

Strategic Improvement Plan 2021-2024

Lismore Public School 1780



School vision and context

School vision statement

At Lismore Public School the students are the highest priority. Every decision is, and always will be in the best interests of the students. Lismore Public School strives to keep students safe, happy and engaged in explicit, meaningful learning. Our vision is for our students to achieve their full potential by valuing and abiding by rights, respect, and responsibility. Teachers implement explicit, quality learning experiences, differentiated to maximise the learning journey of all students. We will do this in close partnership with all parents and carers.

School context

Lismore Public School is a medium sized school supporting both mainstream and support classes. Our school proudly sits on Bundjalung lands where culture is respected and celebrated. Approximately one quarter of our students identify as Aboriginal or Torres Strait Islander. The school actively engages with the broader community to develop positive relationships to enhance the learning aspirations, experiences and outcomes for current and future students.

Lismore Public School has a culture of effective community engagement, high expectation and a commitment to continual improvement. Students are supported by experienced and dedicated staff. Authentic professional learning based on student data and staff need are priorities.

Lismore Public School is a member of The Rivers Academy of STEM Excellence (RASE). As a part of the academy, both students and teachers are provided with the opportunity to collaborate with colleagues from 3 secondary schools and 5 primary schools to engage in STEM based activities and professional learning. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to focus on the areas of effective feedback, assessment and collaboration. Investigations in how teachers can successfully engage in authentic collaboration and professional learning will be conducted by the leadership team. Staff have identified the need to have opportunities to regularly observe lessons, engage in mentoring and consistent teacher judgement. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Staff are committed to developing and accessing high quality formal assessment tasks which will drive differentiation for all students, particularly our high achieving students. Continual monitoring of student performance data will determine areas of growth and need at an individual, class and school level. The involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Reading and Numeracy, student assessment data will be regularly analysed, school-wide, to identify student achievements and progress. This will be used to reflect on teaching effectiveness and inform future directions. All teachers will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Target year: 2022

Top two bands in Naplan

Increase the proportion of students achieving in the top two bands in NAPLAN Reading by 6% and Numeracy by 7% from the system identified baseline.

Target year: 2022

Growth Naplan

Increase the proportion of students achieving expected growth in NAPLAN Reading by 4% and Numeracy by 5% from the system identified baseline.

Target year: 2022

School Excellence Framework

The school is self assessed and validated at the Sustaining and Growing level of both the Curriculum and Assessment Elements of the Learning Domain of the School Excellence Framework.

Initiatives

Improved data skills and use

We will improve Reading and Numeracy by:

Use of data to inform practice

- making the collection and use of data a routine and regular part of teaching practice.
- strengthening the systems and structures to record data that has been collected.
- collecting meaningful data from all stages of the learning process that provides information on 'where to next'.

Collaboration

- engaging in collaborative analysis of data with the Instructional leader, Assistant Principals and Principal.
- meeting regularly, as groups and individually, to consider evidence of learning by individual students, classes and whole year or stage groups.

Professional learning

- Developing a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.

Improved effective classroom practice

We will improve Reading and Numeracy by:

Explicit teaching

- Providing opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills and progress towards mastery.
- providing actionable steps so that students can improve their learning process and enhance their

Success criteria for this strategic direction

1. Improvement in Reading

Teaching and learning programs show evidence, twice a year, of:

- revisions based on feedback on teaching practice.
- consistent and reliable student assessment.
- continual tracking of student progress and achievement.

(as per the Learning domain and Curriculum element of the School Excellence Framework.)

Enhanced teacher practice and improvement in student engagement and achievement is evident through twice yearly classroom observations and program feedback.

Teachers collaborate across K-6 to share student data, curriculum knowledge and effective teaching and classroom management strategies. Curriculum meeting minutes will show teachers sharing student learning goals and effective teaching strategies. Teachers' learning journals will show individual, professional reflection on practice.

2. Improvement in Numeracy

All students articulate, understand and achieve their literacy and numeracy learning goals.

Goal reviews for all students occur twice a year and are tracked through teacher assessment folders. Individual goal achievements are celebrated in the newsletter, assembly awards, phone calls home and/or in class.

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Evidence from our assessment schedule shows student growth in Literacy and Numeracy. These results correlate with student learning goals.

Strategic Direction 1: Student growth and attainment

Initiatives

understanding and performance on the task. For example, refer students to a resource, chapter, or practical problem to help them practice, refine their understanding, or construct their work.

Explicit quality criteria

- explaining to students what they will be learning and be clear about the purpose and relevance of all tasks. Clearly explain the success criteria and check for student understanding.
- Working through examples of new or more complex learning, explaining the steps, connections or concepts, and check for student understanding regularly. Complete worked examples in 'real time', rather than showing student pre-prepared solutions or responses, and regularly provide opportunities for all students to ask questions to clarify their thinking.
- Using high-quality exemplars, containing detailed annotation, that explain the success criteria. Exemplars could come from students in a previous cohort, or be written each year by classroom teachers.
- creating rubrics that clearly describe what students need to do to succeed and the various levels of proficiency students should attain.

Effective Feedback

- Providing specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work.
- Providing students with feedback that goes beyond simply identifying what they are doing well, or not doing well.

Evaluation plan for this strategic direction

Evaluation plan

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

Data sources will include:

- Internal assessment, e.g. Plan 2, Assessment schedule.
- External assessment, e.g. NAPLAN
- Surveys
- Observations
- Focus Groups
- Student Voice
- Student work samples

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform future directions and budget allocation in relation to Reading and Numeracy growth and attainment and will be identified in our annually published evaluation.

