

# Strategic Improvement Plan 2021-2024

## Lindsay Park Public School 4042



# School vision and context

## School vision statement

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At Lindsay Park Public School staff, parents, students and the community work in partnership to strengthen learning and wellbeing that sustains continual school improvement. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to empower students to be reflective, motivated and connected learners through excellence in teaching within a positive environment where every student is known, valued and cared for.

## School context

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Lindsay Park Public School is located in a quiet, residential area of West Wollongong. The leafy setting provides a welcoming learning environment for students. Our motto, 'Learning for Living,' is central to the philosophy of the school and is underpinned by the expectations of 'Be Kind, Work Hard'.

Lindsay Park Public School caters for students from Kindergarten to Year 6 with 23 teaching staff. There is a student population of 351; 18% of the student population have a Language Background other than English and 3% identify as Aboriginal. The school has a family-oriented atmosphere and a strong sense of community. An energetic P&C engages the wider school community with a range of activities, events and initiatives.

Lindsay Park Public School provides a broad range of learning experiences and extra-curricular activities for all students. The school has a proud sporting history, provides opportunities in the performing arts, public speaking and Student Representative Council. We promote student responsibility, respect, lifelong learning and a desire for students to strive for their best. Recent upgrades to all learning spaces, colourful murals as well as the development of an outdoor learning space contribute to our positive and inspiring learning environment.

A rigorous situational analysis has been undertaken in 2020 to inform future school directions which are reflected in the 2021-2024 School Improvement Plan. Professional learning will focus on the most effective teaching strategies, appropriate formative and summative assessment techniques and effective and consistent use of data to inform explicit and targeted literacy and numeracy teaching. Principles of the Berry Street Education Model were introduced in the previous planning cycle and this approach will be further developed and sustained within the current plan to ensure students and their families connect, succeed and thrive. Engagement with the High Potential and Gifted Education Policy and the Disability Standards for Education will be used as a framework to motivate and engage students through explicit and challenging learning goals, effective and respectful differentiation and student agency. We will develop clear processes and practices for curriculum planning and programming and collecting and analysing student data to ensure teaching is responsive to student need.

The 2021-2024 School Improvement Plan will be underpinned by the work of Lyn Sharrat, Linda Kaser, Judy Halbert, Dr. Miranda Jefferson and the What Works Best 2020 Update.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student achievement and growth in reading and numeracy, and to build strong foundations for academic success, we will explore and implement the most effective teaching and assessment strategies within a collaborative professional learning framework.

## Improvement measures

### Target year: 2022

6% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy.

### Target year: 2022

7% uplift in the percentage of students achieving in the top two bands in NAPLAN reading.

### Target year: 2023

7% uplift in the percentage of students achieving expected growth in NAPLAN numeracy.

### Target year: 2023

3% uplift in the percentage of students achieving expected growth in NAPLAN reading.

### Target year: 2024

SEF Elements Learning: Student Performance Measures are self-assessed at Sustaining and Growing.

### Target year: 2024

SEF Elements Teaching: Effective Classroom Practice is self-assessed at Excelling.

## Initiatives

### Effective classroom practice

Teachers identify, understand and implement the most effective, explicit teaching methods, supported by evidence-based teaching strategies that optimise opportunities and respond to student learning.

This will be achieved by:

- High Impact Professional Learning processes that supports a whole school approach to implementing the Teaching and Learning Cycle, including the implementation of the High Potential Gifted Education policy.
- Equipping all teachers to implement evidence-based, high-impact literacy and numeracy strategies with effective methods identified, promoted and modelled.
- Developing and integrating quality assessment into teaching and learning that informs and differentiates instruction for each learner.
- Establishing effective feedback strategies to provide students with information that is timely and directly connected to the learning intentions and success criteria.
- Effective use of the literacy and numeracy learning progressions to identify next learning steps for all students.

### Collaborative practice

Knowledgeable others bridge the gap between day to day teaching and educational research. Quality collaboration and feedback builds collective responsibility and collective efficacy. Best practice is identified and shared across classrooms.

