

School plan 2018-2020

Lugarno Public School 3796



School background 2018–2020

School vision statement

Lugarno PS is committed to developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. The Lugarno PS community will work together to prepare students who are responsible, respectful and resilient global citizens.

School context

Lugarno Public School is situated within a small peninsula community on the banks of the Georges River. The school comprises of approximately 270 students, with 40% of students coming from backgrounds other than English. Generous school grounds afford students space to move, learn and play creatively.

The school is large enough to provide a variety of learning opportunities whilst being small enough to ensure the staff know and support each student. The students are nurtured by experienced and enthusiastic teachers who aim to bring out the potential in every child through high quality teaching and learning programs.

Student wellbeing and the provision of a caring and supportive learning environment remain the focus for the staff and parent community.

Through its diverse curriculum, Lugarno Public School contributes significantly to the development of skills in areas we, as a community, regard as crucial to the development of responsible citizens and life-long learners. These areas include: developing excellence in literacy and numeracy, building flexible, resilient and creative learners, and the provision of extra curricular opportunities in sport, creative and performing arts, student leadership, citizenship and technology.

Staff are committed to ongoing professional growth and learning through a dynamic professional learning community. The school aims to improve professional practice, positively influencing student learning and promoting a culture of school excellence and collegiality.

Parent and community involvement in the school is active and supportive. A dedicated Parents and Citizens Association works tirelessly to ensure the school continues to grow and improve. The school prides itself on its strong connections to local schools, local business and community groups.

School planning process

In 2017, comprehensive planning and evaluation processes were undertaken across the school community to review and reflect upon progress against the School Plan 2015–2017. Consultative measures included:

- analysis of internal and external data sources to identify strengths, areas for improvement and school priorities;
- P & C presentations, updates and feedback given and received throughout the year;
- ongoing and regular planning meetings to develop shared understanding of purpose;
- parent, staff and student surveys, focus groups and forums;
- staff and parents collaboratively developing the school vision, strategic directions and key projects.

The Lugarno Public School 2018–2020 School Plan articulates our school's goals for improvement, aligned with the School Excellence Framework and the Department of Education's priorities. Our school plan aims to promote investment, ownership and high expectations in order to realise our school vision.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Learning

Purpose:

To inspire and challenge all students through the provision of student-centred learning environments which are inclusive and personalised.

To empower students to become confident, creative and critical thinkers and resilient and successful learners.

To ensure a whole school approach to wellbeing which allows individuals to connect, thrive and succeed.



STRATEGIC DIRECTION 2

Quality Teaching

Purpose:

To implement explicit, evidence-based teaching practices to ensure that student learning is underpinned by quality teaching.

To effectively use student assessment data to identify student progress and achievement in order to differentiate the curriculum and inform future learning.

To prepare students with skills and capabilities to thrive in a rapidly changed and interconnected world. To ensure the provision of future-focused learning environments which foster student collaboration, creativity, problem solving and responsible digital citizenship.



STRATEGIC DIRECTION 3

Quality Leading and Connections

Purpose:

To model and build effective leadership that supports a culture of high expectations, shared responsibility and community engagement.

To develop and promote authentic and productive relationships with the school and wider community.

Strategic Direction 1: Quality Learning

Purpose

To inspire and challenge all students through the provision of student-centred learning environments which are inclusive and personalised.

To empower students to become confident, creative and critical thinkers and resilient and successful learners.

To ensure a whole school approach to wellbeing which allows individuals to connect, thrive and succeed.

Improvement Measures

Increased staff capacity and confidence in integrating formative assessment strategies into teaching practice to improve student learning outcomes.

Increased student capacity in utilising creative and critical thinking skills.

Personalised learning goals for students show improvement as measured against relevant frameworks and benchmarks.

An increased proportion of students reporting a clear understanding of expectations, a sense of engagement, and positive and respectful relationships.

People

Students

Develop student abilities in improving their overall learning progress and performance; making judgements about their success and confidence as learners and their performance against explicit learning criteria.

Staff

Build staff knowledge and confidence in using evidence of learning, including formative assessment and creative and critical thinking strategies.

Embed positive psychology/wellbeing practices that improve student engagement and wellbeing.

Leaders

Adopt a coordinated approach to embedding formative assessment, goal setting and creative and critical thinking practices across the school and ensure there is a school-wide expectation of improvement in learning.

Parents/Carers

Develop a shared responsibility with the school to promote student learning and wellbeing.

Community Partners

Collaborate with local community, including other schools where appropriate to access resources, share and harness expertise and deliver benefit to the school and the community.

Processes

Project: Empowered Learners

Plan for and deliver quality learning experiences, enabling students to articulate their learning in terms of what they need to learn next to allow for continuous improvement.

Students are equipped with skills to become creative and critical thinkers.

Students, teachers and parents/carers develop learning goals and engage in learning with a growth mindset.

Project: Connect, Succeed, Thrive – Wellbeing and Discipline

A shared commitment to developing strong wellbeing practices and positive and respectful relationships where students are valued, supported and empowered to succeed.

Evaluation Plan

- Analysis of NAPLAN and PLAN data;
- Achievement of personalised learning goals;
- Analysis of individual learning plans;
- Analysis of formative and summative assessment data;
- Analysis of student work samples;
- Ongoing evaluation of milestones by staff;
- Analysis of behaviour and wellbeing data;
- Analysis of Tell Them From Me survey results.

Practices and Products

Practices

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of students' engagement and responsibility for learning.

Products

There is a whole school formative assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for student learning across the whole school.

