

Strategic Improvement Plan 2021-2024

Larnook Public School 2375



School vision and context

School vision statement

Larnook Public School provides inclusive educational experiences and a diverse range of opportunities for improving individual student learning and wellbeing. Larnook Public School is a small school offering big opportunities where staff effectively use data to drive their high quality, individualised practice.

School context

Larnook Public School is a small rural school 20 minutes from Lismore and Kyogle. Larnook offers an expanse of picturesque grounds that allows students to have a variety of areas to learn in. They include an upper oval, fairy garden and a lower playground with play equipment and chickens. At Larnook School we incorporate life skill activities into our learning programs. These include activities like cooking, gardening, pottery, fishing and animal care. The school and community have planted a large variety of edible fruits and plants for students to enjoy and to promote healthy eating. We encourage a healthy and physical lifestyle by offering sports like soccer, hockey, swimming, volleyball, dancing and surfing by qualified coaches. Every student has the opportunity to experience success and to build that confidence in their own ability to achieve their full potential. Larnook is a small school with big opportunities.

As a result of a thorough situational analysis that reflected upon student performance and other data, our evaluations against the School Excellence Framework, key research and literature and staff and community input, key considerations were identified. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both reading and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

In order to maximise student learning outcomes for every student in our school we will further develop and refine our system processes and procedures. We will support the continuous improvement of teaching practices across the school and build the well-being of all of our stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

Improve whole school collection and analysis of student data to ensure the implementation of the most effective teaching practices to improve learning outcomes for students in reading and numeracy.

Improvement measures

Target year: 2023

The proportion of students achieving expected growth in NAPLAN reading exceeds the system negotiated lower bound target. (2019)

Target year: 2023

The proportion of students achieving expected growth in NAPLAN numeracy exceeds the system negotiated lower bound target. (2019)

Target year: 2024

80%+ of students in Years 2 to 6 achieving 1.0+ year's growth in reading through formal internal assessment.

Target year: 2024

80%+ of students in Years 2 to 6 achieving 1.0+ year's growth in numeracy through formal internal assessment.

Initiatives

Data Driven Practices

High impact professional learning to build staff capacity in understanding and applying assessment methodology into practice.

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

Build instructional leadership and embed sustainable whole school processes for collecting and analysing student learning data.

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

Effective Classroom Practice

Targeted differentiated high impact professional learning to build a shared understanding of best practice to support high level pedagogical practice in reading and numeracy, including a focus on gifted learners.

Embedded goal setting and feedback structures for all students which promote a culture of high expectations.

Collaborative inquiry processes ensure rigorous analysis of individualised student data, determining point of need which informs teaching practice.

Success criteria for this strategic direction

Teachers expertly apply a range of valid and reliable assessment strategies. This data is regularly collected, monitored and deeply analysed in reading and numeracy to inform planning, identify interventions, modify teaching and leads to measurable improvement.

Teachers involve students and parents in planning individual goals to support learning and share expected outcomes. Students can articulate, understand and achieve their reading and numeracy goals.

Teachers collaborate to program, share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

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.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate how data driven practice has impacted on student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- NAPLAN
- Check in assessment
- Observation

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PLAN 2
- Essential Assessment
- Teaching programs

Individual learning plans

Analysis:

School staff will analyse the data to determine the extent of the guiding question being answered.

Implications

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report, in the newsletter and School Website).

Strategic Direction 2: Strong Systems and Practices

Purpose

To build an enhanced culture of high expectations and continuous improvement, where community engagement is high. This will be supported by a foundation of strong systems, structures and processes.

Improvement measures

Target year: 2024

Formal feedback shows that 100% of identified administrative systems and processes which were reviewed, amended and implemented are delivering benefit to the school community.

Target year: 2022

The proportion of students attending school more than 90% of the time meets the system negotiated lower bound target.

Target year: 2024

Annual increase in the proportion of students reporting expectations of success, advocacy and sense of belonging at school.

Initiatives

Inclusive Leadership

Implementation of evidence based change to whole school processes and practices, promoting collective responsibility for student learning and success.

Establish and implement a professional plan which is focused on continuous improvement of teaching and learning. This includes an extension of staff into wider professional learning communities resulting in increased quality of practice.

Engagement of school staff in structured professional learning which is targeted to their learning goals and can be seen through measurable improvements in practice.

Well-being

Embed a whole-school approach to student well-being and engagement where there is a collective responsibility for student learning and success.

Update whole-school approach to well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data.

Create a plan to ensure the community's values and interests are catered for across the school to promote positive engagement and community partnerships.

Success criteria for this strategic direction

Regular collection of information demonstrates that administrative systems and processes deliver anticipated benefits to the school community, and changes are made when required.

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 well-being and learning needs in consultation with parents/carers.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school measures community satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Question:

To what extent has our strong systems and practices supported the culture of high expectations, community engagement and continuous improvement?

Data:

Sentral

Surveys from students/families/staff

Internal informal school data

Tell Them From Me

Strategic Direction 2: Strong Systems and Practices

Evaluation plan for this strategic direction

Analysis:

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

Implications:

What are the implications for future directions and next steps?