

School plan 2018-2020

Lethbridge Park Public School 4408



School background 2018–2020

School vision statement

Quality teaching and learning at Lethbridge Park Public School will be in a safe and respectful learning environment which fosters positive participation and promotes high expectations.

We believe that:

- Richness of teaching is a priority. We are committed to high quality teaching and learning informed by current research and practice. We work collaboratively to achieve positive personalised learning outcomes for all students.
- Resilient learners have no limit to what they can achieve and have the right to flourish through widening opportunities.
- Our cultures, our school and our achievements are a source of pride.
- As a community together we achieve.

School context

Lethbridge Park Public School has an enrolment of 460 students, including 25% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It boasts a highly accredited preschool and three support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. The school's strategic directions of Teaching, Learning and Leadership, with the incorporation of technology into classroom practice, ensure students are actively involved in their learning. Lethbridge Park Public School is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

School planning process

In preparing the 2018–2020 School Plan, the planning committee undertook a school wide analysis including:

Student achievement data, including NAPLAN, PLAN, EAFS, Best Start and school based data

Student discussions and surveys – formal and informal

Parent surveys and forum discussions – formal and informal

Staff surveys

Classroom observations

Student Welfare Data – enrolment trends, attendance, suspension and engagement

SAP Financial reports

Staff profile

Teacher Assessment Review procedures and data

Executive Assessment Review procedures and data

Community sources and agencies

Using this evidence the school leadership team including all staff and members of the community, undertook a detailed collaborative and consultative process to determine the school's strengths and identify future aspirational and strategic directions.

School strategic directions 2018–2020



Purpose:
To embed distributed leadership practices to engage the whole school community.

Purpose:
To further develop self-regulated, engaged learners who value educational opportunity.

Purpose:
To enhance explicit evidence based pedagogies that meet the needs of all students.

Strategic Direction 1: Leadership

Purpose

To embed distributed leadership practices to engage the whole school community.

Improvement Measures

Increased percentage of time spent on educational leadership for all stakeholders.

For leadership capacity to be spread broadly amongst all stakeholders to enhance school capacity to extend strategic outcomes.

People

Staff

Identify and foster leadership as an area for professional learning.

Staff

Leadership to be recognised as a contributor to school effectiveness and a key to performance accomplishments.

Students

Students to identify leadership as an opportunity to develop, practise and prepare them for their future.

Staff

Accountability components of educational leadership to be viewed as a check and balance to monitor performance.

Parents/Carers

Parents and community members to recognise leadership opportunities within the LPPS environment as a key to enhanced school capacity.

Staff

Concepts of distributed leadership to be understood and embedded in professional practice.

Processes

Create opportunities and explicit teaching and learning opportunities for leadership strength.

Create a focus and strength of educational leadership in all areas for all staff. Educational leadership to become an explicit and critical component in daily operation. Process to include identifying leadership candidates, creating school and local network leadership pathways.

Identify and nurture aspirational and existing community leaders, creating authentic leadership pathways to enhance both individuals and school community leadership capacity.

To enhance school environment to convey a clear message of educational quality.

Significant engagement by existing and aspirational leadership team in leadership credential and pathways.

Evaluation Plan

1. Evidence of significant engagement with leadership credentials by existing and aspirational leadership team.

2. Identification of aspiration leadership team and implementation of systematic development processes both within LPPS and local learning community.

Practices and Products

Practices

Develop leadership focus and understandings, transforming leadership from a management strategy to a leadership activity, strategically plan and guide the school towards evidence based outcomes.

Create leadership opportunities for students.

Clarify positional vs authentic leadership within LPPS – creating leadership opportunities and fostering leadership amongst all school stakeholders.

Identification of coach/mentor relationships outside formal supervisory roles as a tool to further build capacity to strategically meet student need.

Products

Distributed leadership outside formalised roles and identified professional learning to enhance leadership capacity.

Authentic ASR & school plan to drive and evaluate improvement – evidence of whole school involvement.

Identification of leadership domain as sustaining and growing or excelling against School Excellence Framework V2 by the end of 2020.

