

School plan 2015 – 2017

Lidcombe Public School

2394





School vision statement

Lidcombe Public School is an inclusive community providing innovative, quality programs and a relentless focus on academic success, which respects and caters for individual needs in a safe and happy environment.

School context

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

The school community is highly multilingual (92% LBOTE) with at least 44 different languages being represented. The most predominant languages (March 2014) are: Chinese (22%); Korean (14%); Arabic (11%); Turkish (11%); English (7%); and Vietnamese (5%).

The school comprises 25 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 steadily increasing over the past five years with a current enrolment (December 2014) of 639 students.

School planning process

Please refer to "Developing our 2015 – 2017 School Plan" October 2014 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 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 2015-2017 school plan

Meaningful dialogue between students, staff and community about our 10 year vision
Backward mapping to develop milestones to meet our revised targets

Communicating findings, recommendations and strategies in consultation with our school community.



Melbourne Declaration 2008

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, active and informed citizens.

STRATEGIC DIRECTION

1

STUDENT LEARNING

Students will be empowered, innovative, humane citizens who value and contribute to our world.

STRATEGIC DIRECTION

2

STAFF LEARNING

Staff will actively embrace a dynamic, collaborative and informed professional culture.

STRATEGIC DIRECTION

3

ENVIRONMENT - LEARNING CULTURE

A dynamic school that promotes high expectations, positive values, global awareness and collaborative partnerships.

Purpose:

We want our students to be confident, happy, active citizens in a globally connected society. Our students need to love learning. They need to be forward thinking, inquisitive, independent and creative learners who embrace continual change with confidence. They need to communicate effectively, collaborate with others, be imaginative and develop their skills to successfully drive their own learning.

Purpose:

Research shows that the greatest effect on student learning is increased teacher leadership capacity in the classroom, supported by explicit instructional leadership throughout the school, underpinned by professional dialogue about student data and the Australian Professional Teaching Standards. Teachers need to be passionate about activating visible learning for their students and for themselves. To create the best supportive learning environment for their students, all staff need to be inspired to learn with each other and the community, and understand different learning styles to cater for all students.

Purpose:

Learning needs to be fun. Positive, happy, learning environments promote collaborative and inclusive learning, a sense of equality, provide different opportunities and learning experiences for different types of learners, and increase the likelihood that learning will occur. Research shows that successful learning environments result from a three-way partnership between students, staff and parents who are actively engaged in their children's learning at school. The environment needs to encourage parental involvement, provide opportunities for open ended learning and use technological advances to stimulate imagination and creativity with others.

Strategic Direction 1: Student Learning - Students will be empowered, innovative, humane citizens who value and contribute to our world.

Purpose

We want our students to be confident, happy, active citizens in a globally connected society. Our students need to love learning. They need to be forward thinking, inquisitive, independent and creative learners who embrace continual change with confidence. They need to communicate effectively, collaborate with others, be imaginative and develop their skills to successfully drive their own learning.

92% of students are LBOTE and many do not develop necessary Cognitive Academic Language Proficiency (CALP) (in either English or their first languages) to successfully achieve stage syllabus outcomes.

Improvement Measures

- ❖ Sustained student growth in NAPLAN data.
- ❖ Sustained student growth in school based assessments for K-6.
- ❖ Planned, targeted learning support for all students.
- ❖ Collegial analysis of student data and assessments.
- ❖ Staff expertise in a variety of assessing methods and Action Learning cycles.

People

Students: *Develop deep thinking, be inquisitive and independently achieve stage syllabus outcomes.

*Use technology to create their own evidence of learning to share with others using a variety of presentations embrace continual change with confidence.

*Master Literacy, numeracy, technological skills and global knowledge and social understandings to communicate effectively with others to question, reason, test solutions and drive their own future learning.

Staff: *Recognise and embrace responsibility for their unique contribution to student learning.

*Activate explicit learning from Australian Curriculum syllabus outcomes, provide two-way opportunities to share feedback about learning with students, inspire students, reflect on student data and cater for an increasing diversity of individual needs.

Parents/Carers: *Readily and openly communicate with school staff about their children's learning needs and work together with the school to meet the student's learning needs at school and support his/her learning at home.

Leaders: *Maintain a relentless focus on what matters most as the school's highest priority in leading whole school programs and building distributed leadership capacity across the school with explicit, targeted instructional leadership, informed by cyclic reflection and professional dialogue about student data.

Processes

PROCESS - Assessing to Learn

Learning will be data driven, based on formative and summative assessment practices and utilise our K-6 continuums in Literacy and Numeracy. Timely, targeted intervention for all students will reflect best practice. Students will access tailored support, extension or enrichment to maximise outcomes. Collection and analysis of data from common and consistent approaches to whole school assessment tasks. K-6 focus on short, sharp, explicit lessons targeting talking & listening, comprehension strategies in Literacy and numeracy and projects based learning as a result of ongoing, cyclic data analysis.

