

School plan 2018-2020

Leichhardt Public School 7423



School background 2018–2020

School vision statement

At Leichhardt Public School we have high expectations for all students to achieve academic and personal excellence, become a lifelong learner and a responsible citizen of the world. This will be fostered in a caring and collaborative environment where learning is always meaningful and engaging, meeting the highest educational and ethical standards.

School context

Leichhardt Public School is located in the centre of the suburb Leichhardt. It has had a long and distinguished history dating back to 1862. The school has experienced significant fluctuations in enrolments and changes in demographic over the past 150 years. In the 1920s the school experienced an enrolment peak of 2250 students whilst for some parts of the 1990s the school was relatively small. The community diversified in the second half of the twentieth century and the school now benefits from the rich cultural heritage of our current and former students.

Its historic buildings and leafy playground provide an inviting backdrop for the many programs the school offers.

Our school places a strong emphasis on developing the whole student in academic as well as social, sporting and cultural pursuits. Our school values and nurtures the unique qualities and academic talents of each student. We have high expectations for all students and a commitment to engendering a genuine love of learning.

Leichhardt Public School provides a variety of programs to enhance and extend student's learning. These include philosophy, string groups, bands and orchestras, chess, dance, public speaking & debating, music and PSSA sport. The school is supported by an enthusiastic and engaged parent body and an active P&C and its subcommittees.

School planning process

The following processes were used to inform the 2018–2020 School Plan:

- Staff evaluation of the 2015–2017 School Plan
- Completion of the School Excellence Framework Self-Assessment
- Completion of the External Validation process in Term 4, 2017
- Data used by School Executive to inform 5P planning (Purpose, People, Processes, Products and Practices)
- Staff familiarisation of 2018–2020 School Plan – each Strategic Direction to be reviewed in accordance with School Excellence Framework
- Community familiarisation of 2018–2020 School Plan using school's website

As a result of these evaluations, three key strategic directions were identified. Our 2018–20 plan sets out clear improvement measures and forms the basis for the school's improvement and development efforts for the next three years in partnership with the students, staff and wider school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 TEACHING

Purpose:

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the future focused learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

STRATEGIC DIRECTION 2 LEARNING

Purpose:

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

STRATEGIC DIRECTION 3 STUDENT WELLBEING

Purpose:

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing.

Strategic Direction 1: TEACHING

Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the future focused learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

Improvement Measures

Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.

Teachers utilising high impact, high quality visible learning and formative assessment strategies in literacy and numeracy sessions.

Teacher consistency in the use teaching strategies, planning guidelines and language in terms of instruction and feedback as outlined in the school policy, Planning, Assessing and Reporting.

Teachers will continue to formulate and reflect upon personal and professional teaching goals and collect evidence to demonstrate the achievement of these goals.

People

Students

Students are empowered via high quality, data driven teaching practices to be reflective and self-directed learners who share a mindset of high expectation.

Staff

Staff will increase their skills in visible learning strategies (learning intentions and success criteria, formative assessment and feedback) and better understand how high quality formative assessment builds a reflective learning culture.

Staff

Staff will develop skills in data collection and analysis to inform the teaching, learning and assessment cycle.

Leaders

School leaders will adopt a coordinated approach to the development of high quality professional opportunities for staff at all career stages.

Processes

Implement a whole school approach to learning intentions/success criteria, assessment and feedback

Develop high quality pedagogical practices to lift targeted literacy and numeracy outcomes

Build leadership capacity and capability across the school to ensure an effective leadership pipeline exists

Evaluation Plan

- NAPLAN
- PLAN2 data tracking
- Tell them from me surveys
- Internal survey
- Professional learning evaluation
- Professional Development Plans
- Diagnostic assessment
- Observations of planning and practice

Practices and Products

Practices

Teacher capacity to embed learning intentions, success criteria, formative assessment and feedback increases encouraging deeper reflection and the use of data to monitor the effectiveness of their own teaching and learning.

Teachers regularly engage in the collaborative design of class teaching and learning activities.

Teachers and school leaders participate in regular classroom observations and seek and gain feedback from colleagues and supervisors about teaching practice.

Teachers and school leaders engage in structured professional dialogue around the teaching of thinking skills and the provision of meaningful feedback to students.

