

Lihir International Primary School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

| | |
|--|---|
| 1. Introduction | 3 |
| 1.1 Review team..... | 3 |
| 1.2 School context..... | 4 |
| 1.3 Contributing stakeholders | 5 |
| 1.4 Supporting documentary evidence..... | 5 |
| 2. Executive summary..... | 6 |
| 2.1 Key findings..... | 6 |
| 2.2 Key improvement strategies | 9 |



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Lihir International Primary School** from **12 to 14 June 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with the Human Resources Manager of Newcrest Mining Limited and the school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their School Council to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Andrew Helton

Senior reviewer, SIU (review chair)

Ian Rathmell

Internal reviewer



1.2 School context

| | | |
|--|--|---|
| Location: | Newcrest Townsite, Lihir Island, Papua New Guinea | |
| Year opened: | 1997 | |
| Year levels: | Kindy to Year 8 | |
| Enrolment: | 88 | |
| Breakdown of year level enrolments: | Junior Kindy – 5 Senior Kindy – 13 Prep – 11 Year 1 – 11 Year 2 – 8 | Year 3 – 10 Year 4 – 5 Year 5 – 6 Year 6 – 8 Year 7 – 5 Year 8 – 6 |
| Key student demographics: | Newcrest Mining Limited (NML) dependents (combined expat and Papua New Guinea (PNG) nationals) – 70 per cent of enrolments Fee paying students and Lihir program students - 30 per cent PNG national students in total – 75 per cent of enrolments | |
| Year principal appointed: | 2016 | |
| Number of teaching staff: | 5 expat classroom teachers 4 PNG national assistant teachers 2 PNG national teacher aides | |
| Significant partner schools: | Goroka International School, Kopkop College - Port Marseby, Our Lady of the Sacred Heart (OLSH) International School - Kavieng | |
| Significant community partnerships: | NML, Work Ready Institute - NML | |
| Significant school programs: | Afterschool activities clubs, biennial Year 7-8 camp | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, senior teacher, five classroom teachers, four assistant teachers, two teacher aides, administration officer, canteen supervisor, 10 parents and 15 students.

Community and business groups:

- School Council chair and executive members, and Parents and Wantoks Association (P&W) chair and members.

Partner schools and other educational providers:

- NML Workready Institute Resource Centre Manager representative.

Employer representatives:

- NML school committees representatives.

1.4 Supporting documentary evidence

| | |
|---|-----------------------------------|
| Attendance report | Responsible Behaviour Policy |
| Calendar of events 2018 | School based curriculum framework |
| Curriculum planning documents | School data plan |
| Grievance Procedures Policy | School differentiation cone |
| Higher Order Thinking Skills overview | School Improvement Plan 2018-2021 |
| Homework Policy | School newsletters and website |
| Performance and Development policy | School Opinion Survey - May 2018 |
| Moderation overview | School policy schedule |
| Parent Guide | Science Program 2018-2019 |
| PD Summary 2017-2018 | Staff Handbook 2018 |
| Pedagogical strategy- Problem Solving | Test data and target comparisons |
| ICT and Responsible Use of Computers policy | |



2. Executive summary

2.1 Key findings

The leadership team articulates the importance of providing a quality education in this remote setting to support the wellbeing and learning needs of all students.

The principal and staff members have established a school culture that is reflective of high expectations for student learning, attendance and engagement. A high priority is given to developing respectful and caring relationships within and outside the school community and parents are viewed as important partners in their child's learning. Interactions between staff, students and parents are caring, polite and inclusive.

Staff members demonstrate an understanding of the cultural backgrounds of students and recognise the importance of positive and caring relationships to successful learning.

Staff members work hard to maintain classroom environments that are learning focused and inclusive of all students. Cultural celebrations occur across the year with all students engaged in a weekly Papua New Guinea (PNG) studies program evolving from the learning of the Tok Pisin language. Parents and community members appreciate this integration of PNG culture into the curriculum to make it more locally relevant.

