

# School plan 2018-2020

Lindsay Park Public School 4042



# School background 2018–2020

## School vision statement

'Every child happy, healthy, active and engaged in successful learning.'

## School context

Lindsay Park Public School is an urban school in a quiet residential area of West Wollongong. The majority of the parents either work in Wollongong and its surrounds or commute to Sydney. In 2018 there are 16 classes with an enrolment of approximately 403 students, including 9 Aboriginal students and 85 students from language backgrounds other than English. The school has had a period of sustained growth in its student population and during this time there has also been a period of staff turnover due to retirement. The mission statement 'Learning for Living,' is central to the philosophy of the school. Our aim is to promote educational opportunities and positive social interactions, which lay strong foundations, for the future.

The teaching staff is highly dedicated and ranges from experienced to early year teachers. The school provides quality learning experiences and a wide range of extra-curricular activities, which enhance student growth. The community has high expectations for the school and its students and actively supports all aspects of school life.

## School planning process

This plan details the strategic directions of the school and is the product of a collaborative process that involved all of the stakeholders at Lindsay Park Public School. Consultation processes that have been vital to the development of this school plan include:

1. The school leadership team was equipped through training and consultation to ensure their effective management of the process utilising the 5P planning approach.
2. The views and understandings of all teaching staff, representative students and parents were revealed, triangulated and analysed through the use of focus groups and surveys. School-based data across a range of academic and behavioural evidence was collated. This established an evidence base of qualitative and quantitative data that enabled effective identification of the strengths and needs of the school.
3. Using the above evidence base, staff were engaged in establishing a draft vision statement and strategic directions.
4. The leadership team, working with various members of the teaching staff utilised the 5P planning approach to produce a meaningful school plan.
5. Parents were invited to comment on and contribute to the plan.
6. Consultation with the local Aboriginal Education Consultative Group to ensure the plan embeds high expectations, targeted and personalised support, Aboriginal perspectives and cultural understandings for Aboriginal students and non-Indigenous students.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Explicit, evidence–informed teaching

### Purpose:

To create a culture of high expectations through strategic assessment, evidence–informed learning and effective feedback. Students are empowered to reflect and become responsive learners.

## STRATEGIC DIRECTION 2

Future–focused learning

### Purpose:

To ensure a student–centred learning environment to produce independent, adaptable, collaborative learners who think critically and creatively. Teachers deliver a diverse and responsive curriculum to develop deep understanding within their students.

## STRATEGIC DIRECTION 3

Evaluative practices

### Purpose:

To continually strive for school improvement and excellence through evaluative practices, professional learning and collaboration. Strong, strategic and effective leadership fosters a shared sense of responsibility for student engagement, learning, development and success.

# Strategic Direction 1: Explicit, evidence–informed teaching

## Purpose

To create a culture of high expectations through strategic assessment, evidence–informed learning and effective feedback. Students are empowered to reflect and become responsive learners.

## Improvement Measures

All teachers deliver effective classroom practice in literacy and numeracy resulting in differentiated learning meeting the needs of all students.

85% of students will achieve their year appropriate standard in literacy and numeracy with 20% above expected standard.

The school achieves value–add results of Sustaining and Growing or above.

Increased effective use of Assessment for Learning strategies by both students and teachers, is evident in every classroom.

## People

### Students

Develop their ability to self–assess and reflect on learning to achieve or exceed expected standards and their own personal learning goals.

### Staff

Build an understanding of effective assessment practices and evidence–based pedagogy to inform quality learning and teaching. Teachers will differentiate their teaching to meet the needs of all learners and set clear learning intentions and success criteria that facilitates effective feedback for students.

### Parents/Carers

Collaborate with school staff to support student achievement in learning, engagement and wellbeing at home and school through a shared understanding of personal learning goals and quality pedagogy in literacy and numeracy.

### Leaders

Actively support and lead their teams in evidence–informed practices, supporting consistent teacher judgement in assessment and feedback that validates data and informs future learning.

## Processes

Assessment practices as, for and of learning inform differentiated teaching and learning across the school.

Implement and sustain a whole school approach to the most effective evidence–informed teaching practices in literacy and numeracy.

Using a 5–week planning approach, student learning and wellbeing is supported by collaboration between the classroom teacher and the Learning Support Team through explicit and focussed intervention.

## Evaluation Plan

NAPLAN and SCOUT DATA

Literacy and numeracy progressions

School–based assessment data – PLAN, PAT, internal achievement data

Lesson plans, teaching programs, classroom observations and teacher reflections

Regular Learning Walks, Photo Elicitation, student reflections and goals

Student work samples, rubrics and assessment tasks

Personalised learning data and analysis

## Practices and Products

### Practices

Teachers use formative and summative assessment data to differentiate and inform teaching and learning.

Teachers collaborate to ensure consistent teacher judgement guides the collection, analysis and use of data to inform learning in literacy and numeracy.

Teachers identify student learning needs in literacy and numeracy, differentiate the class program and involve the Learning Support Team, parents and external providers where necessary to provide specific and focused intervention strategies to support learning.