Strategic Direction 2: Learning

Purpose

To further develop self-regulated, engaged learners who value educational opportunity.

Improvement Measures

For student attendance rates to improve each year 2018–2020.

Increase in average "effort" scores on student reports from 2018–2020.

Increased percentage of students achieving higher level progress on PBL journey.

People

Students

Students to have a growth mindset and to be open to possibilities.

Parents/Carers

Parents to recognise the value of education as a key to improved opportunities.

Staff

Staff to continue to support students in identifying goals, opportunities and aspirations.

Staff

For leaders to continue to focus school direction upon an increasingly strategic identification of learning opportunities and trends to impact the learning of all students.

Students

Students to become increasingly independent, self-motivated learners.

Students

Students to seek and apply feedback to improve their performance.

Processes

Students to be able to articulate their own learning goals, along with success measures and the next step.

Students to further develop growth mindsets and to engage with opportunity.

Students to engage with academic opportunities and strive to achieve their best.

Evaluation Plan

"Tell Them From Me" survey results – comparison with LPPS student outcomes and that of NSW government schools.

School attendance data reflection.

School Excellence Framework v2 school assessment.

Standardised, internal and external assessment results.

Practices and Products

Practices

Each student to have individual, measureable learning goals.

Develop and enhance learning alliances with other agencies.

Utilise formal and informal feedback a key element of learning.

Continue to evolve PBL

Products

Independent student goal measurement and achievement.

Student engagement with academics.

Self assessment on learning domain against School Excellence Framework (version 2) at end 2020 rated as "excelling".

Percentage of LPPS identifying positive views on wellbeing, engagement, motivation, positive learning culture and expectations for success greater than NSW government norms on "Tell Them From Me" surveys.

Strategic Direction 3: Teaching

Purpose

To enhance explicit evidence based pedagogies that meet the needs of all students.

Improvement Measures

For NAPLAN growth in all measured areas year 5 & 7 to be greater than that of NSW.

For EAFS measures K-3 to show a decrease in the number of students at risk and an increase in the number of students on track.

Additional EAFS targets have not been released (March 2018) but will for a component of strategic direction 3 improvement measures.

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30% over 2017 levels by 2020 and to increase the proportion of all students in the top two NAPLAN bands by eight per cent by 2019

People

Staff

Enhanced teacher capacity through instructional leadership provision.

Staff

Staff to continue to develop critical data analysis skills to identify opportunities to efficiently impact student outcomes.

Leaders

Leaders to continue to focus school direction on an increasingly strategic identification of learning opportunities and trends to impact the learning of all students.

Staff

Evidence based practice to promote strategic targeting of student outcomes.

Staff

Teachers to engage with highly accomplished/lead teacher accreditation.

Staff

PDPs to reflect evidence based teachings.

Processes

Promotion of evidence based pedagogy to enhance efficient teaching.

School based and external data to identify students with opportunity to extend into top two bands and create strategic "bump it up" plans.

Development of data collection systems

Embed innovations in teaching.

Provision of networks to support higher accreditation.

Continued focus on growth as a key improvement measure.

Classroom observations cycles – learning walks, two way feedback processes

Evaluation Plan

NAPLAN performance in line with growth improvement measures and Premier's targets.

School based data (PAT R/M, annual data collection).

PLAN 2 data to show student achievement closing the gap in line with age/stage expectations

New Best Start data analysed to monitor entry achievement level for preschool students.

Practices and Products

Practices

Reflection on school and individual practice to ensure strategic, evidence based approach to meeting individual student need.

"Bump it up" approach to identifying opportunity for extension. Approach to be underpinned by evidence.

Utilisation of STEM and project based learning as a tool for promoting student centred learning, engagement and open ended learning opportunities.

Products

Teachers engaged in higher level accreditation processes.

Evidence based approaches to teaching evident.

Assessment strategies in place to inform teaching practices.

Effective classroom practice – identified as "delivering" in 2017 external validation report to be self assessed as sustaining and growing or excelling by end of 2020.

For school based data (PAT M/R, reading date and spelling data) to demonstrate growth equal to, or greater than, 1 year's growth between annual matched data collection points.