

Strategic Improvement Plan 2021-2024

Laurieton Public School 2377



Est. 1877

School vision and context

School vision statement

We believe Laurieton Public School should be safe, nurturing and environmentally friendly. It should be a place where everyone has fun, learns for the 21st century, takes pride in achieving quality and is given opportunities to reach their potential. People at our school should feel a sense of belonging, be respectful and take responsibility for their actions.

School context

Laurieton Public School is a P1 class primary school of 180 students with 11% of students identifying as Aboriginal and Torres Strait Islander (ATSI). The school is situated centrally in the small township of Laurieton, in close proximity to the Camden Haven River and North Brother Mountain.

The school draws students from Dunbogan and parts of Laurieton, west to St Albans and Waterview Heights Estates and north to the Stingray Creek Bridge. The school is located close to facilities such as the local swimming pool, town library, churches, halls and the main shopping centre. It is a short walk to a major sporting field complex where local teams perform strongly in major sports.

According to ABS Census data, the cost of rental accommodation is above the Australian average, while the median income level is slightly above half of the Australian median level, suggesting a relatively low level of disposable income in the community. Our Family and Occupation Index (FOEI) is 121.

The school enjoys a strong reputation within the local community and has produced strong long term results in external academic testing as well as providing an extensive range of extra curricular activities, particularly in the performing arts. A decade of focus toward technology has had significant impact on teacher capacity, student achievement and aquisition of quality hardware and software. All classes have HD multi touch televisions, touch screen laptops, iPads and weekly usage of our computer lab. Parent support of and involvement in their child's education is extremely positive.

Strategic Direction 1: Student growth and attainment

Purpose

To inspire every student to achieve their full potential through meaningful and future focused learning experiences that are personalised and differentiated.

Improvement measures

Target year: 2024

- 43.5% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading.
- 76% of students achieve expected growth in NAPLAN reading.
- 32.2% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy.
- 67.2% of students achieve expected growth in NAPLAN numeracy.
- A minimum of 33% of Year 4 students achieve in the top 2 bands in reading check-in assessment.
- A minimum of 25% of Year 4 students achieve in the top 2 bands in numeracy check-in assessment.
- A minimum of 18% of Year 6 students achieve in the top 2 bands in reading check-in assessment.
- A minimum of 18% of Year 6 students achieve in the top 2 bands in numeracy check-in assessment.
- A 9% increase of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Grammar and Punctuation from 2019 baseline data.

Target year: 2023

Initiatives

Personalised Learning

Embed a learning culture that enables students to achieve their learning goals:

- Individual learning goals developed for and with every student as part of regular teaching and learning based on expertly used assessment data
- Formalised individual learning goal process in relation to literacy and numeracy occurs twice per annum based on expertly used data
- Consistent and research based pedagogical practices in relation to feedback utilised across the school
- Personalised Learning Plans created for Aboriginal Torres Strait Islander students, Out of Home Care students and Integration Funded students as well as those identified as requiring additional support
- Formalised processes put in place to monitor and evaluate the success of the differentiation strategies used
- Differentiation, personalised learning goals and feedback topics placed on purposeful team meeting agendas with corresponding artefact sharing

Data Use

Regularly and expertly use assessment data to identify student achievement and progress:

- Collect in school data using a full range of assessment strategies-assessment for learning, assessment as learning and assessment of learning as an integral part of daily instruction in every classroom
- Professional learning on targeted assessments
- Whole school data walls on one aspect of the literacy progressions and one aspect of the numeracy progressions
- Data use topics placed on purposeful team meeting agenda with corresponding artefact sharing

Success criteria for this strategic direction

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. (Learning: Curriculum- Differentiation- Excelling)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (Learning: Assessment- Whole school monitoring of student learning- Excelling)

Students are aware of - and most are showing - expected growth on internal school progress and achievement data. (Learning: Student Performance Measures- Student growth- Sustaining and Growing)

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (Learning: Student Performance Measures- Internal and external measures against syllabus standards- Sustaining and Growing)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (Teaching: Data Skills and Use- Data analysis- Excelling)

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. (Teaching: Data Skills and Use- Data use in teaching- Excelling)

Evaluation plan for this strategic direction

Question:

What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN and Check-in Assessments), internal student performance measures (LPS assessment schedule, Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records, School Excellence Framework assessments.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: High Quality Teaching and Learning

Purpose

To build staff capacity and commitment to ongoing improvement of teaching and leading practice through focused professional learning that is evidence-based and at an individual and collective level.