### Products

All classrooms will reflect an Assessment for Learning approach with a focus on learning intentions, success criteria and feedback, that is clearly understood and demonstrated by both staff and students.

A year's worth of growth for a year's worth of learning and teaching in literacy and numeracy for every student.

100% of literacy and numeracy programs are responsive to student need through 5–week planning cycles.

# Strategic Direction 2: Future-focused learning

## Purpose

To ensure a student-centred learning environment to produce independent, adaptable, collaborative learners who think critically and creatively. Teachers deliver a diverse and responsive curriculum to develop deep understanding within their students.

## Improvement Measures

Improve the percentage of students who indicate positive social and emotional outcomes as indicated by Tell Them From Me.

Increase the effective use and integration of technology by students and teachers for quality teaching, learning and assessment.

100% of teaching and learning programs reflect an effective integrated, inquiry-based approach to meet the demands of the curriculum.

## People

### Students

Demonstrate skills of collaboration, communication, critical thinking and creativity in a range of learning situations, including using technology in an effective way. Students develop and engage in a mindset that allows them to become confident, inquiry-based learners.

### Staff

Build skills and understandings in creating engaging teaching and learning, that promotes integrated, inquiry-based collaborative practices and innovative use of technology.

Work collaboratively with parents, students and the community to support learning, engagement and wellbeing.

### Leaders

Mentor and lead teams in syllabus integration and inquiry-based practices to deliver deep learning that is purposeful, diverse and responsive.

### Parents/Carers

Understand the changing nature of the curriculum and the mindsets required to achieve success.

## Processes

Embed quality teaching with a focus on an integrated, inquiry approach to deliver the general capabilities across the curriculum.

Build capacity in all staff to understand and implement collaborative learning tools that enhance students' future-focused skills, engagement and attainment.

## Evaluation Plan

Literacy and numeracy progressions

Tell Them From Me data

Acara General Capabilities continuums – Critical and Creative Thinking and Information and Communication Technologies

Video capture, photo voice and photo elicitation

Student work samples and reflections

Lesson observations and teacher reflections

Teaching and learning programs

SAMR model for technology

## Practices and Products

### Practices

Literacy and numeracy, information and communication technologies and critical and creative thinking skills are embedded across and within all Key Learning Areas.

Teachers and students trial innovative, future-focused practices, facilitating creative and critical thinking.

### Products

Students are achieving age appropriate levels on the general capabilities continuums for literacy, numeracy, information communication technologies and critical and creative thinking skills.

Teaching and learning programs reflect competent, effective and systematic integration of future-focused practices.

# Strategic Direction 3: Evaluative practices

## Purpose

To continually strive for school improvement and excellence through evaluative practices, professional learning and collaboration. Strong, strategic and effective leadership fosters a shared sense of responsibility for student engagement, learning, development and success.

## Improvement Measures

Increased leadership capacity as evidenced by the Teaching and Principal Standards, leadership profiles and improved use of the School Excellence Cycle.

Increased percentage of staff who achieve their annual Performance and Development goals as outlined in their Performance and Development Plan.

Effectively engage with parents, other schools and organisations to share and improve practice.

## People

### Leaders

Strengthen and lead the capacity of the school community to use evaluative practices, data and engage in evidence-informed conversations about school improvement.

Actively support their teams, and individual staff through mentoring, coaching and leading to ensure effective leadership and differentiated professional development within the Teacher Standards framework.

### Staff

Engage in professional learning and demonstrate personal responsibility for driving the delivery of quality educational programs that improve student and school performance.

Build networks and learning communities within and beyond the school to continually reflect and refine teaching and learning practices.

### Community Partners

Parents, carers, community and educational partners work collaboratively and share expertise with school staff to support student achievement in learning, engagement and wellbeing.

## Processes

Use systematic and reliable data that will inform future directions and successfully deliver improvement in school performance.

Strengthen teacher and leader capacity through strategic formal and informal professional learning, sharing practices, reflection, observation, deep discussion, feedback, mentoring, coaching and collaboration.

Strengthen learning alliances across and beyond the school to promote shared responsibility for school and student improvement.

## Evaluation Plan

School Excellence Framework survey

QTSS agendas, minutes, teacher reflections, video capture, collection of evaluative artefacts

What Works Best reflection guide

Teaching and Principal Professional Standards and reflection

Most significant change – teacher feedback

Tell Them From Me parent survey

Internal student achievement data

Teaching programs

## Practices and Products

### Practices

The school leadership team drive a culture of evaluative practices, instructional leadership and high expectations, resulting in sustained and measurable whole school improvement.

Professional learning is linked to the school plan and professional standards and provides opportunities for staff to reflect, observe, discuss and refine the effectiveness of their own learning, teaching and leading practices.

Effective relationships are enhanced through communication, projects and educational, cultural and wellbeing programs.

### Products

Improved performance across the Leading Domain of the School Excellence Framework.

Sustained, evidence-based professional development in a collaborative, coaching and mentoring community is directly linked to changes required in classroom practice where data informs teaching and learning.

Quality teaching and learning programs are delivered by alliances with parents, community, other schools and organisations creating a shared sense of responsibility for student success.