School leaders promote a culture of distributive leadership and professional opportunity.

Products

Teachers are better equipped to design, deliver and reflect upon high quality, evidence based teaching programs.

Literacy and numeracy progression tracking shows evidence of growth across observed elements.

Shared culture of professional dialogue and feedback is evident across all teams.

Strategic Direction 1: TEACHING

Practices and Products

Revised programs and policies of best practice clearly outline school expectations for assessment and reporting.

Mentoring and leadership programs deliver leadership opportunities for staff within and beyond the school.

Strategic Direction 2: LEARNING

Purpose

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

Improvement Measures

Increase the percentage of students demonstrating and exceeding expected growth in literacy.

Increase the percentage of students demonstrating and exceeding expected growth in numeracy.

Increase in student problem solving and computational thinking skills across a range of key learning areas via the effective delivery of a school wide approach to ICT.

People

Students

Students develop a mindset of high expectation for their learning via participation in high quality, targeted learning experiences.

Students

Students develop problem solving and computational thinking skills and are able to apply these skills in authentic and challenging ICT and STEM learning experiences in line with the Science and Technology syllabus.

Staff

Teachers build their capacity to develop and deliver targeted literacy and numeracy learning.

Leaders

School leaders empower staff to gain skills and knowledge in research based, data and evidence driven classroom practice including the effective use of the literacy and numeracy progressions.

Processes

Implement a whole school approach to develop student skills in literacy

Implement a whole school approach to develop student skills in numeracy

Implement a whole school approach to ICT learning that support students to develop computational thinking and problem solving skills

Evaluation Plan

- NAPLAN
- PLAN2 data tracking
- Tell them from me surveys
- Internal survey
- Professional learning evaluation
- Diagnostic assessment
- Observations of planning and practice

Practices and Products

Practices

Teachers embed high quality literacy and numeracy education strategies in day to day teaching and learning to drive student growth.

Data collection practices allow staff to accurately track student achievement and growth across and between the school year.

Students and teachers actively engage in ICT education that promotes problem solving and computational thinking inline with the implementation of the revised Science and Technology syllabus.

Products

Student learning reflects expected or better than expected growth in targeted aspects of literacy and numeracy across each semester/year.

Literacy and numeracy progression tracking demonstrates evidence of student progress and growth.

School learning culture is strongly focused on teaching and learning and a culture of high expectation is shared across the school community.

Strategic Direction 3: STUDENT WELLBEING

Purpose

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing.

Improvement Measures

All students participate in targeted resilience and values education programs.

Positive behaviour for learning implementation successful with frameworks for managing behaviour and PB4L language used across all school settings.

Increased teacher and student engagement with the personal and social capabilities via the delivery of a whole school Philosophy program

People

Students

Students will be resilient, respectful and responsible learners and will develop a moral compass through the PB4L program.

Students

Students will develop effective life skills including the ability to understand and handle themselves, their relationships, learning and social and emotional connections to their worlds.

Staff

Staff will increase their skills in behaviour management and use PBL to develop student resilience, empathy, behaviour and learning.

Parents/Carers

Parents will actively support PB4L as an essential aspect of school culture and will use PB4L language and positive parenting through training in PB4L strategies.

Processes

Implement Positive Behaviour for Learning (PB4L) as the overarching school approach to welfare and wellbeing

Embed philosophy in the classroom as a core school-wide program

Deliver targeted resilience and values education programs to all students

Evaluation Plan

- Implementation of PB4L
- Student, staff and community surveys
- Classroom observations
- Playground observations
- Teaching and learning program reviews
- Student work samples
- Attendance and program participation data

Practices and Products

Practices

Community members use the principles and language of PB4L to guide responses to behaviour and wellbeing.

Students participate in structured, research informed wellbeing programs targeting resilience and values education.

Students and staff use critical, creative, collaborative and caring learning and communication skills developed via the whole school philosophy program.

Products

Behaviour management and intervention is consistent, fair and applied using a common framework and language.

Students and staff demonstrate advanced and wide-ranging reasoning and problem solving skills via engagement in the whole school philosophy program

Students demonstrate greater resilience and ability to manage age/developmentally appropriate issues using critical, creative, collaborative and caring learning and communication skills.