

Strategic Improvement Plan 2021-2024

Lane Cove Public School 2368



Play the Game

School vision and context

School vision statement

Lane Cove Public School aims to create a community of successful, resilient and self directed learners through a collaborative, supportive and engaging learning environment. All stakeholders in the learning community are committed to improving every year.

School context

Lane Cove Public School, 810 students, (46% EALD students), is located near the vibrant community centre of Lane Cove. Established in 1876, the school has a long tradition of academic excellence and is proud of its reputation for providing a well-rounded education. The school encourages students to set goals and the expectation is that each student will achieve his/her best. Lane Cove Public School also encourages a sense of civic and social responsibility. As well as its strong academic programs the school offers an exceptional Art enrichment program, innovative STEAM initiatives as well as an outstanding extra curricular music program. The school also offers an extensive sport program and extra-curricular activities including debating, public speaking, dance and choir. Chess and various languages are available as after school activities. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.

The whole school community, involving students, staff and parents was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified our need to focus on use of data to inform teaching, assessment practices, effective feedback and collaborative practices and student social and emotional wellbeing. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

We have engaged with the Primary Mathematics Specialist Initiative to address identified areas of need in numeracy.

We will implement Visible Learning practices across the school in order to ensure consistent explicit teaching and feedback is occurring K-6.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement across the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine assessment and data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases by 1.51% (lower bound system-negotiated target).

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 10.1% (lower bound system-negotiated target).

Target year: 2024

Increased number of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in reading.

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases by 5.48% (lower bound system-negotiated target).

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 7.7% (lower bound system-negotiated target).

Target year: 2024

Increased number of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale

Initiatives

Data driven practices

Embed and use professional learning with ACER to build consistent and comparable judgement of student learning to improve teacher practice.

Expertly use student assessment data to reflect on teacher effectiveness and provide individualised explicit differentiated and learning opportunities in Literacy.

Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Numeracy

A key focus in addressing improvement in Numeracy will be the Primary Mathematics Specialist Initiative. PMSI is based on the Primary Maths and Science Specialist Program that has been successfully run in Victoria for the last 10 years.

Three teachers are involved in the PMSI to become the experts and mentors in the school. It is a two year project being run by Mathematics education expert Laurinda Lomas.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

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

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives and success criteria.

BEST START for Kindergarten

Implementation of PAT Reading and PAT Mathematics for Years 1 to 6

SCOUT data

PLAN 2

Check-in Assessments for Year 4 and Year 6

Strategic Direction 1: Student growth and attainment

Improvement measures

scores in the Progressive Achievement Test (PAT) in numeracy.

Target year: 2024

Value added data in Scout for K-3 is Sustaining and Growing.

Target year: 2024

SEF S-aS becomes excelling in the theme 'Data use in teaching' within the element 'Data skills and Use'.

Evaluation plan for this strategic direction

NAPLAN for Year 3 and Year 5

PIRLS for one Year 4 class

Student work samples

Staff feedback surveys

Teaching programs

Student goal setting using Learning Intentions and Success Criteria

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 2: Systemic explicit feedback and collaboration

Purpose

The school situational analysis identified the need for greater explicit teaching, feedback and collaboration across the school for staff and students.

Improvement measures

Target year: 2024

All teachers are implementing the QTF in their teaching and learning programs.

Target year: 2024

SEF SaS Learning and Development is excelling.

Target year: 2024

Increased number of students identifying in the High Skills/High Challenge area of the TTFM survey.

Target year: 2024

A range of evidence validates judgement at excelling for effective classroom practice in feedback and explicit teaching.

Initiatives

Quality Teaching Rounds

QTR Is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM) which supports schools in developing a shared vision of quality teaching and learning.

Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes.

Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).

Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR Professional Learning Communities (PLC's).

Teachers actively engage with the QTM throughout the teaching and learning cycle.

Visible Learning

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will embark on a journey using collated data supported by the foundations of visible learning.

Visible learning is a pedagogy resulting from the research conducted by John Hattie. He uses effect sizes that influences and has an impact on student learning. These influences are set out on a continuum clearly demonstrating what is best to move student learning forward.

Teachers will have professional learning and opportunities to participate in co-teaching, demonstration lessons and collegial discussions.

