School plan  2018-2020

Lewisham Public School 4369

Dream it. Work to achieve it.
### School vision statement

**Dream it. Work to achieve it.**

Our vision is to provide a creative, forward thinking & inclusive K–6 **learning culture** responsive to the diverse needs, talents & aspirations of our future-focused learners.

We nurture imaginative, curious and confident **lifelong learners** who are respectful and responsible, have strong literacy and numeracy skills and are able to communicate, collaborate, think critically and creatively as local, global and digital citizens. We grow students' personal capacities to aspire, be challenged as learners, be resilient, improve and achieve.

We value **diversity, opportunity and innovation** for improvement.

### School context

#### Background

Lewisham Public School is a rapidly growing inner–west K–6 school catering for the diverse needs, talents & aspirations of students (223 in 2018) in 10 stage–based classes supported by a highly engaged & expanding community.

During the period 2015–2017, a number of highly successful initiatives further enriched & expanded directions in learning, teaching, leading and community partnerships. The school continued to evaluate and reflect on its key messages, strengths, areas for improvement and future directions, being responsive to the changing needs of its students, staff & growing community. Its high quality & inclusive learning culture made it a school of choice for many new families. The school continued to attract strong interest for its more personalised & forward thinking learning culture as well as the ongoing successes of its Ready for School program, its highly acclaimed arts initiatives and community events, its talent development programs and its explicit stance on inclusive education, differentiated teaching practices and more personalised learning pathways.

### School planning process

In 2017, towards the end of the previous three year planning cycle, the school participated in a rigorous evaluation of its educational and organisational practices, programs and achievements in the domains of **Learning, Teaching and Leading** through the **External Validation** process. Substantial and high quality evidence showed the school to be excelling (the top level) in 13 out of 14 elements of the **School Excellence Framework**. Areas for improvement and growth were also identified.

In combination with regular evaluative and reflective practices already in place at the school, the **External Validation** process informed the next phase of school planning for the 2018–2020 period. Varied, ongoing and formative ways for students, staff, parents/carers and others working with the school to provide feedback and comment about the key messages of the school, its strengths, areas for improvement and future directions, continued to inform its planning processes. This included but was not restricted to use of various on–line reflection tools, platforms and surveys, information nights, workshops, seminars, community events, meetings, forums, learning conferences, use of QR Codes, the **School APP** and the **Class Dojo Blog**.

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Lewisham Public School 4369 (2018-2020)

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**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**  
**LEARNING**  
Literacy and Numeracy

**Purpose:**  
To show improvement and growth in literacy & numeracy for every student.  
To grow and enrich literacy and numeracy skills through a personalised approach to learning that engages & challenges students to aspire and continually improve.

**STRATEGIC DIRECTION 2**  
**TEACHING**  
Future Focused Teaching in a Collaborative Learning Culture

**Purpose:**  
To embed a future-focused curriculum and learning culture that values and nurtures high expectations, communication, collaboration, creativity, critical thinking, reflection and self-management  
To embed a personalised and differentiated approach to teaching and learning that engages & challenges all learners to take responsibility, aspire and continually improve.

**STRATEGIC DIRECTION 3**  
**LEADING**  
Making Connections  
Leading Positive Partnerships

**Purpose:**  
To expand connections and partnerships for innovation and improvement.
### Strategic Direction 1: LEARNING

#### Literacy and Numeracy

##### Purpose

To show improvement and growth in literacy & numeracy for every student.

To grow and enrich literacy and numeracy skills through a personalised approach to learning that engages & challenges students to aspire and continually improve.

##### Improvement Measures

- Increased proportion of students achieve in the top two bands for NAPLAN reading writing & numeracy.
- The school’s value–add trend is positive, increasingly moving towards achieving excellent value–added results.
- Internal and external measures show that the school has identified what growth is expected for each student and students are achieving higher than expected growth.
- Team teaching, collaborative practices, instructional leadership and mentoring increasingly drive improvement in teaching and assessing of literacy and numeracy.

