

Strategic Improvement Plan 2021-2024

Lawson Public School 2381



School vision and context

School vision statement

Lawson Public School is an inclusive learning community. We are deeply committed to providing access to quality education where each student is known, valued and cared for. Collaboratively, we pursue excellence in teaching, learning and leadership, with a focus on students' engagement and growth. We provide opportunities for all our students to achieve their full potential with an emphasis on wellbeing and strong partnerships with our community.

School context

Lawson Public School is geographically situated in the World Heritage listed, Blue Mountains of New South Wales. Our school comprises 8 mainstream classes and 4 classes in our support unit. Lawson Public School has a current enrolment of 208 students.

The staff at Lawson Public School, are both professional and dedicated to, providing data-informed, evidence-based quality learning programs that catering to the individual learning needs of each child. Our students come from a broad range of backgrounds and we strive to partner with each family to ensure that each child is known, valued and cared for.

Lawson is a Positive Behaviour for Learning (PBL) school. PBL brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

This strategic improvement plan has been developed as the result of a thorough situational analysis and in collaboration with our community. We have identified three high-level areas for improvement and named them as our strategic directions. They are "Student Growth and Attainment", "Whole-School Wellbeing Processes" and "High Expectations Culture". These focus areas have been determined to specifically improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes which integrate collaboration, quality teaching, curriculum planning and delivery, and assessment practices that promote learning excellence and responsiveness to meeting the needs of all students.

School and community partnerships are fostered through our proactive P & C, as well as, the many formal and informal opportunities for our mountain village to come together. The school belongs to the Mid Mountains Learning Community and participates in combined professional learning and projects, sporting, art and cultural activities. We work together to foster transition programs for Kindergarten students, as well as Year Six students who are preparing for year 7 at Springwood High School. We acknowledge and pay our respects to the traditional owners of the land on which Lawson PS is placed, the Dharug and Gundungurra people.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes which integrate collaboration, quality teaching, curriculum planning and delivery, and assessment practices that promote learning excellence and responsiveness to meeting the needs of all students.

Improvement measures

Target year: 2023

Numeracy: System negotiated target - Increase the proportion of year 5 students achieving expected growth in NAPLAN numeracy to 59.9% (lower bound system negotiated target).

Target year: 2023

Reading: System negotiated target - Increase the proportion of year 5 students achieving expected growth in NAPLAN reading to 65.5% (lower bound system negotiated target).

Target year: 2022

Numeracy: System negotiated target - The percentage of students in the top two bands - numeracy will have a 7.8% uplift from 2021 to 2023.

Target year: 2022

Reading: System negotiated target - Increase the proportion of students achieving in the top two bands NAPLAN reading to 45.6% (lower bound system negotiated target).

Target year: 2024

School self-assessment of the elements 'Data Literacy' and 'Data Analysis' indicates improvement from Delivering to Excelling"

Initiatives

Data Skills and Use

We will embed sustainable whole school processes for collecting and analysing literacy and numeracy data. We will ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery by:

- participation in the NSW DoE Leading Evaluation, Evidence and Data (LEED) project will support school improvement, student growth and attainment by building the capacity of school leaders in the areas of evidence, data and evaluation.
- Building teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- Professional learning in data literacy, data analysis and data use in teaching for all staff, linked to gap analysis data.
- Establishing and using Instructional Leadership 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.
- Recalibrating and adjusting plan to ensure improvement measures are achieved.

The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs.
- the impact of the implemented strategies on student learning.
- teacher professional learning and school resourcing.

Collaborative practice and feedback

Success criteria for this strategic direction

Data Skills and Use

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Executive, Stage, COVID Intensive Support and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to, literacy and numeracy programs.

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. (SEF - Effective classroom practice).

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

Collaboration

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. (SEF - Learning and development - Collaborative practice and feedback).

