

# Strategic Improvement Plan 2021-2024

## Lavington Public School 2378



# School vision and context

## School vision statement

To deliver sustained and measurable whole school improvement through evidence-based approaches to learning and teaching.

## School context

Lavington Public School (LPS) is a K-6 suburban school, located 4 kilometres north east of Albury.

The school currently has 446 students across 20 classrooms from Kindergarten to Year 6 and 44 staff. There has been a significant increase of 43% in school enrolments over the last 4 years. Our students come from a diverse community, with families primarily coming from a suburban background, with a nearby rural influence. Our families have a wide variety of socioeconomic status, cultural background and family configurations. We have approximately 5% of the school enrolment from a non-english speaking background and approximately 12% of students identifying as Aboriginal or Torres Strait Islander.

Our school community have been collaborated with and support the 3 school values of Positive Behaviour for Learning - safety, respect and responsibility. Our community expects all students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve to their potential. Lavington Public School is committed to offering a quality education for all students from dedicated staff in a stimulating and caring environment, where teaching and learning thrives.

Lavington Public School has a comprehensive orientation program to introduce Kindergarten students into the school, and Year 6 students into high school. The school has a successful dance troupe, junior and senior choirs, a highly successful public speaking program, a growing music program, a strong technology focus, photography squad, beautification group, STEM program and an active leadership development program with our Student Representative Council. Lavington has always been a strong sporting school offering a wide variety of sporting competition, as well as skill development.

Throughout this school planning cycle, the executive team will lead three major strategic directions. These include the expert use of assessment, both flexibly and responsively, to ensure student growth targets are exceeded. Also, to build on the deep knowledge and understanding of the curriculum to support high expectations for student learning, and lastly, demonstrating the management practices and processes of the school are responsive to community feedback, strengthening the relationship with the school community.

The school receives additional funding to support individual students, students from a low socio-economic background, students requiring support to develop their English language proficiency, students from an Aboriginal background and those students who require adjustments for disabilities.

Lavington Public School continues to develop our partnerships with neighbouring Pre Schools, High Schools and external support providers. The school houses an Out of School Hours Care facility on site and has numerous partnerships with local charities and non for profit organisations.

The school is set in spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a pleasant environment and create a sense of

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## School vision statement

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## School context

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belonging for all.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes and to build a strong foundation for success, we will continue to use data driven teaching practices, in a flexible and responsive way, to meet the learning needs of our students.

## Improvement measures

### Target year: 2022

Uplift of between 6.6 - 11.6% from the Scout baseline data in students achieving in the top two bands for NAPLAN Reading.

### Target year: 2022

8.1 - 13.1% increase from the Scout baseline data in students achieving in the top two bands for NAPLAN Numeracy.

### Target year: 2023

8.9 - 13.9% increase from the Scout baseline data in expected growth in NAPLAN Reading.

### Target year: 2023

8.1 - 13.1% increase from the Scout baseline data in expected growth in NAPLAN Numeracy.

### Target year: 2022

Uplift of 5.1 - 10.1% increase on 2020 data for students attending school 90% of the time or more.

### Target year: 2022

Uplift of 5.7 - 10.7% on 2020 data in students reporting a sense of positive wellbeing.

### Target year: 2024

Improvement as measured by the School Excellence Framework:

## Initiatives

### Assessment and Student Performance Measures

Embed consistent school-wide practices for assessment and data use to monitor, plan for, differentiate teaching and report on student learning.

### Summative Assessment

- Expertly deliver consistent school-wide practices for assessment, enabling staff to monitor, plan and report on student learning across the curriculum.

- Develop Stage Plans that are collaborative, with clearly articulated, contextual targets which will be monitored every 10 weeks.

### Data Skills and Use

- Utilise internal assessment information in differentiated teaching and learning programs, including resources such as allocation of Learning and Support staff and ICT resources.

- Monitor and track school and student progress using whole school assessment data to reflect on teaching effectiveness and inform future school directions.

## Success criteria for this strategic direction

Whole school directions, allocation of resources and celebrations of success are informed by Stage Planning data which is collected and reported on for literacy, numeracy, attendance and wellbeing.

Whole School Assessment Schedule is implemented, with consistent teacher judgement evident across the school.

Summative Assessment and Data Skills and use are evident and drive learning and teaching programs.

Attendance data is reviewed in Stage Meetings twice a term, demonstrating increases in students attending 90% or more of the time.

## Evaluation plan for this strategic direction

### Question:

How do staff demonstrate expertly delivered consistent, school-wide practices for assessment?

How do staff monitor, plan and report on student learning in literacy and numeracy?

