

# Strategic Improvement Plan 2021-2024

## Laggan Public School 2354



# School vision and context

## School vision statement

---

Laggan Public School strives to develop engaged, resilient, confident and competent learners. We envision that Laggan students will be successful members of our school and the wider community who contribute in a meaningful way. All students will be included and supported by high quality teaching programs that meet their individual needs for Personal Excellence and Educational Opportunity.

## School context

---

Laggan Public School is a small village school located 8km from Crookwell. It is set in large grounds with 2 sporting fields, kitchen garden within a beautiful garden setting. The school currently has an enrolment of 10 students. There are 5 students in K-2 and 5 students in years 3-6.

Our school has strong connections to our community. Parents are involved in school events and volunteer in our Kitchen Garden program each week. The school is supported by local groups such as Rotary, Lions Club, CWA and the RSL.

The staff at Laggan Public School are made up of a teaching principal, 2 part time teachers, 1 part time School Learning Support Officer, a part time School Administrative Manager, 2 General Assistants and a School Counsellor.

The high level areas for improvement for our school as identified through a consultative situational analysis are student growth and attainment, social and emotional learning and educational leadership. These priorities will be supported through a range of equity funding sources including social economic background, low level adjustment for disabilities, professional learning, literacy and numeracy and quality teaching successful students.

# Strategic Direction 1: Student growth and attainment

## Purpose

Every student, every teacher and every leader and the school improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn.

## Improvement measures

### Target year: 2022

Improvement in the percentage of students achieving in the top two bands to be above the networks lower bound target in reading 47.3% and in numeracy 36.4%.

### Target year: 2023

Improvement in the percentage of students expected growth to be above the lower bound system - negotiated targets in reading and numeracy of 60%.

## Initiatives

### Effective Classroom Practice

#### Literacy and Numeracy

All literacy and numeracy teaching and learning experiences will be targeted, individualised and specific to the needs and ability of our students. Evidenced-informed, researched based and collaborative developed programs across the Professional Learning Community (Taralga, Laggan, Binda and Bigga Public School) will be embedded K-6.

#### Literacy

- Use an engaging approach to developing reading, which integrates both decoding and comprehension skills.
- Teach students to use strategies for developing and monitoring their reading comprehension.
- Effectively implement a systematic phonics program
- Teach students to use strategies for planning and implementing their writing..
- Develop students speaking and listening skills and wider understanding of language.
- Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.

\*Use high quality information about students' current capabilities to select the next best steps for teaching.

#### Numeracy

- Use assessment to build on students' existing knowledge and understanding
- Use manipulatives and representations
- Teach strategies for solving problems
- Enable students to develop a rich network of mathematical knowledge
- Develop students' independence and motivation
- Use tasks and resources to challenge and support

## Success criteria for this strategic direction

Valued added trend is positive in Literacy and Numeracy with demonstrated targeted growth for all students. (Learning - Student Performance Measures).

Teaching and Learning program across the school show evidence that they are adjusted to address individual student needs. (Learning - Curriculum)

Our schools value-add trend is positive. School data shows that student progress and achievement is consistent with progress and achievement on internal assessment. (Learning - Student Performance Measures)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. A whole school approach ensures the most effective evidence-informed teaching methods optimise learning programs for all students, across the full range of abilities. (Teaching - Effective Classroom Practice)

All Aboriginal students Personalised Learning Plans have aspirational Literacy and Numeracy goals each year that reflect their individual level of achievement.

## Evaluation plan for this strategic direction

### Question:

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

### Data:

The school will use the following data sources, to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction:

- NAPLAN and SCOUT data
- School Excellence Framework elements
- Literacy and numeracy PLAN 2 data.

# Strategic Direction 1: Student growth and attainment

## Initiatives

- students' mathematics
- Use structured interventions to provide additional support
- support students to make a successful transition between primary and secondary school

## Evaluation plan for this strategic direction

- Internal student data including, phonics, Soundwaves, reports, Check-in assessments.
- What Works Best guide and toolkit
- Lesson plans, teaching programs, classroom observations and teacher reflections.
- Student work samples and assessment tasks
- Personalised Learning data.
- Focus Groups
- Parent interviews

### Analysis

Analysing the data to determine the extent the purpose has been achieved.