This will be achieved by:

- Providing the conditions for teachers to collaborate on quality planning, programming, teaching, assessment and evaluation.
- Teachers engaging in collaborative High Impact

## Success criteria for this strategic direction

- Teachers are skilled at explicit teaching strategies and use a range of evidence-based teaching methods with success that can be measured by improved student progress and achievement data.
- Teachers develop a deep understanding of Literacy and Numeracy progressions to inform and target teaching and learning.
- Formative assessment is used flexibly and responsively as an integrated part of instruction and students have a clear understanding of how to improve.
- The leadership team maintains a focus on distributed instructional leadership and coaching 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.
- Strong collaboration within the school is enhanced by structuring Professional Learning Communities (PLCs) within and across stages with a focus on High Impact Professional Learning (HIPL).
- All teachers use the Australian Professional Standards for Teachers and Performance and Development Plans to identify and monitor specific areas for development and continual improvement.

## Evaluation plan for this strategic direction

This evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year
- Regular review of the data sources indicated below to monitor progress towards the improvement measures
- Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Professional Learning focusing on pedagogy.
- Teachers analysing their own and other's teaching within Professional Learning Communities (PLCs) through Quality Teaching Rounds with specific feedback provided.
- Teachers working collaboratively to ensure their pedagogy aligns with quality teaching practices that are shown through research to improve student outcomes.

## Evaluation plan for this strategic direction

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- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- SCOUT school dashboard student performance data
- PLAN2 data
- Best Start Kindergarten
- PAT Reading, Vocabulary, Maths Year 2-6
- Check-In Assessment 3-6
- Pre and post teacher surveys focusing on strength and impact of PLCs and QTR on collaboration, explicit teaching and high expectations
- Tell Them From Me teacher and student SCOUT data
- Teacher Performance and Development Plans that link to instructional leadership and coaching and feedback notes
- Teaching and learning programs show evidence of assessment driving teaching

# Strategic Direction 2: Motivated, connected learners

## Purpose

To ensure that all of our learners are challenged and engaged within a high expectations environment, there will be a planned approach to supporting personalised learning and wellbeing needs. Students will be self-directed, reflective and resilient learners who are aware of their own progress and feel confident in working with teachers, parents and their peers to help direct future learning.

## Improvement measures

### Target year: 2022

5% uplift in the percentage of students attending >90% of the time.

### Target year: 2022

Tell Them From Me Wellbeing data (students with positive wellbeing; sense of belonging, advocacy and expectations for success) has reached the lower-bound system-negotiated target.

### Target year: 2024

SEF Elements Learning: Wellbeing is self-assessed at Excelling.

## Initiatives

### Activated learners

Teachers create a classroom culture for deep learning by embedding strategies that build agency and connection for students. Students reflect on how they learn, what they know and need to know and what strategies they need to deliver their best and continually improve.

This will be achieved by:

- Establishing and embedding authentic and challenging learning experiences that enhance student voice and engagement through collaboration, communication, creativity and critical thinking pedagogy.
- Further develop and embed expert use of formative assessment strategies (learning intentions, co-constructed success criteria, worked samples, rubrics, bump it up walls) to develop self-aware students who can monitor, evaluate and share their own learning achievement and progress.

### Wellbeing and engagement

A planned approach to student wellbeing supports collective responsibility for student learning and success. Student's cognitive, social, physical and spiritual wellbeing is supported through practices underpinned by the Berry Street Education Model that promote social, emotional, behavioural and intellectual engagement and success.

This will be achieved by:

- Reviewing, revising, implementing and evaluating the alignment of Berry Street learning sequences within the PDHPE curriculum across all stages of learning.
- Embedding sustained Learning and Support Team processes and practices to identify, intervene, support, monitor and review intensive learning support needs.
- Strengthening partnerships with parents and the

## Success criteria for this strategic direction

- The school has high expectations for every student with clear and consistent expectations for learning and behaviour.
- Students can monitor and discuss their learning in terms of achievement, progress and next steps.
- Early and sustained interventions and transitions are in place for students identified as requiring additional support.
- Staff, students and community have a clear understanding of whole school wellbeing practices that support respectful and positive relationships and reflects the school's expectations.
- Practices are embedded for parents to be engaged in, and understand the learning progress of their children and how to effectively support them to learn.