The professional culture at the school is positive with staff members exhibiting high levels of professional energy.

A high priority is placed on the development of a school-wide team of teachers, assistant teachers and teacher-aides. Staff members articulate the ongoing support they receive from their colleagues and from the leadership team. Assistant teachers and teacher aides report they have good working relationships with their teacher colleagues. Teachers take an active leadership role beyond the classroom.

The school's Explicit Improvement Agenda (EIA) centres around three key strategic directions: teaching quality, successful learning and school performance.

Details regarding the actions and intended outcomes for these strategic areas are documented in the School Improvement Plan (SIP) 2018-2021. Broad timelines support the brief details of activities listed within the Annual Improvement Plan (AIP). The school is yet to develop explicit targets for student achievement levels aligned with each of the three priority areas.



The school is renewing its plan for curriculum delivery to ensure the methodologies used align with the expectations of the latest version of the Australian Curriculum (AC).

All members of the teaching team acknowledge the current and planned work to improve the consistency of classroom practice between classes. Teachers utilise a range of resources to design school-based assessment tasks. It is acknowledged that further work is required to quality assure the processes used and the connections between content descriptions, school-based assessment tasks, achievement standards and general capabilities.

The principal and teachers are committed to driving improvements in pedagogy.

The leadership team sets high expectations for teachers to deliver effective pedagogical experiences and demonstrates a deep understanding and knowledge of the AC. A range of teaching practices is implemented across the school, and lesson design and delivery are predominantly at the discretion and expertise of individual teachers. The leadership team recognises that a clear, concise and functional pedagogical framework can become the structure that guides the school's philosophy and informs teaching practice.

The leadership team articulates the importance of driving improvements in curriculum planning and delivery to support teachers in developing their pedagogical practices.

Staff members are open to constructive observation and feedback of their pedagogical practices. In the past, teachers have visited other colleagues' classrooms to observe. The leadership team acknowledges that observation, feedback, modelling and coaching are important aspects of Quality Assurance (QA) of pedagogy.

Students express pride in their achievements.

Students articulate that they receive individual and timely attention from staff members to address their learning needs, build confidence and help them learn. Students indicate that they receive satisfactory feedback regarding how to improve their learning. A school process to encourage and assist all students to monitor their own learning and to set individual goals for future learning is yet to be developed.

Partnerships are established that provide the best possible opportunities and outcomes for students available in this geographically remote location.

Newcrest Mining Limited (NML) regards the school as an integral part of its management plan for the further development of their mining enterprise. The positive relationships formed by community members during their interactions with the school and the level of successful student outcomes allows NML to promote the site as a location of choice for attracting those employees involved in the industry. The school's partnerships are viewed as sustainable and have become an accepted part of the culture of the island school community.



Opportunities are provided for parents and caregivers to be involved in all aspects of the school.

The School Council and the Parents and Wantoks Association (P&W) work together to support the school. Meetings are conducted at regular intervals each term to provide support and guidance to the principal in the successful operation of the school. These volunteer organisations coordinate a number of significant community events including the Golden Orchid Ball, Independence Day, family activities and community sporting competitions.

The school reports the partnership with Department of Education International (DEi) has further developed during the past two years.

The involvement of the school at DEi organised Professional Development (PD) and the international schools conference is appreciated and provides opportunities for networking with other schools. School leaders articulate they look forward to further support in connection with their school priorities.



2.2 Key improvement strategies

Review and monitor the priority areas of the school's strategic directions to provide more detailed actions including quantitative student performance targets mapped against specific timelines over the two-year period of the school improvement cycle.

Establish QA processes to ensure classroom planning and assessment tasks reflect the content descriptions, achievement standards and general capabilities in each key learning area of the AC.

Develop a school pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Collaboratively develop an agreed whole-school approach to collegial observation, feedback and mentoring processes to develop consistency of expectations and practice.

Develop and implement a school-wide process for the development of individual student learning goals aligned to the EIA that are regularly monitored and reviewed in consultation with students and parents.