Strategic Direction 2: Capacity Building

Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Improvement measures

Target year: 2022

- **School Excellence Framework**
The school is self assessed and validated at the Sustaining and Growing level of both the Effective Classroom Practice and Data skills and use Elements of the Teaching Domain of the School Excellence Framework.

Target year: 2022

- **School Excellence Framework**
The school is self assessed and validated at the Sustaining and Growing level of the Educational Leadership Element of the Leading Domain of the School Excellence Framework.

Target year: 2022

- Improvement in Tell Them From Me student wellbeing survey data by an uplift of 6% from the system identified baseline.

Initiatives

Built capacity for teachers

To build capacity of teachers we will:

- Regularly participate in structured **lesson observations** that focus on how different teaching approaches impact on student learning.
- Strengthen systems and practices for a comprehensive and supportive **Performance and Development Plan** cycle.
- seek **professional learning** opportunities to share and gain expertise in evidence-based teaching practices.
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs. (**Collaboration**)
- Enable teachers to undertake **leadership roles** that include initiating and leading professional discussions with colleagues to evaluate practice.

Built capacity for Leaders

To build capacity of our leaders we will:

- create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.
- build and sustain a **coaching and mentoring** culture at all levels in the school and have a system of peer review and feedback in place.
- embed a culture of review, responsibility and shared accountability to achieve high standards for all.
- mentor executive staff in how to embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.
- lead educational networks by trialing and exploring new ideas for the system, acting as a guide, coach

Success criteria for this strategic direction

Capacity building in teachers

Teachers evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities. (Australian professional standards for Teachers 1.5.3). Teacher programs are annotated to reflect self-evaluation and appropriate adjustments made for student learning.

Teachers support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement. (Australian professional standards for Teachers 2.5.3). Teachers share strategies during fortnightly Curriculum meetings and minutes of these meetings show teacher suggestions to colleagues.

Capacity building in leaders

Assistant Principals lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn. (Australian professional standards for Teachers 1.2.4). This is evidenced in teaching program feedback notes twice a year.

Assistant principals lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities. (Australian professional standards for Teachers 1.5.4) This is evidenced in teaching program feedback notes twice a year.

Assistant principals monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research based knowledge and student data. (Australian professional standards for Teachers 2.5.4) This is evidenced through teacher lesson observations performed twice a year.

Evaluation plan for this strategic direction

Strategic Direction 2: Capacity Building

Initiatives

and mentor to staff and colleagues.

- mentor executive staff in how to evaluate the personal and organisational effects of change through regular feedback from stakeholders and evidence of impact on student outcomes.
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Evaluation plan for this strategic direction

Evaluation plan

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of capacity in teachers and leaders?

Data:

Data sources will include:

- Teacher programs feedback
- Lesson observation notes
- PDPs
- PDP conversations notes
- Learning conversations notes
- Curriculum meeting minutes
- Stage meeting minutes
- Student achievement evidence in TEAMS
- School specific questions Tell Them From Me Survey
- Teacher survey

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform future directions and budget allocation in relation to capacity building and will be identified in our annually published evaluation.

Strategic Direction 3: Wellbeing

Purpose

In order to maximise the learning outcomes for every student, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the percentage of students attending >90% by an uplift of 16% from the system identified baseline.

Target year: 2022

School Excellence Framework

The school is self assessed and validated at the Sustaining and Growing level of both the Learning Culture and Wellbeing Elements of the Learning Domain of the School Excellence Framework.

Initiatives

Improved Attendance

Define:

Identify the causes of attendance issues. Issues could fall under 4 categories; Student factors, Family Factors, School factors, Community factors.

Strategic tiered approach:

- Implement wide **Universal** preventative strategies that foster regular attendance by establishing a positive and welcoming school culture for all students

-Implement as-needed **targeted** interventions that address attendance concerns by identifying and providing targeted strategies for students or cohorts needing more support

-implement as-needed **individual** interventions that re-engage students with learning by providing tailored interventions for students with significant support needs.

Improved Social Support

To improve social support in our school we will:

- Model language and behaviour which demonstrate respect for others' ideas, opinions and work.
- Teach skills in team work, consensus-building, active listening and positive feedback.
- Use strategies and structures which allow for all students to contribute and collaborate, e.g. cooperative learning, think-pair-share and jigsaw activities.
- Instil a sense of ownership and group solidarity which moderates classroom behaviour, for example by developing class rules in a collaborative fashion.
- Provide opportunities for you and your students to know, understand and value each other through discussions, multiple groupings, peer support networks and participation in community events.

Success criteria for this strategic direction

Our school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. As detailed in the Learning domain of the School Excellence Framework, teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced through individual conversations with parents regarding student learning goals and recorded in the school student learning management system data base.

The student learning management system (SLMS) data base is monitored and evaluated each term by the Positive Behaviour for Learning (PBL) team and analysed during curriculum meetings to discuss universal, appropriate, interventions. This is evidenced in curriculum meeting minutes and impact is noted through through the SLMS data.

SLMS data is also discussed at Learning and Support (L&S) meetings where targeted and individual interventions are formulated. This is evidenced in L&S meeting minutes and impact is noted through SLMS data.

Evaluation plan for this strategic direction

Evaluation plan

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of wellbeing in students?

Data:

Data sources will include:

- Curriculum meeting minutes
- Stage meeting minutes
- Student achievement evidence in TEAMS

Initiatives

- Design flexible learning tasks that will allow all students to experience success.
 - Celebrate success in appropriate ways.
 - Focus on the acknowledgement of appropriate behaviour, rather than on inappropriate behaviours.
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Evaluation plan for this strategic direction

- School specific questions Tell Them From Me Survey
- Teacher survey
- L&S meeting minutes
- attendance data
- PBL meeting minutes

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform future directions and budget allocation in relation to wellbeing and will be identified in our annually published evaluation.