

# Strategic Improvement Plan 2021-2024

## Lisarow Public School 2407



# School vision and context

## School vision statement

Lisarow Public School values authentic connections in a safe, nurturing environment with a commitment to high engagement, sustainable practices and visible leadership. Students are provided with explicit and individualised learning opportunities where teachers deliver on a shared commitment of high expectations, personal achievement and continual professional growth. At our school, opportunities are provided for students to develop resilience and critical thinking skills to become innovative, problem solvers in a future ready society. The school is focused on building individual and collective wellbeing through a climate of care and positivity, where every student is respected and valued.

## School context

### ***PROUD COMMUNITY, QUALITY LEARNING***

Lisarow Public School is a comprehensive K-6 primary school with 212 students serving the Lisarow community on the Central Coast. Lisarow Public School prides itself on its long community connections from its beginnings in 1928. We are fortunate to have a genuine partnership with P & C and the wider community which ensures the school is well positioned in supporting quality outcomes for our students. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel.

Enrolments have slowly decreased over the years with a change in the demographics of the area. Our Aboriginal population fluctuates significantly and we currently have 12 Aboriginal students. 12% of students require some different levels of EAL/D (English as an Additional Language or Dialect) support. Attendance is high with 84% of students attending with more than a 90% attendance rate.

The school is a proud member of the Valley Schools Learning Community with strong and positive to Cooinda Local Aboriginal Education Consultative Group (AECG) and The University of Newcastle, Ourimbah Campus.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using explicit teaching strategies will ensure students achieve expected growth and attainment in their learning. This will be achieved through the provision of highly effective and evidence-based professional learning for all staff. Staff will have the opportunity for collaboration and will be able to seek instructional leadership.

We have identified a need to consistently use data driven practices to ensure all students have access to reflective and targeted teaching. Continual monitoring of student performance data will determine areas of need and success at a class and school level. Further work will need to occur around how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

There will be a strong focus on continuing to develop staff and community knowledge in understanding the use of effective practices and strategies to support student wellbeing to ensure every student is known, valued and cared for.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the student learning outcomes in reading and numeracy we will develop and sustain whole school processes to ensure evidence informed teaching and assessment practices are responsive to the individual learning needs of students.

## Improvement measures

### Target year: 2022

The school achieves an 8% uplift in the top two reading bands in NAPLAN.

### Target year: 2022

The school achieves a 8% uplift in the top two numeracy bands in NAPLAN.

### Target year: 2023

The school achieves an uplift of 5% of students achieving expected growth in reading in NAPLAN.

### Target year: 2023

The school achieves an uplift of 7% of students achieving expected growth in numeracy in NAPLAN.

### Target year: 2024

SEF

The school will work towards excelling in Data Skills and Use in the Learning Domain.

### Target year: 2024

The school achieves a 6% uplift in the number of questions correct in reading check in assessment from a 2020 baseline of 55% in year 3.

### Target year: 2024

The school achieves a 6% uplift in the number of questions correct in numeracy check in assessment from

## Initiatives

### High Impact Teaching Literacy and Numeracy

Improve effective classroom practices through a focus on explicit and evidence-informed teaching.

- Instructional leadership team to collaborate with teachers to focus on quality high impact pedagogies to shift practice.
- All classrooms utilise current research and best practice to ensure lessons are systematically planned to provide continuous improvement for all students.
- By aligning professional learning to the High Impact Professional Learning model, the school leadership team supports teachers through a collegial, ongoing professional learning environment. Professional learning across the whole school focuses on student needs, best practice, collegial discussions and high-quality feedback.
- The school actively engages with School services to support whole-school and stage-based initiatives, with a focus on literature and research, such as 'What Works Best'.

### Data Skills and Use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback so that learning is maximized for all.

- Research, develop and implement quality data tools to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Design and implement systems to ensure reliable formative and summative assessment tasks are used to analyse student growth over time.
- Use data to evaluate effectiveness of teaching practice. This includes feedback given and received from lesson observations.
- Use data to inform and adapt learning goals for

## Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with lessons systematically planned to provide continuous improvement for all students.

All teachers are committed to identifying, understanding and implementing the most effective evidence-based teaching strategies.

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration, classroom observation and feedback to sustain quality teaching practice.

Teachers develop and apply a range of assessment strategies (for, as and of learning) in teaching.