##### People

**Students**

Students will adopt a growth mindset to understand what is expected and valued in learning and that everyone is different with needs, talents and capacities to succeed.

**Staff**

Staff will value and engage in ongoing professional learning to deliver high quality, differentiated programs & practices and provide quality feedback on learning.

**Leaders**

The leadership team will role model, mentor and coach as instructional leaders, ensuring high quality professional learning for teachers and quality opportunities for them to work collaboratively to learn, improve and deliver best practice in literacy and numeracy teaching.

**Parents/Carers**

Parents/carers will engage in opportunities to learn about the literacy and numeracy progressions, attend Together for Learning conferences about personal goals for their child and ways to support learning in literacy and numeracy.

##### Processes

**Personalised Learning & Differentiation**

Implement, review and adjust Learning Plans in literacy & numeracy for every child, showing personal goals, learning intentions, success criteria & reflection.

**Literacy and Numeracy Strategy**

Implement & resource a collaborative whole–school literacy & numeracy action plan, led by instructional leadership and supported by the progressions.

**Evaluation Plan**

SCOUT, formative assessment data, school–based data trackers to set targets, inform teaching & learning and monitor student progress; PLAN 2 data; progression levels, meetings & reviews of the Learning & Support, Aspire Team Together for Learning Conferences and plans.

##### Practices and Products

**Practices**

- Teachers provide students & parents with regular quality feedback about student learning progress in literacy & numeracy
- Students work with others to develop personal goals and plans, using explicit criteria and feedback to reflect regularly on progress and achieve success.
- Teachers program for differentiation and provide for personalised learning, supported by team teaching, instructional leadership and mentoring.

**Products**

- Together for Learning Plans, Adjusted Learning Plans, Bump it Up Walls, the Aspire Wall. Internal and external data show consistent and personalised student improvement.
- Observations of teaching practice, PDP reflections, surveys and programs show that collaborative practices and instructional leadership have improved teacher impact.
# Strategic Direction 2: TEACHING in a Collaborative Learning Culture

## Purpose
To embed a future-focused curriculum and learning culture that values and nurtures high expectations, communication, collaboration, creativity, critical thinking, reflection and self-management.

To embed a personalised and differentiated approach to teaching and learning that engages & challenges all learners to take responsibility, aspire and continually improve.

## Improvement Measures

**Staff**
Staff use personal professional learning plans, set goals, use reflection, self-evaluation & other feedback to evaluate their strengths & needs & plan career path goals. They engage with leadership opportunities and collaborate and share best practice.

**Leaders**
The leadership team will share leadership opportunities with a focus on instructional practices and increased opportunities for collaboration. They will role model and nurture a 4CS culture of innovative practices.

## People

### Students
Students will use a growth mindset and use teacher feedback to improve learning. They will use emerging technologies and strategies in their learning. They will develop leadership capacities through increased and diverse opportunities.

### Staff
Staff use personal professional learning plans, set goals, use reflection, self-evaluation & other feedback to evaluate their strengths & needs & plan career path goals. They engage with leadership opportunities and collaborate and share best practice.

### Leaders
The leadership team will share leadership opportunities with a focus on instructional practices and increased opportunities for collaboration. They will role model and nurture a 4CS culture of innovative practices.

### Parents/Carers
Parents and carers will develop awareness of future focused learning practices & leadership initiatives to positively support the school plan and their children.

### Community Partners
The school engages with communities of practice that focus on innovative learning cultures for a mutual sharing of ideas, progress, achievement and expertise. e.g NOII, COED, Asia Education Foundation.

## Processes

### Collaborative and Distributed Leadership
Leadership is distributed across the school. Instructional leadership & problem-solving capacities of all staff are developed.

### Innovation in Teaching
Embedding of the 4CS (including self-management) agile and flexible learning spaces, collaborative practices, project-based and personalised learning practices. Spirals of Inquiry and action research inform quality practices.

### Evaluation Plan
Distributed leadership opportunities, teacher observations for evidence-based teaching practices, student work samples showing the 4CS, PDPs showing ongoing improvement and reduced gaps in student achievement data.