Feedback

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. (SEF - Effective

Strategic Direction 1: Student growth and attainment

Initiatives

We will create a culture of quality professional collaboration to allow best practice to be identified and shared across classrooms. We will use effective collaboration explicitly to improve teacher practices and student outcomes through:

- Establishing and using Instructional Leadership (IL) positions to collaborate with teachers and negotiate observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- All teachers engage in cyclic Teaching Sprints which facilitate specific data analysis, professional discussion and collaboration to improve teaching and learning in classes, year groups, stages or for particular student groups.
- Embedding What Works Best- Collaboration into whole school practice
- Implement the use of Simon Breakspear's Teaching Sprints to system-negotiated target explicit teaching, improve teacher judgement and align whole school teaching.
- Recalibrating and adjusting plan to ensure improvement measures are achieved.

Success criteria for this strategic direction

Classroom Practice - Feedback)

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

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

* Internal assessment, eg. PLAN2, Stage 1 Phonics assessment, Progressions, Assessment data base

* External assessment, eg. NAPLAN, Check in

* Survey

* Observation

* Focus group discussion

* Student voice

* Interview

* Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- * Future actions

- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Whole School Wellbeing Processes

Purpose

To improve student well-being outcomes we will develop whole school well-being and attendance processes that support the well-being of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Attendance: System negotiated target - Increase the proportion of students attending school 90% or more of the time to be equal to or greater than 77.6% (lower bound system-negotiated target).

Target year: 2022

Wellbeing: System negotiated target - Increase the proportion of students reporting positive wellbeing to 82.9% (lower bound system-negotiated target).

Target year: 2024

Attendance: System negotiated target - Increase the proportion of students attending school 90% or more of the time to be equal to or greater than 82.6% (upper bound system-negotiated target).

Initiatives

A Whole School Approach to Wellbeing

Implement and embed a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. This will be achieved through:

- Reviewing Lawson Public School Wellbeing policy using the Wellbeing Framework Self-assessment.
- Reviewing the school's current Positive Behaviour for Learning (PBL) practices using the PBL self assessment tool.
- Updating the Lawson Public school Wellbeing Policy based on the finding of the self assessments.
- Embedding a consistent, whole school proactive approach to behaviour management utilising the PBL process including; proactively teaching school expectations, positively acknowledging positive behaviour and developing consistent responses to negative behaviours.
- Embedding the use of data to monitor, analyse and evaluate PBL processes and systems regularly.
- Ongoing, regular PBL professional learning for all staff
- Establish a school wellbeing/PBL team to ensure goals processes and practices are achieved and sustained.
- Recalibrating and adjusting plan so to ensure improvement measures are achieved.
- Trauma informed practice - whole staff training, to support improved student learning, enabling students impacted by trauma to become learning-ready, facilitating better education and life outcomes.

A Whole School Approach to Attendance

Create a learning culture which is focused on learning where teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. This will be achieved through:

Success criteria for this strategic direction

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

All members of the school community have a sound understanding of the positive behaviour for learning processes across the school.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations. (SEF- Wellbeing)

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

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to students wellbeing, engagement and attendance.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing outcomes?

Data:

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

- Positive Behaviour for Learning Self assessment
- Positive Behaviour for Learning Tiered Fidelity assessment
- Internal Behaviour data- Sentral

Strategic Direction 2: Whole School Wellbeing Processes

Initiatives

- Reviewing and updating the Lawson Public School Attendance policy based on school audit feedback and attendance data analysis.
 - Implementing and embedding the use of Sentral across the school.
 - Ongoing, quality whole school professional learning around DOE attendance policy and codes and Lawson Public School Attendance Policy with the support of the HSLO.
 - Regular, rigorous analysis of attendance data by LAST and HSLO will be utilised to identify at risk students and streamlined processes will be embedded to support these students.
 - Regular consultation and communication with parent and community groups around the implementation of new school attendance policy and the importance of attendance.
 - Developing strong partnerships with parents of at risk students to improve attendance
 - Recalibrating and adjusting plan so to ensure improvement measures are achieved.
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Evaluation plan for this strategic direction

- Wellbeing Framework Self Assessment
- Tell Them from Me Survey- area of belonging
- SCOUT Attendance data
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

* Future actions

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

Strategic Direction 3: High Expectations Culture

Purpose

In order to develop measurable and sustained whole school improvement, the principal and the school leadership team will model instructional leadership and support a culture of high expectations and community engagement.