The school Executive and the Learning Support Team will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

### - Internal literacy measures:

Spelling: SMART Spelling

Comprehension: CARS

Writing: LPS Rubric

Reading: Decodable and PM Reading Level

Literacy Progressions: Understanding Text

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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**Learning:** Assessment (with Student Performance measures) - Excelling

**Learning:** Curriculum (with Learning & Development) - Excelling

**Management Practices:** Service Delivery (with Community Satisfaction) - Excelling

## Evaluation plan for this strategic direction

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### - Internal numeracy measures:

Place Value Assessment

Stage-based Diagnostic Assessment

- NAPLAN: Data

- Scout: Value Added Data

- Sentral: Attendance Data

### - Internal wellbeing measures:

Zones of Regulation

TTFM: Communication and Wellbeing

Survey Monkey: Communication

### - Student PLP's

### - Budget & Resource Allocation Analysis

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 2: Quality Curriculum

### Purpose

To foster high expectations on student learning, we will further develop our knowledge and understanding of the curriculum requirements, with precision in Literacy and Numeracy, to ensure all students are challenged and achieve excellent value added results.

### Improvement measures

#### Target year: 2024

Under the SEF element of Curriculum Provision the school will progress from sustaining and growing to excelling.

#### Target year: 2024

75% of classroom teachers are evaluated internally as Highly Accomplished as measured by NESA Standards.

### Initiatives

#### Curriculum Monitoring

Increase clarity on curriculum provision to set high expectations for student learning. Students' learning of key learning areas are monitored to ensure continued challenge and maximum learning.

- Curriculum Monitoring of Key Learning Areas as per NESA Schedule.

- KLA Teams to be collaboratively led across the school to share knowledge and experience to review current practices and support high expectations for student learning.

#### Collaborative Practice and Feedback

Staff implement explicit systems that facilitate modelling of effective practice and the provision of specific and timely feedback.

- Lesson observation and documentation review on the focus KLA.

- Triads to be utilised for collaborative feedback.

- Explore the possibilities for the development of alliances across the Albury network.

### Success criteria for this strategic direction

The school demonstrates an integrated approach to quality teaching, curriculum planning and delivery, with assessment promoting value adding and responsiveness in meeting the needs of all students.

The school's curriculum is enhanced by learning alliances where useful and practical.

NESA Curriculum Monitoring process completed with each Key Learning Area to ensure student learning is monitored across the school.

PDF Process completed which facilitates professional dialogue, collaboration, classroom observation and modelling of effective practice and feedback mechanisms.

Learning and Teaching programs are dynamic, showing evidence of revisions based on feedback.

### Evaluation plan for this strategic direction

#### Questions:

What alliances have been formed by staff?

What have been the implications of these alliances?

What strategies are we using to evaluate teacher accreditation level?

The school will use the following sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- NESA Curriculum Monitoring Resource

- Targeted Professional Learning Opportunities

- NESA Teaching Standards

- Stage Curriculum Meetings

## Strategic Direction 2: Quality Curriculum

### Evaluation plan for this strategic direction

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- CESE What Works Best
- PDF Process documents, i.e. Lesson Observation, PDP and Programming Feedback.

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 3: Community Engagement

### Purpose

To deliver a whole school approach to excellence in service delivery to increase parental engagement, directly impacting student learning.

### Improvement measures

#### Target year: 2024

10% increase in parents engaging with Sentral communication.

100% of identified students complete personal learning goals.

#### Target year: 2024

10% increase participation rate each year in feedback surveys.

10% increase in community satisfaction in feedback surveys.

#### Target year: 2022

4.8% increase in students reporting a sense of positive wellbeing.

### Initiatives

#### Communication and Engagement

Develop authentic partnerships with identified key stakeholders, to positively impact each students progress, achievement and wellbeing.

- Identify and engage with key stakeholders.
- Effective communication strategies outlined and implemented.
- Engaging content for new, existing and past students and their families delivered.

#### High Quality Systems

Further develop and embed administrative systems, structures and processes for ongoing school improvement and professional effectiveness for the whole school community.

- Continually evaluate school community satisfaction and share the analysis and actions in response to the findings with the school community.
- Review administrative systems, structures and process and develop action plan and timeline for positive adjustments in identified areas.

### Success criteria for this strategic direction

Strong collaboration is evident between parents, students and the community that informs and supports student learning.

Positive relationships exist between the whole school community.

PLPs are collaboratively developed, achieved and celebrated.

Streamlined communication strategies, reducing workload on all staff.

Evaluation is conducted on school operation using surveys and the School Community Charter, with findings communicated to key stakeholders.

Implementation Plan demonstrates the school is responsive to community feedback.

Streamlined communication and administrative processes, reducing workload for all staff.

Customer Service Statement developed and upheld by all school members.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- PLPs
- Sentral
- Survey Monkey
- Facebook
- School Community Charter



## Strategic Direction 3: Community Engagement

### Evaluation plan for this strategic direction

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After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'