PROCESS – SYSTEMATIC WHOLE SCHOOL CURRICULUM DELIVERY OF RIGOROUS PROGRAMS

Teachers explicitly state learning goals to students so students can provide feedback to their teachers, each other and themselves about their learning and their achievement of syllabus outcomes. Implement new syllabus documents using inquiry/ investigative/project based models. Ensure learning is built on the strongest literacy and numeracy foundations – L3K, L3S1, Focus on Reading, TEN, TOWN and EAL/D pedagogies.

Evaluation Plan

*5 week data cycles with CTJ at Stage meetings and the use of data walls to "put faces on the data" to increase professional dialogue about student learning and strategies to assist students.

*Student Literacy and numeracy learning will be monitored through analysis of all data (internal and external) and learning programs will be regularly adjusted and refined.

Products and Practices

Products

*Key staff members become lead trainers in programs such as;

- L3 K
- L3S1
- Focus on Reading
- TOWN
- TEN

*Sustained student growth in NAPLAN data.

*Sustained student growth in school based assessments for K-6.

*Planned, targeted learning support for all students.

*Collegial analysis of student data and assessments.

*Staff expertise in a variety of assessing methods and Action Learning cycles.

Practices

*Teachers will develop and apply a comprehensive range of assessment strategies to support the learning needs of all learners.

*Teachers will work with colleagues to use data from internal and external sources to evaluate teaching programs, identify interventions and modify teaching practice.

*Students utilise feedback provided by staff against success criteria to improve their learning.

*Students clearly articulate explicit learning intentions identified by staff.

*Confident, creative, collaborative, critical thinking is demonstrated by all students in their daily learning.



Strategic Direction 2: Staff Learning - Staff will actively embrace a dynamic, collaborative and informed professional culture.

Purpose

Research shows that the greatest effect on student learning is increased teacher leadership capacity in the classroom, supported by explicit instructional leadership throughout the school, underpinned by professional dialogue about student data and the Australian Professional Teaching Standards. Teachers need to be passionate about activating visible learning for their students and for themselves. To create the best supportive learning environment for their students, all staff need to be inspired to learn with each other and the community, and understand different learning styles to cater for all students.

Improvement Measures

- ❖ Data informed, differentiated and personalised learning experiences are highly visible in all teaching and learning programs.
- ❖ All staff have individual professional learning plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guides their learning, practice and capacity to improve student learning.

People

Students: *Think deeply and critically and make relevant connections through engagement in challenging and appropriate learning tasks. Demonstrate increased mastery of core subjects.

Staff: *Meet the *Australian Professional Standards for Teachers* and manage their own professional learning plans as per *“Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools”*

*Collaborate with others and reflect on student data so that they can develop their own capacity as teacher leaders to activate explicit learning from Australian Curriculum syllabus outcomes, to inspire students.

Parents/Carers: *Support teachers in their professional learning, learn with teachers and be open to trialling new strategies with their children.

Leaders: *Mentor, guide and coach staff teams in implementing *“Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools”* with latest pedagogical research using facilitative questioning and action learning to think smarter and make professional learning by planning and articulating professional learning goals.

*Develop expertise in teachers to promote a whole school culture of differentiated teaching, continuous improvement and a relentless focus on student learning.

*Lead school processes to engage students and enable them to successfully learn.

Processes

PROCESS – A highly professional, collaborative, innovative workforce.

Implement effective mentoring, induction and coaching practices for all staff. Enhance a high performance culture through clearly articulating explicit standards and expectations, valued and shared by all. Embed a culture of innovation and collaborative learning.

PROCESS – Continual improvement through best practices in professional development.

Engage staff with quality, planned and innovative professional learning that results in a clear direction for 21st Century learning, clearly aligned to school and system priorities, deeply embedding understanding, articulation and attainment of accreditation of the Australian Professional Teaching standards. Staff will create and implement their own Performance and Development Plans that facilitate continual improvement and build leadership capacity. Increased emphasis and time given to professional learning at all stage based meetings.

PROCESS – Differentiated learning experiences.

Staff will continue to plan and prepare differentiated content, resources, processes and outcomes to extend and enrich all learners through projects based learning. Staff and Community Engagement Officer conduct information sessions to enhance parent knowledge, skills and understanding of the Australian curriculum and Lidcombe Public School Programs.

Evaluation Plan

*Regular review, reflection and professional dialogue about PDP’s.

*Monitoring of teaching and learning programs and their alignment to school expectations and BOSTES syllabus documents.

