monitor student learning goals using learning progressions to drive planning, programming and reporting resulting in explicit teaching based on individual needs.

Evaluation Plan

Progress towards improvement measures will be evaluated through: assessment data, interventions, *Tell Them From Me (TTFM)* surveys, NAPLAN data.

Practices and Products

Practices

Rigorous data analysis is used to drive explicit and focused teaching and learning as a whole school and in each classroom.

Ongoing, formative assessment is used to deliver learning at point–of–need aligned to consistent reporting processes.

Ongoing professional learning in evidence based literacy and numeracy practices.

Products

Student reports are personalised, comprehensive and specific showing areas for improvement.

The school collaboratively uses data to inform planning, identify interventions and modify teaching practice.

Teachers review learning and elicit feedback from students ensuring a clear understanding of how to improve.

NAPLAN data demonstrates an increase in the percentage of students achieving proficiency.

Teaching and learning programs show evidence that they are adjusted to meet individual student need including adjustment and appropriate challenge.

Strategic Direction 2: CONNECTIONS

Purpose

To build confident students who are connected to community demonstrating flexible, problem solving skills as innovative, future ready learners.

School Excellence Framework V2 Reference

Wellbeing – Community – Educational Leadership – Management Practices & Processes

Improvement Measures

Maintain 90% or above of students receiving recognition for demonstrating school expectations.

The Interactive Technology aspect of Eight Drivers of Student Learning increases to exceed the NSW Government norm (Baseline 5.0 for school compared to 6.7 state average for NSW in the 2017 *Tell Them From Me* Teacher Survey).

The Motivation and Interest aspect of Social and Emotional outcomes increases to meet or exceed the NSW Government norm (Baseline 61% of Year 4–6 students compared to 78% for NSW in the 2017 *Tell Them From Me* Student Survey).

People

Students

Students understand how to build respectful and cooperative relationships in an environment of collaboration and connectedness.

Staff

Teachers value collaborative linkages and the need to utilise emerging technologies which develops their capacity to use technology and flexible learning to enhance student experiences.

Leaders

Acknowledge the importance to adopt and model a systematic and consistent approach to manage wellbeing, engagement and connections through the learning community.

Parents/Carers

Parents understand the importance in becoming active participants in school opportunities resulting in a sharing of expertise and knowledge.

Community Partners

Community partners value school collaboration and consultative processes building strong home–school partnerships and learning community linkages.

Processes

WELLBEING – Embedding of proactive processes and strategies focusing on resilience, social and emotional learning.

Student support processes are reviewed through consultation with a clear set of practices and procedures established to improve monitoring and communication.

CONNECTED LEARNING – Future focused skills and capabilities are developed to enhance teaching and learning programs and student engagement.

Innovative and dynamic teaching strategies are implemented to increase collaboration skills, critical thinking and creativity.

The school will increase its capacity to use technology for learning through acquisition of hardware including mobile devices and sustained professional learning.

COMMUNITY ENGAGEMENT – Improved commitment to learning community initiatives.

Increased use of consultation strategies to provide enhanced partnerships.

Evaluation Plan

Progress towards improvement measures will be evaluated through: satisfaction surveys, TTFM, student behaviour data, personalised learning and support plans and student, parent and staff feedback.

Practices and Products

Practices

A school–wide responsibility for student wellbeing is evident resulting in measurable improvements in wellbeing and engagement.

The school encourages participation, regularly solicits and values feedback on school performance from students, staff and the school community.

Technology that supports learning is available and expertly integrated into teaching and learning opportunities.

The leadership team measures school community satisfaction and shares it analysis and actions in response to the findings.

Products

The school has implemented whole school approach to wellbeing and engagement resulting in measurable improved learning.

Dynamic and diverse learning is evident which promotes collaboration and self directed learners.

Parent and community members support and are engaged in school–related activities enhancing a culture of high expectations.

Students utilise increased technology infrastructure to support their learning and improve engagement.

Strategic Direction 3: CAPABILITIES

Purpose

To create a school culture which values sustainable, instructional leadership which develops confidence and collaboration across the school community.

School Excellence Framework V2 Reference

Educational Leadership – Professional Standards – Learning & Development – Management Practices & Processes

Improvement Measures

The percentage of parents acknowledging the school has high expectations and communicates effectively regarding their child's progress will increase to 95% (Baseline 85% 2017 *Parent Satisfaction* Survey).

The Four Dimensions of Classroom and School Practices of Feedback where school leaders provide useful feedback about teaching practice will increase to exceed 8.0 (Baseline 7.2 2017 *Tell Them From Me* Teacher Survey).

People

Students

Students understand their responsibility for future school directions through their involvement in leadership initiatives.

Staff

Staff value improvement in quality school wide systems and administrative processes which enhance teaching and learning programs.

Leaders

Leaders understand and model effective mentoring and coaching practices to implement evaluative thinking, monitor the impact of practice and enhance teacher capacity.

Parents/Carers

Parents understand the importance of becoming active participants in school, resulting in a sharing of expertise and community knowledge.

Processes

LEADERSHIP IMPROVING TEACHER QUALITY – All staff engage in quality performance and development aligned to the teaching standards to improve and expand their teaching practice.

Aspiring and current leaders are coached and mentored to achieve higher accreditation modelling visible, distributive and instructional leadership.

STUDENTS AS LEADERS – All students set goals through the process of reflection, self–assessment and feedback strategies.

Student leadership opportunities are provided to develop student skills, resulting in quality student leadership throughout the school and across the learning community.

SYSTEMS AND PROCESSES – Current administrative whole school practices and systems are reviewed with clear documentation created which effectively supports school operations.

School procedures are aligned with policy and are implemented with consultation and consistency.

Evaluation Plan

Progress towards improvement measures will be evaluated through: MyPL, Performance & Development Plans, mentoring programs, teacher accreditation, TTFM teacher survey, AZT Policy Tool.

Practices and Products

Practices

Genuine professional learning goals reflect professional standards and promote growth.

All teachers use professional standards for continual improvement with encouragement to pursue higher levels of accreditation.

Strong connections are created which are sustained with opportunities for students to demonstrate excellence.

Administrative systems and processes are evaluated ensuring they are delivering benefits to the school.

Products

Professional development is monitored and supported by a coordinated whole school approach to developing professional practice informed by research and individual need.

Teacher mentoring and coaching is provided to build capabilities supported by individualised professional learning.

Relevant opportunities are provided for student leadership across the school and across the learning community.

Administrative practices and systems effectively support school operations, teaching and learning.