

School Plan 2015 – 2017

Lewisham Public School 4369





School vision statement

Dream it. Work to achieve it.

This message is embraced in our banner statement & involves a growth mindset of imagined possibilities, excellence & achievement for all. *Our vision* is to provide a creative, forward-thinking & inclusive K-6 learning culture responsive to the diverse needs, talents & aspirations of 21st C learners.

Our learning culture values & promotes imagination, confidence, the building of personal capacities & capabilities, the growth of high level literacy and numeracy skills and core academic knowledge. The enrichment of communication, collaboration, creativity, problem-solving and critical thinking is embedded in learning for all.

We nurture highly effective & successful lifelong learners who are respectful, responsible & resilient, highly engaged, caring & empathetic local, global and digital citizens.

Diversity Opportunity Innovation

We are connected as learners in an era of rapid change which is impacting the nature of 21st C learning, requiring learners to be highly engaged, flexible, adaptable, multi-modal communicators who can think & act creatively & critically, solve problems, self-manage, work independently & collaboratively with others.

We aim to provide high quality, dynamic and inspiring learning programs and professional practices which provide for *diversity, opportunity & innovation* in learning. To support this, we aim to create an inspiring, high performing, inclusive & innovative organisational culture. The more personalised approach in the way the school operates continues to be dynamic & responsive to changing needs through its systems, practices & celebration of community.

School context

Background

Lewisham Public School is a smaller but rapidly growing inner-west K-6 school catering for the diverse needs, talents & aspirations of students (currently 150) supported by a highly engaged & expanding community of local & non-local families. During the period 2012-2014, a number of highly successful initiatives were introduced to further enrich & expand directions in teaching and learning & promote the school's achievements. The school evaluated its key messages, strengths & future directions in consultation with students, staff & its growing community. A school promotion strategy was initiated to enrich community awareness of its high quality & inclusive learning culture and endorsement as a school of choice for local & non-local families.

Recent Growth

During this period, the school began to attract strong interest for its more personalised & forward-thinking learning culture as well as specific initiatives such as its Ready for School program, its highly acclaimed arts initiatives and community events as well as its explicit stance on inclusive education, providing for differentiation, more personalised learning pathways & talent development opportunities. By 2014 enrolments were increasing across all grades with an unprecedented number of families seeking enrolment into Y3 for 2015. Increases led to the formation of two additional classes at the start of 2015 with further anticipated growth expected for 2016. Increased enrolments also led to the establishment of an additional executive position (acting Assistant Principal) in addition to the Teaching Principal position.

Current Situation

As the school's enrolments continue to grow the local urban landscape around the school is also changing with new apartment buildings in construction near the school. At the end of 2014, in consultation with the school's P & C, the NSW Department of Education expanded the school's catchment area to include these developments. The school is located on a large site, currently shared with the N.S.W. Department of Education's Arts Unit. In 2012 the school established a Before and After School Care facility (Jigsaw OOSH) to support the growing needs of families within the school community.

School planning process

As a smaller school that was showing signs of directional change & growth by the end of the previous planning period, the process undertaken during 2014 was to build on these successes & use the previous plan to reflect on & evaluate its progress, practices & future directions. Feedback was sought from students, staff, parents & others working with the school. In addition, where possible, prospective families were included to ensure a growth mindset with regard to planning for the future.

Combinations of surveys, information nights, workshops, community events, meetings & interviews were used to ensure a broad-based approach to gathering information about the school's key messages, strengths & future directions from students, staff and parents. The *Harmony Room* in the school was used to display a range of collaborative responses, images and messages gathered as a result of the consultation process. The *Dream Tree* gave a particular perspective on the future.

The school's planning team used the information collated to frame the school plan around learning, teaching & leadership and school culture, building on the previous plan to ensure continuity and taking into account other planning advice.

Diversity Opportunity & Innovation

The school's key values across school programs and practices were affirmed in evaluations to be extended into the future. The values of *diversity, opportunity and innovation* (variously referred to as "doing things differently" or "trying new ways" or "being creative") combined with the message: "*Dream it. Work to achieve It*" to provide a foundational ethos for the school plan.

The school community acknowledges the launch of the School Plan 2015-2017 to be a "work in progress" as the school enters an exciting period of expansion, ongoing growth and innovation.