## Practices and Products

### Practices
Instructional leaders work collaboratively with teachers, focusing on building capacities and implementing innovative and future-focused teaching learning programs

Students take responsibility in their learning, use skills of communication, collaboration, creativity, critical thinking and reflection in learning. They self-manage their learning goals and plans with support from others.

### Products
Student work samples and learning plans show future focused learning is embedded across curriculum areas and agile learning spaces. There is evidence that students aspire to improve.

Stage-based arrangements, flexible learning pathways and clusters and use of learning spaces embed effective differentiation and collaborative practices.

Leadership grid shows evidence of leadership opportunities for all teachers that are diverse & differentiated to facilitate leadership capacity building, strategic partnerships & the school’s innovative learning culture.
### Strategic Direction 3: LEADING
#### Leading Positive Partnerships

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>To expand connections and partnerships for innovation and improvement.</td>
<td>Surveys and focus groups show increasing opportunities for local partnerships that build opportunities for students and staff to innovate, share expertise and strengthen community identity. Surveys and focus groups show increasing opportunities for global partnerships and emerging practices for students and staff to build global citizenship and lead authentic and reciprocal learning networks. The school is increasingly recognised as excellent and responsive to new and complex challenges, increasingly known for its leadership for innovation and strategy, to embed a culture of community connectedness, global education and citizenship.</td>
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<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Local Connections and Partnerships</strong></td>
</tr>
<tr>
<td>Students will value and connect with their local community showing acceptance, kindness and celebration of identity, inclusivity and diversity, embedded in relationships and practices. Students will connect, succeed and thrive through authentic learning.</td>
<td>To enhance local links and partnerships through the P &amp; C, others in the school community, Volunteers in Partnership, the Arts Unit, the NSW Japanese School, JigsawOOSH and other emerging partners.</td>
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| **Staff** | **Global Connections and Partnerships** |
| Staff will lead local and global connections, enhancing partnerships and increasing reciprocal opportunities for connected learning. | To enhance global links and partnerships through the school's Asia Links: Language and Culture Program, the Asia Education Foundation, the Australia China Links Program, Sugiyama University, Harvard University (Project Zero), Network of Innovation and Inquiry (NOII) and other emerging partners. |

| **Leaders** | **Evaluation Plan** |
| Leaders promote and facilitate enhanced opportunities for a broad range of local and global connections for innovation in teaching and learning. | Reflections, surveys, staff meetings, interviews, focus groups & other collected feedback to show growth and impact of connections and partnerships, supported by emerging technologies and practices. |

| **Community Partners** | **Practices** |
| Community partners will work reciprocally and strategically on mutually beneficial initiatives that enhance learning and citizenship opportunities. | Community partners work alongside the school on a range of authentic real world projects that build staff and student expertise, engagement and identity as contributing members of the community. Global partnerships lead students and staff to a further understanding and valuing of global citizenship, language and culture appreciations and connections beyond the school. |

| **Parents/Carers** | **Products** |
| Parents/carers will extend and support partnership programs through involvement, the sharing of expertise and the support and promotion of the school's innovative culture. | Evaluations, feedback and reflections show positive community connections and collaborative networks that enhance the schools learning culture. Showcase events reflect the high quality, innovative learning culture. |

**Practices and Products**

**Practices**

- Community partners work alongside the school on a range of authentic real world projects that build staff and student expertise, engagement and identity as contributing members of the community.
- Global partnerships lead students and staff to a further understanding and valuing of global citizenship, language and culture appreciations and connections beyond the school.

**Products**

- Evaluations, feedback and reflections show positive community connections and collaborative networks that enhance the schools learning culture. Showcase events reflect the high quality, innovative learning culture.
- Student work samples demonstrate an appreciation of language and culture and reflections show improved community connections and global citizenship.

Students report a sense of belonging as local and global citizens, with evidence of the impact of their connectedness with others in work samples and events and through emerging technologies.