## Evaluation plan for this strategic direction

This evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year
- Regular review of the data sources indicated below to monitor progress towards the improvement measures
- Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement
- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- NSW DoE Phonics Screening Check

## Strategic Direction 2: Motivated, connected learners

### Initiatives

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wider school community to foster engagement, positive dialogue and practical strategies to support student learning and wellbeing.

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### Evaluation plan for this strategic direction

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- NSW Phonological awareness diagnostic assessment
- NSW DoE Interview for Student Reasoning (ifSR)
- Sentral Wellbeing data (Incidents, steps, suspensions and attendance)
- Tell Them From Me parent, student and teacher survey
- 4 key questions for learners (Spirals of Inquiry)
- Student reflections on their academic report relating to areas for further development

# Strategic Direction 3: School-wide systems

## Purpose

In order to drive and monitor whole school, student, teacher and leader improvement we will refine and sustain school-wide systems and processes. Consistent practices for curriculum development and implementation, and effective data analysis and use will result in learning excellence and teaching effectiveness that informs whole school directions.

## Improvement measures

### Target year: 2024

SEF Elements Learning: Assessment is self-assessed at Excelling.

### Target year: 2024

SEF Elements Teaching: Data Skills and Use is self-assessed at Sustaining and Growing with some themes of Excelling.

### Target year: 2024

SEF Elements Learning Curriculum is self-assessed at Sustaining and Growing with some themes of Excelling.

## Initiatives

### School-wide data

School-wide student assessment data is regularly analysed to identify student achievement and progress in order to reflect on teaching effectiveness and inform future school directions.

This will be achieved by:

- Providing structures and processes that support data analysis and use in teaching and planning which focuses on continuous student improvement through a collaborative inquiry approach.
- Developing and implementing a whole school assessment and data analysis schedule, incorporating consistent judgement and moderation of assessments.
- High Impact Professional Learning that supports teachers to analyse student progress and achievement data and set challenging learning goals for all students.

### Whole school systems and process

A whole-school, integrated approach to curriculum planning, delivery and assessment ensures that all staff have a shared understanding of the school's processes for curriculum provision.

This will be achieved by:

- Establishing systems and processes that support the planning, delivery and evaluation of a holistic curriculum, aligned to NESAs and Department policies, that meets the needs of all students.
- Identifying, designing and connecting a full range of assessment strategies to the curriculum that supports learning continuity across the school.
- Teaching and learning programs that are dynamic, respond to the new curriculum as it emerges and show evidence of revisions based on feedback on teaching and reliable student assessment.

## Success criteria for this strategic direction

- A school wide culture of inquiry enables a deeper discussion of data, shared accountability and responsibility and increased teacher efficacy for student achievement and progress.
- The school collects meaningful data, through the design and delivery of quality formal assessment tasks that informs student progress and achievement and evaluates the effectiveness of teaching practice
- Learning goals for students are informed by analysis of internal and external data.
- Policy, evidence based strategies and innovative thinking is used in designing and implementing teaching and learning programs to improve student outcomes.

## Evaluation plan for this strategic direction

This evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year
- Regular review of the data sources indicated below to monitor progress towards the improvement measures
- Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement
- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- SCOUT school dashboard student performance data
- PLAN2 data

## Strategic Direction 3: School-wide systems

### Initiatives

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### Evaluation plan for this strategic direction

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- Best Start Kindergarten
- PAT Reading, Vocabulary, Maths Year 2-6
- Check-In Assessment 3-6
- NSW DoE Phonics Screening Check
- NSW Phonological awareness diagnostic assessment
- NSW DoE Interview for Student Reasoning (ifSR)
- 4 key questions for learners (Spirals of Inquiry)
- Tell Them From Me survey data
- Teaching and learning programs
- Curriculum Health Check rubric