Improvement measures

Target year: 2023

School self-assessment of the elements "Instructional Leadership" and "High Expectations Culture" indicate improvement from *Sustaining and Growing to Excelling*.

Target year: 2024

There is a 10% uplift in the percentage of Aboriginal students agreeing or strongly agreeing that teachers have a good understanding of Aboriginal culture, in Tell Them From Me surveys.

Target year: 2024

There is a 10% uplift in the percentage of Aboriginal students agreeing or strongly agreeing that they feel good about their culture when they are at school, in Tell Them From Me surveys.

Target year: 2022

There is an increase in the mean score of parents reporting that they feel welcome at the school - TELL THEM FROM ME survey from 7.3 to be equal to or greater than the NSW Government mean score of 7.4

Target year: 2023

There is an increase in the mean score of parents reporting that they are well informed - TELL THEM FROM ME survey from 6.4 to be equal to or greater than the NSW Government mean score of 6.6.

Initiatives

Community Engagement

The school will use best practice to embed a culture of high expectations which caters effectively for the range of equity issues within the school. This will be achieved through:

- Participation in Learning Ecosystems professional learning.
- Implementing and embedding Learning Ecosystems into school culture.
- Embedding high expectations culture for Aboriginal students through engagement with local Aboriginal elders, revitalisation of the Bigiwong crew and active participation in AECG.
- Enhancing relationships between Aboriginal students parents and carers by updating the Personalised Learning Plan process in consultation with all stake holders.
- Fostering and nurturing meaningful, quality relationships with parents and community members by soliciting and addressing feedback on school performance and developing partnerships with parents that motivate student to achieve their best.
- Recalibrating and adjusting plan to ensure improvement measures are achieved

Instructional Leadership

Build teacher capacity to create a learning culture of high expectations and continual growth and achievement for all students. This will be achieved through:

- participation in the NSW DoE Leading Evaluation, Evidence and Data (LEED) project will support school improvement, student growth and attainment by building the capacity of school leaders in the areas of evidence, data and evaluation.
- Staff actively engaging in self-identified professional learning with the aim of continuous improvement of teaching

Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership - Instructional Leadership)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF -Professional standards - improvement of practice)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational leadership - High Expectations culture.)

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of the development of a high expectations culture which measurable and sustained?

Data:

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

- Survey
- Observation
- Focus group
- Student voice

Strategic Direction 3: High Expectations Culture

Initiatives

- The Instructional Leader and teachers engaging with the What Works Best document and regular mentoring sessions increase their capacity to create high expectations culture in every classroom.
 - Regular and ongoing professional learning sessions around evidence based explicit teaching methods in numeracy and reading
 - Reviewing Lawson Public School's current assessment and reporting procedures based on the Curriculum planning and programming, assessing and reporting to parents K-12 policy
 - Updating Lawson Public School's current assessment and reporting procedures based on the Curriculum planning and programming, assessing and reporting to parents K-12 policy
 - Evaluating the selection of assessment strategies/tools in relation to student learning needs and reporting requirements.
 - Developing consistent teacher judgement through moderation of assessment tasks
 - Ongoing Agile Leadership professional learning for leadership staff.
 - Recalibrating and adjusting plan to ensure improvement measures are achieved
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Evaluation plan for this strategic direction

- Interview
- Document analysis
- Leadership Self Reflection Tool (AITSL)
- Tell Them From Me survey

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year.

- Improvements to community engagement