

Strategic Improvement Plan 2021-2024

Lilli Pilli Public School 4084



School vision and context

School vision statement

Our vision at Lilli Pilli is to continually strive for excellence; to seek out innovative, creative and engaging learning for every student and to build an environment where our students achieve personal success across all aspects of their academic, emotional and social learning.

We are committed to educational excellence. We strive to provide high quality learning experiences. We aspire to create an inclusive and caring learning environment with high expectations at the forefront of our planning. We want all students to develop positive relationships and connections with others, nurture a positive self-image and work towards developing high levels of emotional intelligence.

School context

Lilli Pilli PS is in the southern suburbs of Sydney on the surrounding shores of the Port Hacking River. All programs at Lilli Pilli Public School are underpinned by a Student Wellbeing Policy which aims to realise the school's mission that 'Everyone Matters'. Programs include student achievement and social responsibility through a balanced, challenging and engaging curricula. The school caters for the individual needs of all students, supported by a strong Learning Support Team. The school, which is on two sites, has a very well developed K/6 ethos, fostered through our Peer Support Program, Buddy and Award Systems and an inclusive philosophy in our educational goals, professional development, school planning and evaluation.

The school enjoys a high profile in the community in extracurricular activities that include band and the creative arts, dance, sport, public speaking and debating. Our school works very closely with and is strongly supported by our parent community in all aspects of education. The school will be focused on improving student growth and attainment, ensuring quality teaching practices are immersed in all learning opportunities and the wellbeing of all students will be our priority. The collaborative and cohesive staff, strive for excellence in providing the best learning environments and opportunities for all our students. At Lilli Pilli Public School 'Everyone Matters'.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance learning in reading and numeracy. We will grow student learning through quality use of assessment and data that leads to effective differentiation and student success.

Improvement measures

Target year: 2022

To increase student results in top two bands in numeracy from 2019 to the lower bound target.

To uplift student results in the top two bands in numeracy by 10%.

Target year: 2022

To increase and maintain student results in top two bands in reading from 2019 to the higher bound.

To maintain student results above the higher bound target.

Target year: 2023

To increase student results in expected growth in numeracy from 2019 to the lower bound target.

To uplift student expected growth in numeracy by 10%

Target year: 2023

To increase student results in expected growth in reading from 2019 to the lower bound target.

To uplift student expected growth in reading by 6%.

Target year: 2024

Curriculum - Differentiation

To move towards excelling in differentiation.

Target year: 2024

Initiatives

Improve literacy and numeracy -growth and attainment

To improve student learning in reading and numeracy (2021 - -2022 - with a greater focus on numeracy), through high quality professional learning and research in:

1. High expectations

Teachers will hold high expectations of their students, they will know their students well, value them as learners, and understand how to support their learning. In the classroom,. Teachers will promote *high expectations* of their students when they *differentiate instruction*, provide *individualised feedback* and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

2. Assessment

Teachers will evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. These will include *standardised tests*, *student observations* and *work samples* that occur in classrooms.

3. Data

Teachers will use data to check and understand where their students are in their learning and to plan what to do next. Teachers will identify which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

Numeracy project with LANSAs support.

High Potential Gifted Education Implementation.

Success criteria for this strategic direction

High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Assessment

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

Data Skills and Use

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation plan for this strategic direction

Have we increased student growth and attainment in numeracy?

Data - collect student data in

NAPLAN , Check in Assessments, PAT - M, PAT - R, PLAN2 data

How effectively are teachers using assessment and data to differentiate student learning?

Data - Observations of teacher practice including evaluating teaching and learning programs, observations of Consistent teacher judgement and data analysis.

Analysis

Evidence will be analysed regularly to check for the success of the implementation of the plan.

Implication

Strategic Direction 1: Student growth and attainment

Improvement measures

Assessment

To move towards excelling in Assessment.

Target year: 2024

Data Use and Skills

To move towards excelling in Data Use and Skills.

Target year: 2024

Increase the percentage of targeted students meeting their individual learning goals/stage bench marks so that equity gaps are closing.

Evaluation plan for this strategic direction

The plan will be adapted flexibly in response to our analysis of progress.

Strategic Direction 2: Quality Teaching

Purpose

Our purpose is to enhance collaborative quality teaching to improve classroom practice where students are engaged through high expectations and a focus on explicit teaching and feedback.

Improvement measures

Target year: 2024

To move towards excelling in Learning and Development - Collaborative Practice and Feedback.

Target year: 2024

To move towards excelling in Effective Classroom Practice - Explicit Teaching and Feedback.

Initiatives

Quality Teaching

We will improve teaching through professional learning, lesson observations and research in:

Collaboration

Teachers will work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice will improve teacher quality.

Explicit Teaching

Teachers will clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Effective Feedback

Students will be provided with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding will be provided by a teacher, peer, or through self-reflection.

Curriculum Knowledge

Teachers will use curriculum expertise, specifically in numeracy, to enhance their classroom practice based on the syllabus and quality teaching.

Growth Mindset Project - collaborative project with student feedback as a focus.

Quality Teaching Rounds - Numeracy Project.

Success criteria for this strategic direction

Collaborative Practice and Feedback

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.

Explicit Teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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.

Curriculum/Professional Standards

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Question

Evaluation plan for this strategic direction

What has been the impact of our staff collaborations on student learning?

How successfully has explicit teaching and feedback been used in classrooms?

Data

Observations

Programs / program evaluations

PDP reflections

Teacher reflections

Analysis

Evidence will be analysed regularly to check for the success of the implementation of the plan.

Implication

The plan will be adapted flexibly in response to our analysis of progress.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to refine wellbeing practices across the school through a planned approach to wellbeing to suit individual needs that is student centered with a focus on belonging, advocacy and student voice.

Improvement measures

Target year: 2024

To be at excelling in Wellbeing as rated on the School Excellence Framework.

Target year: 2022

To increase the percentage of students expressing a positive sense of wellbeing from 2019 to our lower bound target uplift = 4%

Target year: 2022

Increase percentage of students attending school greater than 90% from 2019 to our lower bound target.

Uplift = 4%

Initiatives

Wellbeing

We will improve student, teacher and community wellbeing through professional learning, collaboration with external agencies and research in:

- Students will develop self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to deescalate emotional responses and maintain focus in stressful situations.
- The school will establish mentoring programs that identify strengths and success as well as build resilience. A teacher mentor can work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.

Be You Project

Peer Support Program

Buddy Program

Student leadership project

Parent Connections Project.

Success criteria for this strategic direction

Wellbeing

Planned Approach to Wellbeing

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

Behaviour

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.

Learning Culture

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning

Evaluation plan for this strategic direction

Question

Are our students expressing a more positive sense of wellbeing-belonging?

Is there a increase in leadership opportunities for all students?

Data

Tell them From Me survey - Teacher and student student voice

Be You survey

Peer support program reflection

Sentral data (attendance)

Evaluation plan for this strategic direction

Analysis

Evidence will be analysed regularly to check for the success of the implementation of the plan.

Implication

The plan will be adapted flexibly in response to our analysis of progress.