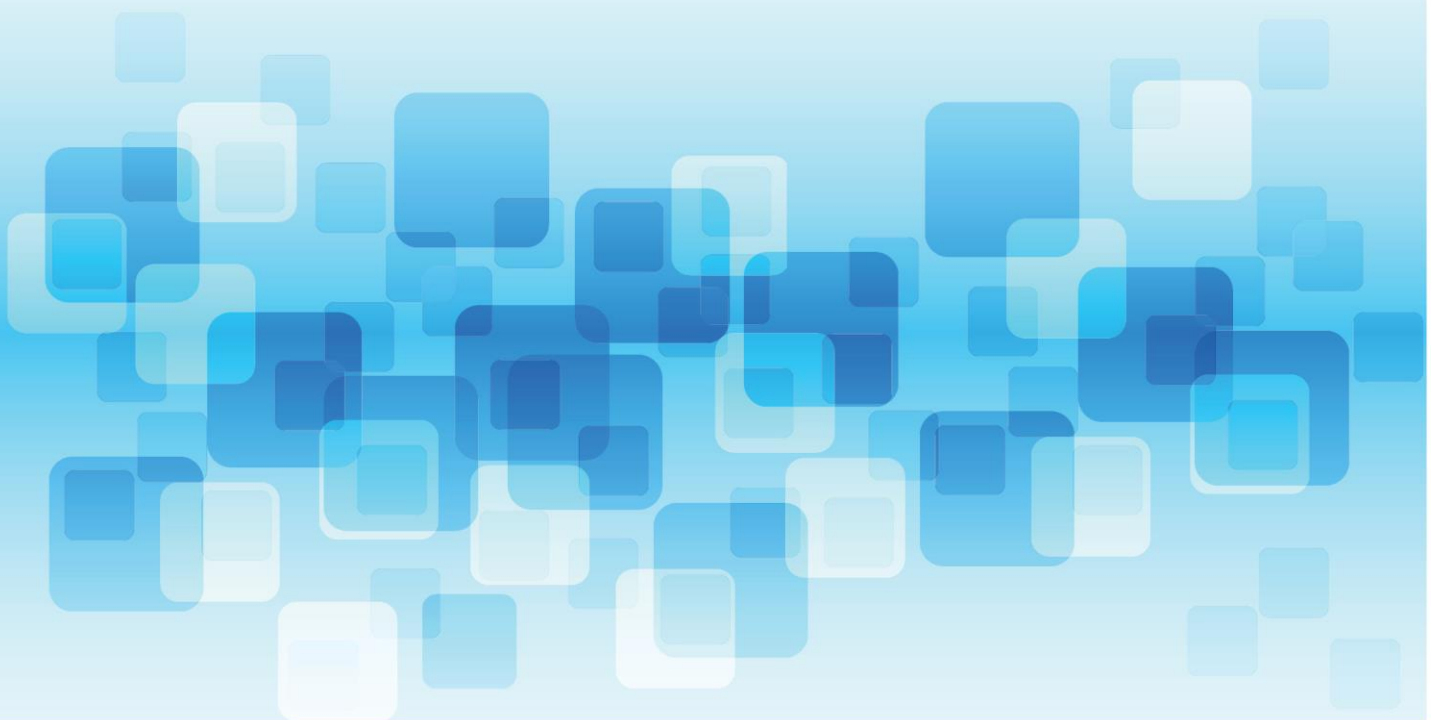




School Improvement Unit Report

Lihir International Primary School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Lihir International Primary School from 25 to 26 May 2016. It provides 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 (HRM) Newcrest Mining Limited and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Lihir Island, Papua New Guinea	
The school opened in:	1997	
Year levels:	Kindy to Year 7	
Current school enrolment:	81	
Breakdown of year level enrolments:	Junior Kindy – 4 Senior Kindy – 12 Prep – 3 Year 1 – 9 Year 2 – 10	Year 3 – 7 Year 4 – 8 Year 5 – 13 Year 6 – 8 Year 7 – 7
Breakdown of enrolments:	Newcrest Mining Limited dependents – 50 PNG scholarship students – 6 PNG fee paying students – 25	
Year principal appointed:	2014	
Number of teachers:	6 full-time teachers and 6 assistant teachers	
Nearby schools:	Londolovit Primary School, Sekunkun Primary School, Lakuplien Primary School, Palie Mission Primary School	
Significant community partnerships:	Owned by Newcrest Mining Limited (Ltd)	
Significant school programs:	You Can Do It (YCDI), Visiting Athletics Coaching, Homework Club, Student Council, Australian Football League (AFL)	