A shared language of learning will be used by all in the school community.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Quality Teaching Rounds

De-identified lesson observations. TTFM survey data, student growth measures (PAT, NAPLAN, internal assessments, readings ages).

QTR participation rate, Professional learning logs, PD scope and sequence, meetings minutes, pre and post QTR teacher surveys, focus groups.

Staff perception survey, TTFM Teaching survey (collaboration, leadership, learning culture and teaching strategies), teacher focus groups.

Strategic Direction 2: Systemic explicit feedback and collaboration

Evaluation plan for this strategic direction

Evidence of inclusion of QTF concepts and language in teaching programs (planning and assessment), teacher focus groups.

Visible Learning

Evidence LISC (learning intentions and success criteria) in classrooms and programs.

PDP's reveal connections with Visible Learning.

TTFM student, staff and parent surveys.

Executive team and whole staff reflective sessions.

Measurable growth in student achievement in NAPLAN and internal assessment data.

Strategic Direction 3: Student Wellbeing through Social and Emotional Learning

Purpose

Enhancing whole school programs and approaches that strengthen student wellbeing, focusing on supporting a positive sense of belonging, advocacy and resilience.

Improvement measures

Target year: 2024

All classes teaching BounceBack and Smiling Minds through use of integrated Personal Development programs.

Target year: 2024

Positive impact of participating in BounceBack and Smiling Minds lessons is reflected in reduced proportion of students experiencing social and emotional difficulties, as tracked through data sources.

Target year: 2024

Increased proportion of students reporting a positive sense of belonging, as identified through the Tell Them From Me survey, with school results (currently 71%) equalling or exceeding NSW government norm (81%).

Target year: 2024

School wellbeing policies reviewed and updated policies are communicated to all members of the school community, including staff, students and parents.

Target year: 2022

Increase student attendance rate by 6.33% (lower bound system negotiated target.).

Initiatives

Integrated Student Wellbeing Programs

In the years preceding the 2021-2024 SIP, there were increased numbers of referrals to the Learning Support Team (LST) for students experiencing social and emotional difficulties. Teaching staff currently plan and deliver BounceBack social and emotional wellbeing lessons as part of Personal Development programs, to support students' understanding of, *"skills and attitudes to help them be in a positive mood most of the time, get along well with others and become more resilient"*.

In order to maximise the benefits of BounceBack, teaching programs across the school will be reviewed. We will also introduce and gradually integrate Smiling Minds lessons within Personal Development programs, to give students enhanced opportunities to develop positive mindsets.

Shared Responsibility for Student Wellbeing

The percentage of students at Lane Cove Public School reporting experiences of bullying at school has decreased in recent years. The 2020 Tell Them From Me survey reports that the percentage of Lane Cove Public School students who have been subjected to bullying is 23%, compared to the NSW norm of 36% of students. A sustained focus is needed to ensure the continued downward trend in this area of wellbeing.

Existing school policies that address student wellbeing (including the code of conduct, anti-bullying and anti-racism policies) will undergo review. A key component of this review will involve clarifying and strengthening the understanding across the school community of each stakeholders' responsibilities in each of these areas.

Due to congestion in the school playgrounds caused by on-site construction during 2021, as well as the need to provide students with structured, supportive, passive play opportunities, an increase of positive social spaces for students will be created at school. We are also working towards improving students' positive sense of belonging and advocacy through leadership opportunities within the

Success criteria for this strategic direction

Students, staff and parents have a shared understanding of their collective responsibilities for supporting the wellbeing of all students, including expectations for behaviour as outlined in school policies.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Teacher's registration and evaluations of Personal Development wellbeing programs to be recorded on Google suite.

Annually review results in key wellbeing areas of Tell Them From Me surveys, including percentages of students with a positive sense of belonging; students who report that they experience bullying; students who feel they have advocacy at school.

Distribute Google form survey to elicit feedback from parents and students on their experience of Smiling Minds.

Analysis of Sentral wellbeing records (student attendance, behaviour incidents, sickbay attendance).

Monitor LST referrals and NCCD.

Strategic Direction 3: Student Wellbeing through Social and Emotional Learning

Initiatives

school playground.