Purpose:

To promote a more personalised approach to learning, ensuring that the confidence, personal capacities & capabilities of all to aspire, improve & achieve are nurtured in an *inclusive, responsive & differentiated* learning culture that promotes high expectations - with a mindset for excellence, growth & success as active lifelong learners.

To grow and enrich high level literacy and numeracy skills.

To deliver forward-thinking & innovative programs & practices which cater for diversity & opportunity in learning and place a high value on *imagination, multiple intelligences, talent development, self-management, teamwork & social capability in a broad range of contexts.*

To ensure that 21st C learning skills are nurtured along with core academic knowledge, through a focus on *communication, collaboration, creativity, critical thinking and problem solving* with rich, challenging learning experiences becoming more *project-based, integrated & technology embedded.*

Purpose:

To enrich teachers' professional practices, confidence, capacities & capabilities, to deliver and lead high quality, inclusive, differentiated & innovative learning programs & provide quality & explicit feedback to students about their learning.

To build & enrich the leadership & problem-solving capacities of staff in an innovative learning culture of collaboration, reflection & improvement.

To provide innovative student leadership opportunities to support the dynamic learning culture.

Purpose:

To ensure the school continues to be known for its more personalised approach in the way it operates placing at its core respectful & responsible relationships, high expectations, capacity building, community engagement & celebration.

To showcase the school as a school of excellence.

To ensure the innovative learning culture of the school is supported by its physical environment & promoted through its policies, systems & procedures which are dynamic & responsive to changing needs.

To build positive & reciprocal partnerships within & beyond the school community.

Purpose

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Improvement Measures

- ❖ Improved levels of achievement & growth for all students in targeted & negotiated learning goals using collected evidence at designated periods throughout each year.
 - Collected school based evidence shows at least 75% K-6 achieving or exceeding "sound" with increasing numbers achieving "high" or "outstanding" as measured by rubrics & bench marking trackers.
 - Students achieving targeted goals noted in Individual Learning Plans and Together In Learning records.
 - NAPLAN data shows at least 75% Y3 & Y5 achieving "proficiency" or above in targeted aspects of literacy & numeracy with increasing numbers exceeding minimum standards; 100% achieving or exceeding minimal growth Y3 to Y5.
- ❖ Class programs, teaching & formative assessment practices embed differentiation, 21st C pedagogy & digital citizenship.
- ❖ Students reflect regularly on their own learning using quality feedback from teachers and their own self assessments to achieve personalised goals.
- ❖ Expansion of talent development & enrichment programs.

People

Students: Understand what is expected and valued in learning and that everyone is different with needs, talents and capacities to succeed. They adopt a growth mindset to work with others to develop personal goals and plans and use explicit criteria and feedback to reflect regularly on progress.

Teachers: Engage in ongoing, professional learning which enables them to deliver high quality, differentiated programs & practices and provide quality feedback on learning.

Parents: Engage in opportunities to develop an understanding of differentiated, integrated, project-based learning, 21st C capabilities and quality feedback.

Community partners: Collaborative partnerships provide enriched learning opportunities for students and staff.

Leaders: Teachers engage in opportunities to work collaboratively with others to innovate projects and practices that support directions in learning and enhance their leadership capacities to improve the school's learning culture.

Processes

Differentiation & Personalised Learning

Differentiation of *content, process, product & environment* in learning programs. Adjusted, assisted &/or accelerated learning pathways. Students' readiness, interests & learning profiles inform learning programs, practices & individual learning plans.

Literacy and Numeracy

Teachers are using the K-6 literacy & numeracy continuums & other benchmarking tools to assess & plan for improved learning. Best practice evident in literacy & numeracy programs showing differentiation, integration & 21st C pedagogy.

Innovation in Learning

Project-based & integrated learning. National Curriculum. *The Learning and Support Team* monitors & reviews effective innovations in learning at the school with particular focus on Individual Learning Plans for students with special or additional needs & talents.

Programs: *e.g. Shine (Talent Development & Enrichment); Positive Choices for Learning; How Are You Smart? Positive Partnerships; The Leader In Me; Live Life Well*

Projects: Self Organised Learning Environments; How Am I Learning? Bring Your Own Device (BYOD).

