

# Strategic Improvement Plan 2021-2025

## Lavington Public School 2378



# School vision and context

## School vision statement

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

## School context

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Lavington Public School is a K-6 suburban school, located four kilometres north east of Albury. The school is situated on Wiradjuri country, adjacent to Bungambrawatha Creek.

Lavington Public School has 433 students, across 18 classrooms, and approximately 50 staff. There has been a significant increase of 43% in school enrolments over the last five 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 broad variety of socioeconomic status, cultural and linguistic backgrounds, and family configurations. The school brings together a rich tapestry of all-ability and neurodiverse learners requiring a broad range of adjustments to meet their individual learning needs. Approximately 23% of the school population has a language background other than English, and approximately 15% of students identify as Aboriginal or Torres Strait Islander.

We have collaborated with our school community who support the three Positive Behaviour for Learning values - Safety, Respect and Responsibility. Our community expects all students receive educational experiences and learning opportunities that foster high expectations, inspiring students to achieve their potential. Lavington Public School's dedicated staff are committed to providing a quality education for all students within a stimulating and caring environment, where teaching and learning thrives, and each individual can flourish.

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, Hands On Learning program, and an active leadership development program to support our Student Representative Council. Lavington has always been a strong sporting school, offering a wide variety of sporting competitions, representative and skill development opportunities.

Lavington Public School continues to develop 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 on spacious and well-tended grounds and is continually developing its infrastructure to ensure that students learn in a safe, pleasant and engaging environment where a sense of belonging is created for all.

After a thorough situational analysis, the executive team, in collaboration with all stakeholders, will lead three major strategic directions throughout this school planning cycle. These include: the expert use of assessment and data, both flexibly and responsively, to ensure student growth targets are exceeded, building on the deep knowledge and understanding of curriculum and evidence-based teaching practices to support high expectations for student learning, and lastly, enhancing our procedures and processes for wellbeing and community engagement.

# School vision and context

## School vision statement

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## School context

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

# Strategic Direction 1: Student growth and attainment

## Purpose

To build strong foundations for success in reading and numeracy, and meet the learning needs of all students, so that student engagement and learning outcomes are maximised, and expected growth is achieved.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

### Attendance (>90%)

Achieve by year: 2023

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

### Wellbeing

Achieve by year: 2023

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

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

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

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

## Initiatives

### Assessment

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

- Deliver high quality professional learning on assessment for, as and of learning.
- Develop consistent school-wide practices for assessment and data collection.
- Collaboratively develop, implement and monitor Stage Plans which clearly articulate contextual targets that are monitored and updated in 10 week cycles.

### Data Skills and Use

Ensure effective strategies and processes for data collection, analysis and reflection are embedded and used to inform flexible, responsive and differentiated curriculum delivery, and whole school planning.

- Develop staff capacity in data literacy.
- Utilise collaborative time to analyse, interpret and extrapolate data from internal and external assessments to inform differentiated teaching and learning programs.
- Develop data analysis processes that inform the allocation of resources, for example, learning and support staff for tier 2 and 3 interventions.
- 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

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The whole school assessment schedule is implemented, with consistent teacher judgement being evident across the school. A variety of evidence sources for reading and numeracy are incorporated for the purpose of triangulation and consistent teacher judgement.

All teachers demonstrate a high level understanding of assessment and data concepts, and use these to inform planning, identify students for intervention and modify teaching practices.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Whole school directions, allocation of resources, professional learning and celebrations of success are informed by Stage planning data which is collected and reported on for literacy, numeracy, attendance and wellbeing in 10 week cycles.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and improvement measures?

How do staff demonstrate expertly delivered, consistent school-wide practices for assessment and data skills and use?

What is the level of staff knowledge in these areas?

### Data:

The school Executive, Stage and Learning Support teams will use the following data sources to regularly analyse the

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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

**School Excellence Framework - Assessment**  
Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Assessment' (Learning Domain).

**School Excellence Framework - Data Skills and Use**  
Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Data Skills and Use' (Teaching Domain).

## Evaluation plan for this strategic direction

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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, PDF processes: lesson observations, program evaluation, staff surveys

- **Internal numeracy measures:**

Interview for Student Reasoning assessments, Essential Assessment - Numeracy, PDF processes: lesson observations, program evaluation, staff surveys

- **External measures:**

Scout: Top 2 Bands, Expected Growth, and Value Added (NAPLAN), Check-ins

**Analysis:**

Analysis will be embedded within each initiative through implementation and progress monitoring. The school will regularly review progress towards the improvement measures and the purpose.

**Implications:**

The findings of the analysis will inform future actions and areas for support, with improvement areas being identified and acted upon.

# Strategic Direction 2: Quality Teaching

## Purpose

To ensure all students can access and fully participate in learning, supported by reasonable adjustments and evidence-based teaching strategies tailored to meet individual needs, and achieve excellent value added results.

## Improvement measures

Achieve by year: 2025

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

Achieve by year: 2025

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

### School Excellence Framework - Curriculum

Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Curriculum' (Learning Domain).

### School Excellence Framework - Learning and Development

Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Learning and Development' (Teaching Domain).

### School Excellence Framework - Effective Classroom Practice

Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Effective Classroom Practice' (Teaching Domain).

### School Excellence Framework - Educational Leadership

Achieve by year: 2025

## Initiatives

### Curriculum Reform

Staff will develop a deep understanding of the K-6 curriculum by building strong foundations in Literacy and Numeracy, so every student is engaged, prepared and ready for their future.