Products and Practices

Products

*Data informed, differentiated and personalised learning experiences are highly visible in all staff teaching and learning programs.

*All staff through their Performance and Development Plan, identify their personal and professional learning goals that demonstrate reflective teaching practice and guides their professional learning, practice and capacity to improve student learning.

Practices

*Continued implementation and training in Literacy and Numeracy programs to ensure sustainability of best practice

*Regular data collection and identification of students requiring support. Groupings are fluid and flexible. Assessment practices enhanced.

*Maintenance of individual teacher TPL logs from organised targeted TPL programs.

*Executive and teacher leaders lead their teams in Action Learning – mentoring, coaching, sharing latest educational research and reflecting on student data to build teacher leadership capacity in teams and in the classrooms.



Strategic Direction 3: Environment - Learning Culture - A dynamic school that promotes high expectations, positive values, global awareness and collaborative partnerships.

Purpose

Learning needs to be fun. Positive, happy, learning environments promote collaborative and inclusive learning, a sense of equality, provide different opportunities and learning experiences for different types of learners, and increase the likelihood that learning will occur. Research shows that successful learning environments result from a three-way partnership between students, staff and parents who are actively engaged in their children's learning at school. The environment needs to encourage parental involvement, provide opportunities for open ended learning and use technological advances to stimulate imagination and creativity with others.

Improvement Measures

- ❖ Increase of parents working in classrooms and attending school events.
- ❖ Strengthened wider educational community connections to enhance staff and student learning.
- ❖ Sustained and increased high levels of staff, student, parent and community engagement.
- ❖ Assess the value of the Lifeskills program. Survey students about their feeling of wellbeing whilst in the school.

People

Students:

*Be independent, happy, positive, creative, intrinsically motivated.
 *Use technology (SAMR wheel) to work collegially with others, to question, make decisions, share with others.
Staff: *Use technology (SAMR wheel) to communicate and share resources and have collaborative, high quality, explicit teaching and learning programs that stimulate and exercise imagination.
 *Well trained, passionate and confident to activate visible learning for their students, fellow staff and parents.
 *Reflect on their individual roles and implement new strategies to promote a sense of equality and provide different opportunities for different types of learners.

Parents/Carers: *Open to more learning styles that cater for differentiation and individualisation.

*Attend parent forums led by staff and DEC about current pedagogical research and school learning programs

Leaders: *Foster trust, communication and respect between students, staff and the community for happier and more effective teacher /student and teacher/parent/community relationships.

*Encourage distributive leadership to be more innovative and creative in teaching and learning.

*Provide well maintained, functional and flexible learning spaces

*Continue to build expertise and confidence in the new LMBR system and develop and understanding and proficiency of school management systems.

Processes

PROCESS – Quality Systems and Relationships

Participation in "Instructional Rounds" with RALBY our local schools network; visits to other schools and sharing of research by students, teachers and parents to focus discussions about learning and open / connected 21st Century learning environments.

Increase in active parent and community involvement in student learning. Seek opportunities to become involved or actively involve community partners.

PROCESS – Digital Learning

Technology team lead the implementation of higher order questioning and the SAMR wheel to activate and inspire learning for all students. Purchase of up to date technology and furniture to support classrooms transform into open learning centres.

PROCESS – Wellbeing

Effectively and explicitly teach students Lifeskills and how to handle different situations in all areas of life.

Maintain and refine our behaviour awards system. Provide leadership and extra-curricular opportunities for all students.

Evaluation Plan

*Monitor and review the effectiveness of our ongoing community partnerships and their ability to improve our students' life outcomes.

*Survey students, parents and interest groups about the wellbeing of our students.

*Collect data on how many parents are involved in key training exercises and use of learning centres.



Products and Practices

Products

*Increased parent and community engagement in student learning identified through attendance at workshops, surveys and data.

*Sustained high levels of student engagement and learning evident directly resulting from the newly created learning centres.

*Increased evidence of teacher contributions to improving the public education system beyond the classroom.

*Student voice prevalent in a variety of roles such as SRC, Prefects, House Captains, Library Monitors, School parliament and the Leadership Training Program in school and externally.

*Review and implementation of Student Wellbeing and Student Leadership policies.

*Full implementation of Lifeskills and Live, Life Well school action plan.

Practices

*School community (through RALBY, parents and community partners) support structures to build and strengthen our school capacity to develop successful citizens of the 21st century.

*Students are awarded SLR Awards, Bronze, Silver, Gold certificates, Platinum awards and go on Platinum excursions. Students who remain "Green" for the term can access a Green event.

*Students play an active role in leading groups and demonstrate leadership in the areas of wellbeing.

*Raise awareness of social justice, social conventions and sustainability issues in the community and build strong partnerships to make connections for students.