Evaluation Plan

1. Assessment & reporting strategies
2. Reflections, surveys, staff meetings, interviews & project/program forums, focus groups & other collected feedback.
3. Community evaluations

Products and Practices

Products:

- ❖ Improved levels of achievement & growth for all students in targeted & negotiated learning goals using collected evidence at designated periods throughout each year.
 - Collected school based evidence shows at least 75% K-6 achieving or exceeding "sound" with increasing numbers achieving "high" or "outstanding" as measured by rubrics & bench-marking trackers.
 - Students achieving targeted goals noted in Individual Learning Plans and Together In Learning records.
 - NAPLAN data shows at least 75% Y3 & Y5 achieving "proficiency" or above in targeted aspects of literacy & numeracy with increasing numbers exceeding minimum standards; 100% achieving or exceeding minimal growth Y3 to Y5.
- ❖ Class programs, teaching & formative assessment practices embed differentiation, 21st C pedagogy & digital citizenship.
- ❖ Students reflect regularly on their own learning using quality feedback from teachers and their own self assessments to achieve personalised goals.
- ❖ Expansion of talent development & enrichment programs.

Practices:

Teachers provide students & parents with regular quality feedback about student learning progress including 21st C capabilities.

Class programs, teaching and formative assessment practices embed differentiation, 21st C pedagogy and digital citizenship.

Talent development and enrichment programs are embedded in the learning culture.

Strategic Direction 2: Teaching & Leadership

diversity opportunity innovation

Purpose

To enrich teachers' professional practices, confidence, capacities & capabilities, to deliver and lead high quality, inclusive, differentiated & innovative learning programs & provide quality & explicit feedback to students about their learning.

To build & enrich the leadership & problem-solving capacities of staff in an innovative learning culture of collaboration, reflection & improvement.

To provide innovative student leadership opportunities to support the dynamic learning culture.

Improvement Measures

- ❖ All teachers have developed professional learning plans with evidence to show reflection, progress and future goals, addressing personal needs & aspirations & aligning with the school plan, professional standards & frameworks.
- ❖ Leadership opportunities for all teachers are diverse & differentiated to facilitate leadership capacity building, strategic partnerships & the school's innovative learning culture.
- ❖ Leadership opportunities for students are diverse & differentiated, showing increased numbers of students involved in different types of leadership initiatives.

People

Students: Use teacher feedback to improve learning. Develop leadership capacities through increased opportunities in class & school programs. SRC leads initiatives to support the school plan.

Staff: Teachers engage in ongoing, professional learning which builds their capacities to support the school plan. Personal professional learning plans, set goals, use reflection, self-evaluation & other feedback to evaluate their strengths & needs & plan career path goals. Knowledge of standards used to assess performance e.g. National Teaching Standards, Principal Standards, School Excellence Framework, Melbourne Declaration.

Collaboration to learn about & share best practice.

Mentoring and professional learning networks are negotiated.

Parents: Develop awareness of professional learning programs & practices & leadership initiatives to support school plan.

Community partners: Collaborative partnerships provide enriched learning and leadership opportunities for students & staff.

Leaders: Engage in opportunities to work collaboratively with others to innovate & lead projects and practices that support the directions of the school plan and enhance their professional knowledge, practices and leadership capacities to improve student learning outcomes & the school's learning culture.

Processes

Professional Learning & Distributed Leadership

Schedule of actions, activities, courses, conferences & events in place to support individual professional learning, collaboration & directions in the school plan.

Leadership is distributed across the school. Roles & responsibilities are negotiated. Action plans align with strategic directions. Instructional leadership & problem-solving capacities of all teachers are developed. The Learning and Support Team monitors & reviews professional development needs of teachers to cater for students with special or additional needs & talents.

Innovation in Teaching Action research modelling, trialling, reflection, mentoring & collegial support in context. Trialling, reflection & mentoring opportunities to share knowledge, solve problems together, teach together & explore best practices.

Projects: Learning Spaces Public Places; Self Organised Learning Environments (SOLE); The Leader in Me; Digital Citizenship; Learning Engagement -literacy & numeracy.

Networking, Critical Friends & Partnerships

Projects: Lewy's Friends; (tertiary links, schools, businesses, organisations; Arts Unit &; Jigsaw OOSH,); Global Connections; At Lewy's Place; Lewy's Edublog; On-line learning, video conferencing , social networking; Teachers Meet.