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data, school opinion survey data, and other school information
- consultation with the HRM, Newcrest Mining Ltd
- a school visit of three days
- interviews with staff members, students, parents and community representatives, including:
 - Principal
 - Six classroom teachers
 - Six assistant teachers and teacher aides
 - Administration officer
 - 31 students
 - Nine parents and wantoks
 - School council chairman

1.4 Review team

Andrew Helton	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer, SIU



2. Executive Summary

2.1 Key findings

- The school council, principal and staff members are committed to the improved learning outcomes for all students at the school.

The team members are united in serving the interests and needs of the school community within this mining development township. The Newcrest Mining Limited (NML) company values underpin the actions of the school and its staff members. The school is regarded as an important component to support the workforce on the island and strategic directions for improvement are shared with the wider community.

- The principal, teaching staff and support staff members demonstrate a commitment to building positive and caring relationships.

The school values the local culture and diversity and strives to maintain mutually respectful relationships across the school community. The school places a priority on setting students up for success. Staff members have high expectations of themselves and of their students' capacity to learn and achieve.

- Parents and families are valued partners and work cooperatively with the principal and staff members to achieve the school goals.

Parents speak highly of the school and there is a high level of trust across the community. Interactions are focused on the learning and wellbeing of students and on continually meeting the needs of all students. There is an extensive range of strategies utilised across the school to involve and inform parents and the wider school community. The Parents and Wantoks (P&W) proactively supports the school to achieve learning outcomes for students and the development of facilities and resources.

- Classroom teachers use a wide variety of resources to support their teaching and assessment practices.

Classroom teachers are encouraged to provide extension activities for high performing students and promote individual student creativity and encouragement to explore new ideas. A whole-school approach to the development of Higher Order Thinking Skills (HOTS) framework is yet to be developed.

- The school curriculum includes a focus on the development of cross-curricular skills and attributes.

Classroom teachers use opportunities in learning activities of one subject to reinforce concepts previously taught in another subject. They focus on skill areas such as literacy, numeracy and Information and Communication Technology (ICT) capability. The mapping of ICT skills to year levels is yet to be developed.



- Classroom teachers are provided with a range of policies and curriculum strategies.

Guidelines are provided for classroom teachers regarding the teaching of differing curriculum areas. Targets for year levels are provided for National Assessment Program — Literacy and Numeracy (NAPLAN) and PAT-M. The school has identified mathematics, with a particular reference to problem solving, as a priority area for curriculum development.

- Teaching staff are familiar with and work within the school's shared curriculum expectations.

All members of the teaching team attend fortnightly curriculum meetings. These meetings provide information about pedagogy, Australian Curriculum (AC) and assessment practices. Moderation to inform the assignment of achievement levels is challenging due to the geographical location of the school. The principal is aware of the benefits in providing structured opportunities for teaching staff to moderate their work samples.

- Differentiated strategies used by teaching staff include flexible curriculum arrangements and open-ended learning activities.

Volunteers and teaching assistants support structured differentiation groups. Classroom teachers use the format of One Plan to detail short-term learning goals for students requiring support. A whole-school approach to the development of individualised specific learning goals for all students is yet to be established.

- The school's partnerships are seen to be sustainable and have become an accepted part of the culture of the school.

Ways are sought to enhance student learning and wellbeing by partnering with parents, families, Papua New Guinea (PNG) nationals, businesses and a range of community groups such as the Lihir Sports Club and social committee. The school is seen as an important element in the community.



2.2 Key improvement strategies

- Research and develop a consistent whole-school approach for the delivery of HOTS for all students.
- Explore the use of documents such as the 'Department of Education and Training (DET) ICT Expectations for Students' to track development of student ICT skills.
- Review the school mathematics program to ensure learning activities provide a range of skill development in problem-solving techniques.
- Investigate opportunities to network digitally with other schools to provide moderation opportunities for classroom teachers.
- Plan for differentiated curriculum activities which provide opportunities for reflective practices for students leading to the development of individual student learning goals.