Assessment data is collected in reading and numeracy on a regular and scheduled basis and used responsively as an integral part of classroom instruction.

All teachers use effective formative and summative assessment to accurately track and monitor student growth and to inform student learning goals.

## 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 in the strategic direction. This analysis will guide the school's future directions:

NAPLAN Data

SEF

DIBELS

Check in assessments

Observations

# Strategic Direction 1: Student growth and attainment

## Improvement measures

a 2020 baseline of 63.3% in year 3.

## Initiatives

students to ensure they are challenged and successful.

## Evaluation plan for this strategic direction

Phonics Screening Test (Year 1)

Performance and Development Plans (staff)

### The evaluative plan will involve-

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the school excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

## Strategic Direction 2: High Expectations

### Purpose

To build staff capacity to collaboratively plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning practices.

### Improvement measures

#### Target year: 2024

SEF

The school will work towards excelling in Curriculum in the Learning Domain and excelling in the Teaching Domain: Effective Classroom Practice

#### Target year: 2024

In the TTFM survey students who are interested and motivated will increase from 57% to above the NSW state norm of 78% .

#### Target year: 2024

The school achieves an uplift of 8% in year 5 writing NAPLAN from 2019 data in the top two bands.

#### Target year: 2022

LEED project teacher survey- Collaboration data increase from 3.71 in 2020 to above 4 in 2022

### Initiatives

#### Engaging Teaching and Learning

Embed a differentiated and challenging curriculum, focused on high quality, engaging programs across all Key Learning Areas.

- Teachers high expectations of their students can be seen by providing differentiated instruction and engaging in ongoing and meaningful interactions to support and challenge students.
- Highly engaging curriculum is delivered at every opportunity.

#### Collaboration

Our school's collaborative learning culture is improved by professional dialogue to evaluate, plan and modify teaching strategies and programs.

- Highly engaged teachers share teaching resources, have valued teacher discussions about pedagogy and teaching practice and collaboratively plan.
- Staff are included in decision making to drive professional learning so all staff will value their own professional learning network.

### Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of differentiation, quality feedback and challenging and engaging lessons.

Students are actively engaged in their education, with students feeling motivated and interested in class.

Teachers collaborate regularly to share curriculum knowledge, data and other information about student progress and achievement in order to maximise student achievement.

### 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 in the strategic direction. This analysis will guide the school's future directions:

NAPLAN Data

SEF

TTFM

LEED Staff Survey

#### The evaluative plan will involve-

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the school excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Regularly reviewing internal and external data sources to drive curriculum decisions.

# Strategic Direction 3: Positive and Inclusive Wellbeing

## Purpose

To strengthen a school culture that strongly focuses on wellbeing and inclusivity across the whole school community, celebrating success and achievement and a sense of belonging for all.

## Improvement measures

### Target year: 2024

In the TTFM survey, students who believe they have a positive -teacher relations will increase from 7.7 to above the state norm of 8.4

### Target year: 2022

The school achieves an uplift of 4% of students attending school 90% of time or more.

### Target year: 2023

SEF

The school will work towards excelling in Wellbeing in the Learning Domain.

## Initiatives

### Inclusive classrooms

All classrooms are inclusive and every child is known, valued and cared for and their differences celebrated.

- Build strong partnerships with families, interagencies and the wider community to support every student
- Professional learning provides opportunities for all staff to deepen their understanding of making learning adjustments for students, ensuring access to an equitable education, recognising and respecting cultural identity and diversity.

### Wellbeing

Our school will provide teaching and learning environments that enable the development of healthy, happy, successful and productive staff and students.

- Researching, devising and implementing evidence-based programs to support the wellbeing of all students and staff.
- The school strengthens its use of school-wide data to identify patterns of behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

## Success criteria for this strategic direction

Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance the wellbeing for all.

The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.

Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

The school uses effective school-wide data continually to update and inform decisions that strengthen the learning environment for all students.

## 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 in the strategic direction. This analysis will guide the school's future directions:

SEF

TTFM

Attendance Data

### The evaluative plan will involve-

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the school excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

## Strategic Direction 3: Positive and Inclusive Wellbeing

### Evaluation plan for this strategic direction

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- Regularly reviewing internal and external data sources to drive wellbeing decisions.