Strategic Direction 2: Quality Teaching

Purpose

To implement explicit, evidence-based teaching practices to ensure that student learning is underpinned by quality teaching.

To effectively use student assessment data to identify student progress and achievement in order to differentiate the curriculum and inform future learning.

To prepare students with skills and capabilities to thrive in a rapidly changed and interconnected world. To ensure the provision of future-focused learning environments which foster student collaboration, creativity, problem solving and responsible digital citizenship.

Improvement Measures

All teachers embed evidence-based pedagogical practices into their teaching and learning programs, showing evidence of consistent and reliable student assessment and continuous tracking of student progress.

Increase the percentage of students in the top two bands in NAPLAN for reading, writing and numeracy.

Increased use of student progress and achievement data to inform teaching in literacy and numeracy.

Teacher programs have future-focused pedagogy embedded K-6 with an increased use of digital technologies to enhance learning.

People

Students

Engage in quality learning activities, underpinned by sound pedagogical practices and informed by analysis of student progress and achievement data.

Staff

Deliver explicit teaching of evidence-based literacy and numeracy programs.

Build skills in the analysis and use of student data to inform teaching practice.

Develop knowledge and expertise in innovative, future-focused teaching pedagogy.

Leaders

Support colleagues in the delivery of explicit teaching of evidenced-based literacy and numeracy programs.

Adopt a consistent and coordinated approach to evaluating student progress and achievement data.

Parents/Carers

Develop an increased understanding of, and shared commitment to, the ongoing development and improvement of teaching practice.

Community Partners

Draw upon the educational expertise and resources from across our educational community to strengthen identified initiatives.

Processes

Project: Pedagogical Transformation

Implement consistent school wide pedagogical practices that are evidence based and reflect ongoing data analysis. A culture of high expectations will be fostered through high quality learning and teaching programs resulting in measurable improvement in student literacy and numeracy outcomes.

Project: Data Rich, Targeted Teaching

Implement a whole school approach to using student progress and achievement data in order to differentiate student learning, inform future learning directions and effectively communicate student learning outcomes.

Project: Future-Focused Teaching and Innovation

Future-focused learning pedagogy will afford students opportunities to explore creatively and collaboratively and problem solve through increased use of technology as a tool for learning.

Evaluation Plan

- Review of teaching and learning programs;
- Analysis of formative and summative assessment;
- Analysis of feedback following lesson observations and lesson study cycles;
- Ongoing evaluation of milestones by staff;
- Analysis of Tell Them From Me survey results.

Practices and Products

Practices

Teachers engage in a collaborative, professional culture supported by high quality professional learning to deliver excellence in teaching in literacy and numeracy.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data to inform teaching practice and to differentiate the curriculum.

Staff actively engage in professional learning, collaborate and access resources to embed future focused teaching and innovative practices across the school.

Products

Teachers implement explicit and effective teaching practices in literacy and numeracy reflecting the current evidence base.

Teachers use student progress and achievement data to monitor student learning, inform planning and evaluate teaching practice.

Staff and the school community have a collective vision for future-focused learning and teaching to equip students with the skills and capabilities needed to succeed in an ever-changing world.

Strategic Direction 3: Quality Leading and Connections

Purpose

To model and build effective leadership that supports a culture of high expectations, shared responsibility and community engagement.

To develop and promote authentic and productive relationships with the school and wider community.

Improvement Measures

Increased leadership opportunities for students in the school.

Increased parental understanding of, and involvement in, the school's programs, practices and initiatives.

Increased evidence of authentic evaluation of teaching programs, practices and initiatives.

Enhanced leadership capacity is evident in a professional learning community that is focused on continuous improvement in teaching and learning.

Increased staff engagement, confidence and competence in leading a range of projects and initiatives in the school.

People

Students

Build learning and leadership skills with a focus on responsibility, resilience and developing personal and social capability.

Staff

Engage in targeted professional learning programs designed to develop leadership, management and excellence using the Teaching Standards and School Excellence Framework.

Leaders

Adopt a planned approach to leadership where coaching and mentoring are utilised as key processes for school-wide improvement.

Model evidence-based, evaluative practice.

Parents/Carers

Articulate, engage and partner in the school's targets and curriculum focus and participate in the shared development and evaluation of school programs and initiatives.

Community Partners

Collaborate with the local community (including other schools) to share expertise and access resources to benefit the school and wider community.

Processes

Project: Building Leadership Capacity

Provision of leadership opportunities for students, staff and parents to build capacity and share expertise relevant to the school's Strategic Directions.

Project: Community Engagement and Connection

Increase participation and engagement from the school community in the development and evaluation of school programs and initiatives to support student learning and wellbeing.

Evaluation Plan

- Evaluation of student voice through student surveys and focus groups;
- Analysis of Performance and Development Plans;
- Analysis of professional learning evaluations;
- Analysis of feedback following observations and lesson study cycles;
- Analysis of Tell Them From Me survey results;
- Analysis of parent/carers attendance following workshops, interviews and community events;
- Analysis of parent/community voice through parent/community focus groups.

Practices and Products

Practices

Students, staff and community members are provided with and supported to undertake leadership opportunities within the school which build their capacity and capability as leaders.

Students, staff and community members have opportunities to contribute to whole school decision making which help to build the school as a cohesive school community.

Products

Students, staff and community members have clear and purposeful leadership roles within the school and leadership quality is enhanced through high quality, relevant and evidence-based professional learning experiences.

Parents and community members are connected to the school as partners in learning, building community and identity through strengthened communication and school pride.

The community is actively engaged in contributing to whole school decision making which informs ongoing school improvement.