**Implication:** What are the implications for our work future directions and next steps?

## Strategic Direction 2: Social and Emotional Learning

### Purpose

At Laggan Public School the school culture is strongly focused on learning, the building of educational aspirational and ongoing performance improvement throughout the school community. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 70%.

#### Target year: 2022

Improvement in percentage of students attending 90% of time to the lower bound of the system negotiated target (70%).

#### Target year: 2024

The school will move from developing descriptors to sustaining descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.

### Initiatives

#### Connect, Succeed and Thrive

This initiative will support Laggan PS to be responsive to its community through best practices to embed a culture of high expectations and effectively cater for the range of equity issues in the school.

Laggan PS will measure school community satisfaction (parent, student, staff) and shared analysis of data and targeted actions in response to the findings with the community.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. A planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **(High Expectations (Learning))**

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning. **(Planned approach to Wellbeing)**

### Evaluation plan for this strategic direction

#### Question:

To what extent is the strategic planned approach to develop whole school wellbeing processes supporting all students to connect, succeed, thrive and learn?

#### Data:

- School Excellence Framework
- Wellbeing policy
- Referral systems
- Whole school anti bullying policies
- Well being programs
- Social and Emotional learning programs
- Focus groups
- Evidence of continuum of support, universal approaches/ programs for all students, targeted supports for some students and more intensive individualised approaches for a few students.
- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school.

#### Analysis:

## Strategic Direction 2: Social and Emotional Learning

### Evaluation plan for this strategic direction

---

Analyse the data to determine the extent the purpose has been achieved.

#### **Implication:**

What are the implications of our work for future direction and next steps.

## Strategic Direction 3: Educational Leadership

### Purpose

The team at Laggan Public School will model instructional leadership and support a culture of high expectations resulting in sustained and measurable improvement.

### Improvement measures

#### Target year: 2024

The PLC will move from commencing practice to expert practice in the key practices for instructional collaboration.

#### Target year: 2024

The school will move from elementary descriptors to excelling descriptors in High Impact Professional Learning to deliver embedded ongoing school improvement in each school in teaching practice and student results aligned to the strategic improvement plan.

### Initiatives

#### Professional standards and practices

This initiative will focus on developing high performing teachers whose capacities are continually built to ensure every student experiences high quality teaching.

The Professional Learning Community (PLC: Laggan, Binda, Bigga and Taralga) facilitates professional dialogue, collaboration, class room observation, the modelling of effective classroom practice and the provision of specific and timely feedback between teachers.

This will be achieved through targeted actions:

- High Expectation Culture
- High impact professional Learning
- Expertise Innovation and continuous improvement.
- Performance management and development

### Success criteria for this strategic direction

A professional learning community which is focused on continuous improvement of teaching and learning across for schools (Laggan, Bigga, Taralaga and Binda).

The PLC evaluates the its professional learning and its impact on the improvement of teaching and learning, through collaboration to share and embed good practice.

The PLC trials innovative practices and has processes in place to evaluate, refine and scale success.

The PLC is recognised as leading best practice in small school collaboration.

All staff use the PDP and the Australian Professional Standards for Teachers to evaluate their effectiveness, plan their own learning and contribute to a culture of continuous improvement across the PLC.

The PLC uses research, evidence informed strategies, innovative thinking and evaluative strategies to implement the SIP and impact on student progress and achievement.

### Evaluation plan for this strategic direction

**Question:** To what extent have we modeled instructional leadership and supported a culture of high expectations and community engagement resulting in sustainable and measurable improvement.

#### Data:

- Crookwell Smalls Group - Key practices for Instructional Collaboration Maxtrix.
- School Excellence Framework.
- School Community Satisfaction data.
- PDP goals, evidence and reflections.
- What works best toolkit.
- High Impact Professional Learning Matrix.

**Analysis:** Analyse the data to the extent the purpose

## Strategic Direction 3: Educational Leadership

### Evaluation plan for this strategic direction

---

has been achieved.

**Implications:** What are the implications for our work, future directions and next steps.