Improvement measures

Target year: 2024

Literacy

- SMART spelling program is sustained as embedded practice across the school with teachers and a range of assessments used to evaluate the effectiveness of the program.
- The grammar and vocabulary professional learning focus area strategies are sustained as embedded practice across the school with all teachers and a range of assessments used to evaluate the effectiveness of the programs. 100% of teachers feel confident in implementing the program.
- All staff are using the updated whole school scope and sequence for literacy (in spelling, grammar, vocabulary and writing purposes), in which they had input into, facilitating a collaborative, consistent and collegial professional environment.

Target year: 2024

Mathematics

- Professional learning focus area strategies in numeracy are sustained as embedded practice across the school with all teachers and a range of assessments used to evaluate the effectiveness of the programs.
- All staff are using the updated whole school scope and sequence for numeracy, in which they had input into, facilitating a collaborative, consistent and collegial professional environment.

Target year: 2024

Initiatives

Quality Teaching of Literacy

Ensure effective, consistent and high quality teaching and learning practices occur K-6. Develop collective efficacy to achieve whole school improvement measures in literacy:

- Professional learning on the effective and explicit teaching of focus areas (grammar, spelling and vocabulary) determined using cyclic action learning practices based on internal and external data driven and evaluative processes .
- Review and adapt current and new school teaching practices in literacy to ensure a balanced approach.
- Create opportunities for teachers to collaborate, monitor and evaluate whole school focuses in relation to school focus areas under the Quality Teaching in Literacy initiative.
- Professional learning focuses in literacy placed on purposeful team meeting agendas inclusive of artefact sharing.
- Create initiatives that see all teachers plotting students on a targeted area of the literacy learning progressions.

Quality Teaching of Numeracy

Ensure effective, consistent and high quality teaching and learning practices occur K-6. Develop collective efficacy to achieve whole school improvement measures in numeracy:

- Professional learning on the effective and explicit teaching of measurement and geometry using cyclic action learning practices based on internal and external data driven and evaluative processes.
- Professional learning on the effective and explicit teaching of fractions and decimals using cyclic action learning practices based on internal and external data driven evaluative processes.
- Professional learning on the explicit teaching of place value and additive strategies using cyclic

Success criteria for this strategic direction

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. (Teaching: Effective Classroom Practice- Explicit teaching- Excelling)

Teachers routinely review learning with each student in whole school focus areas both in class and on work submitted, ensuring all students have a clear understanding of how to improve in these areas. 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. (Teaching: Effective Classroom Practice- Feedback- Excelling)

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. (Teaching: Learning and Development- Collaborative practice and feedback- Excelling)

Evaluation plan for this strategic direction

Question:

What impact has the professional learning in literacy and numeracy had on teaching practice across the school and what impact has this had on student learning?

Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN and Check-in Assessments), internal student performance measures (LPS assessment schedule, Literacy and Numeracy

Strategic Direction 2: High Quality Teaching and Learning

Improvement measures

Improvement as measured by the School Excellence Framework:

Teaching

Effective Classroom Practice: Explicit teaching (Excelling)

Effective Classroom Practice: Feedback (Excelling)

Learning and Development: Collaborative practice and feedback (Excelling)

Target year: 2024

- A research based explicit teaching strategy is sustained across the school.

Initiatives

action learning practices based on internal and external data driven evaluative processes.

- Review and adapt current and new school teaching practices in numeracy to ensure a balanced approach.
- Professional learning focuses in numeracy placed on purposeful team meeting agendas inclusive of artefact sharing.
- Create initiatives that see all teachers plotting students on a targeted area of the numeracy learning progressions.

LPS Research Based Explicit Teaching

- Research and adopt a new explicit teaching strategy consistently across the school.

Evaluation plan for this strategic direction

Progressions), teaching programs, classroom observations, student work samples, coaching records, School Excellence Framework assessments, meeting minutes, staff surveys and Tell Them From Me student surveys..

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. 100% of teachers feel more confident in their teaching of the professional learning focuses.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Positive Partnerships

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

Improvement measures

Target year: 2024

Staff

- All teaching staff utilise identified areas of expertise in the teaching of English and Mathematics to enhance collegial professional learning and classroom practice.
- All staff demonstrate enhanced capacity from the attainment of PDP goals and professional learning.
- Professional learning toward English, Mathematics and the What Works Best modules is embedded in all classrooms and evidence of teaching success derived from student achievement.
- Teachers demonstrate proficiency or are working towards levels above proficiency in the domains of Professional Knowledge (2.2.5), Practice (3.3.1 and 3.3.7) and Professional Engagement (6.6.1 and 6.6.4) against the Australian Professional Standards for Teachers.
- The school excels in instructional leadership, coaching and mentoring and collaborative practice and feedback.