- Provide appropriate professional learning to build the capacity of staff, utilising student data to identify strengths/areas for growth to meet the needs of all students.
- Enable collegial curriculum planning and programming using the Teaching and Learning Cycle.
- Review and update scope and sequences with accompanying assessment schedules in line with NESA expectations.

### Collaborative Practice and Feedback

Develop and embed systems and processes that enable regular collegial lesson observations, the modelling of best practice, and the provision of specific and timely feedback.

- Develop school based procedures to support collaborative practices and feedback, such as understanding lesson observations, the different types of observation, and what can be used and when, including the feedback that is associated with each.
- Re-introduce triads to be utilised for collaborative feedback.
- Engage in opportunities to work collaboratively with colleagues across the Albury/Hume Networks.

## 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.

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.

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.

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.

## Evaluation plan for this strategic direction

### Questions:

To what extent have we achieved our purpose and improvement measures?

To what extent are teachers implementing the new learning to inform planning and programming?

What has been the biggest shift in teacher practice?

### Data:

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.

- AITSL Teacher Self Assessment Tool
- AITSL Leadership Reflection Tool
- NESA Curriculum Monitoring resource

# Strategic Direction 2: Quality Teaching

## Improvement measures

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In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Educational Leadership' (Leading Domain).

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## Evaluation plan for this strategic direction

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- CESE What Works Best Toolkit
- School Excellence Framework Self-assessment Survey
- PDF Process documents, i.e. Lesson Observation, PDP and Programming Feedback.

### Analysis:

Analysis will be embedded within each initiative through implementation and progress monitoring. The school will regularly review progress towards the improvement measures and the purpose.

### Implications:

The findings of the analysis will inform future actions and areas for support, with improvement areas being identified and acted upon.

# Strategic Direction 3: Wellbeing and Community Engagement

## Purpose

To develop a strategic and planned whole school approach to wellbeing and community engagement processes that support all students to connect, succeed, thrive and learn.

## Improvement measures

Achieve by year: 2025

10% increase participation rate each year in feedback surveys.

Achieve by year: 2022

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

Achieve by year: 2025

Tell them from Me Parent surveys indicate an increase in parents feeling welcomed into the school to exceed the NSW Government Norm from a baseline of 7.1 in 2020.

Tell them from Me Parent surveys indicate an increase in parents feeling informed from a baseline of 6.7 in 2020 to 7.5

### Attendance (>90%)

Achieve by year: 2023

Uplift of 5.1 - 9.1% in students attending school 90% of the time or more, from a baseline of 71.9%.

### Wellbeing

Achieve by year: 2023

Uplift of 5.7 - 9.7% in students reporting positive wellbeing (sense of belonging, advocacy and expectations for success), from a baseline of 77.3%.

### School Excellence Framework - Wellbeing

Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of

## Initiatives

### Wellbeing

Develop whole school, evidence-informed systems and practices that are consistently implemented, resulting in improved wellbeing and engagement to support learning.

- Revise, update and monitor policies, procedures and systems relating to Learning and Support, including: personalised learning, behaviour management, attendance, interventions and case management practices, ensuring effective delegation and efficiency.
- Review and update procedures and practices for Positive Behaviour for Learning. Develop and implement an action plan and timeline for improvements in identified areas.
- Build the capacity of staff to align their practice with the Inclusive, Engaging and Respectful Schools policies.
- Develop and implement strategies to enhance student engagement and school connectedness (sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the school community).

### Community Engagement

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

- Identify and engage with key stakeholders and partners through the development of a community asset map.
- Develop and implement a whole school communication plan to ensure internal efficiency and external engagement.
- Regularly evaluate school community satisfaction and share the analysis and actions in response to the findings with the school community.

## Success criteria for this strategic direction

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

A clear and consistent approach to Learning Support and Positive Behaviour for Learning processes is communicated and implemented.

A Customer Service Statement has been developed and is upheld by all school members.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and improvement measures?

Have wellbeing systems been updated and implemented consistently in alignment with best practice?

What level of student achievement has been achieved through our initiatives in wellbeing and community engagement?

### Data:



# Strategic Direction 3: Wellbeing and Community Engagement

## Improvement measures

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'Wellbeing' (Learning Domain).

### **Tell Them From Me - Parents Feeling Welcomed**

Achieve by year: 2025

Tell Them From Me parent surveys indicate an increase in parents feeling welcomed into the school, from a baseline of 7.1, to above the NSW Government norm.

### **Tell Them From Me - Parents Feeling Informed**

Achieve by year: 2025

Tell Them From Me parent surveys indicate an increase in parents feeling informed, from a baseline of 6.7, to a mean of 7.5.

### **School Excellence Framework - Learning Culture**

Achieve by year: 2025

In accordance with the School Excellence Framework, the school will advance to 'Excelling' in the element of 'Learning Culture' (Learning Domain).

## Initiatives

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- Provide regular opportunities for parent engagement within the school.

## Evaluation plan for this strategic direction

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Tell Them From Me, internal wellbeing and community surveys, PLSPs and PLPs, attendance and suspension rates, student conduct and value-added data.

### **Analysis:**

Analysis will be embedded within each initiative through implementation and progress monitoring. The school will regularly review progress towards the improvement measures and the purpose.

### **Implications:**

The findings of the analysis will inform future actions and areas for support, with improvement areas being identified and acted upon.