Evaluation Plan

Reflections, surveys, staff meetings, interviews, project/program forums, focus groups & other collected feedback.

Products and Practices

Products:

All teachers have developed professional learning plans with evidence to show reflection, progress and future goals, addressing personal needs & aspirations & aligning with the school plan, professional standards & frameworks.

Leadership opportunities for all teachers are diverse & differentiated to facilitate leadership capacity building, strategic partnerships & the school's innovative learning culture.

Leadership opportunities for students are diverse & differentiated, showing increased numbers of students involved in different types of leadership initiatives.

Practices:

Professional practices in teaching & leadership support the inclusive, differentiated & innovative learning culture.

Teachers are provided with opportunities to develop their leadership capacities and to reflect on their learning with others.

Students are provided with opportunities to develop their leadership capacities and to reflect on their learning with others.

Purpose

To ensure the school continues to be known for its more personalised approach in the way it operates placing at its core respectful & responsible relationships, high expectations, capacity building, community engagement & celebration.

To showcase the school as a school of excellence.

To ensure the innovative learning culture of the school is supported by its physical environment & promoted through its policies, systems & procedures which are dynamic & responsive to changing needs.

To build positive & reciprocal partnerships within & beyond the school community.

Improvement Measures

- ❖ Expanded promotion of the school and the high quality achievements of its students, staff & community.
- ❖ Positive & reciprocal partnerships expanded within and beyond the school community.
- ❖ Improved finance, administration & communications systems, policies & protocols.
- ❖ Increased enrolment enquiries resulting in the growth of student enrolments.

People

Students:

Know and promote the values, practices and key messages of the school, adopting a growth mindset of excellence, imagined possibilities & achievement. Developing & valuing skills of reflection, mindfulness, self-management & teamwork. Developing a sense of personal responsibility in delivering excellence.

Staff:

Know and promote the values, practices and key messages of the school in their interactions with students, colleagues, parents and community members and contribute to its innovative learning culture. Consolidating a growth mindset of excellence, imagined possibilities & achievement.

Parents:

Know and promote the values, practices and key messages of the school in their interactions within the community. Supporting a growth mindset of excellence, imagined possibilities & achievement.

Community partners:

Collaborative partnerships provide enriched opportunities to support and promote the values practices and key messages of the school and contribute to its innovative learning culture.

Leaders:

Work collaboratively with others to innovate & lead projects and practices that support the school's innovative learning culture and ongoing improvement.

Processes

Partnerships

Increased networking to build reciprocal arrangements.

P & C initiatives - fundraising, sponsorship & community engagement.

Partnerships with Sydney Uni, Harvard Uni, Arts Unit, Directions in Music, NSW Japanese School, Jigsaw OOSH, ACHPER, Marrickville Council & others.

Programs:

Volunteers in Partnership (VIP).

Lewy's Garden - innovative ecosystems.

Community Engagement

Programs:

Ready for School; At Lewy's Place; High School Links & School Promotion Strategy.

Lewisham Showcase - community events, productions, exhibitions, fetes, assemblies, open programs & community visits.

Learning Spaces Public Places.

Communications Strategies

Continued expansion & streamlining of effective & efficient digital communications strategies.

Review of finance, administration & communications systems, policies & protocols.

Improved technology infrastructure & delivery to support 21st C practices.

Evaluation Plan

1. Assessment & reporting of outcomes/action plans.
2. Reflections, surveys, staff meetings, interviews, project/program forums, focus groups & feedback.
3. Community evaluations.

Products and Practices

Products:

- ❖ Expanded promotion of the school and the high quality achievements of its students, staff & community.
- ❖ Positive & reciprocal partnerships expanded within and beyond the school community.
- ❖ Improved finance, administration & communications systems, policies & protocols.
- ❖ Increased enrolment enquiries resulting in the growth of student enrolments.

Practices:

School promotion strategy within and outside the school aligns with key messages in the school plan.

Regular and expanded links with local & global networks, businesses and strategic partnerships.

Staff & parents work collegially to support the school plan through the P & C.

Budgeting, resource allocation, technology infrastructure, expenditure & administration practices are in alignment through the work of the finance team.