Target year: 2024

Students

- Students utilise understanding of assessment and feedback to self-reflect and determine learning goals applicable to their personal learning needs.
- Extra curricular opportunities and achievements inspire more students to seek representation of their school through pride, respect and self belief evidenced by Tell Them From Me survey.

Initiatives

Staff

- Strategic and supportive PDP processes are put in place that allow all staff to have self-directed goals as well as goals aligned to whole school focuses.
- Teaching observations based on whole school focuses occur twice annually with all staff given the opportunity to observe and be the observer.
- Collaborative planning sessions embedded to foster a supportive environment with a strong sense of teacher efficacy.
- Formalised and supportive program feedback processes embedded.
- Utilising expertise to mentor colleagues.
- Personalised professional learning opportunities as identified through What Works Best reflections.
- Implement the 'Grow Your Mind' online wellbeing program to enhance student, staff and parents emotional wellbeing to improve student engagement.

Students

- Teacher-Parent-Student conferences
- All students further develop their capacity to self reflect on their learning, analyse achievement and determine future learning goals. They become competent in leading our Teacher-Parent-Student conferences through the understanding, clarity and transparency of their learning achievements.
- All students will be actively involved in wellbeing programs to support academic, physical, emotional, social and spiritual development.

Parents

- Teacher-Parent-Student conferences develop action plans to support student attainment of learning goals
- Parents and Citizens committee. are actively involved in the school planning and reporting process through face to face engagement and school specific

Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (Teaching: Learning and Development- Professional learning- Excelling)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (Teaching: Learning and Development- Expertise and innovation- Excelling)

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. (Teaching: Professional Standards- Literacy and numeracy focus- Excelling)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (Leading: Educational Leadership- Instructional leadership- Excelling)

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. (Learning: Learning Culture- High expectations- Excelling)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (Leading: Management Practices and Processes- Community satisfaction- Excelling)

Management practices and processes are responsive to

Strategic Direction 3: Positive Partnerships

Improvement measures

- 83.9% of students achieve 90% attendance rates (upper bound system-negotiated target).

Target year: 2024

Parents

- All parents have an increased awareness and understanding of assessment, reporting, learning goals and self-reflection to enhance their capacity to support their child's learning.
- All parents have a greater level of understanding toward the school plan and the continuous improvement processes required for ongoing progress and achievement.
- Personalised school surveys indicate high engagement, transparency and collaboration between the school and its community.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning

Learning and Development: Professional learning (Excelling)

Learning and Development: Expertise and innovation (Excelling)

Professional Standards: Literacy and numeracy focus(Excelling)

Learning Culture: High expectations (Excelling)

Learning Culture: Attendance (Excelling)

Wellbeing: A planned approach to (Excelling)

Leading

Educational Leadership: Instructional leadership

Initiatives

surveys.

- The parent community attend all events that enable involvement in their child's educational development.
- Parents continue to be actively involved in the wellbeing of their children through strong communication and feedback channels.

Success criteria for this strategic direction

school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (Leading: Management Practices and Processes- Service delivery- Excelling)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Learning: Learning Culture- Attendance- Excelling)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Learning: Wellbeing- A planned approach to wellbeing- Excelling)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (Teaching: Learning and Development- Coaching and mentoring- Excelling)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (Learning: Reporting- Parent engagement- Excelling)

Evaluation plan for this strategic direction

Question:

To what extent have we built stonger relationships as an educational community in collaborative practices, communication, leadership and organisation?

Data:

Data will be collected and analysed by teachers, leaders and teams derived from:

- Teacher, student and parent surveys

Strategic Direction 3: Positive Partnerships

Improvement measures

(Excelling)

Management Practices and Processes: Service delivery
(Excelling)

Evaluation plan for this strategic direction

- Parents & Citizen meetings
- Student, teacher, parent conferences
- Creation of staff PDP's in line with school planning and Professional Teaching Standards.
- Feedback practices
- Extra Curricular activities

Analysis:

Data is analysed to determine the extent to which the purpose and improvement measures have been achieved:

- Survey results analysed and summarised
- P&C membership, meetings and school activities measured
- Parent attendance at TPS Conferences measured
- Reflection on staff PDP's, impacts and implications within classrooms
- Response to feedback practices and feedback effectiveness
- Opportunities provided for parent and student involvement in extra curricular activities.

Implications:

Analysis of the data will determine impacts, guide ongoing activities, future actions and school planning to provide continuous improvement in fostering strong relationships within the educational community.