Strategic Improvement Plan 2021-2024

Lismore Heights Public School 4085

School vision and context

School vision statement

At Lismore Heights Public School we work together, guiding each other to achieve our best in mind, body and culture through quality educational experiences and a supportive learning environment. Our school and its community will always "Aim High".

School context

Lismore Heights Public School caters for approximately 250 students from Kindergarten to Year 6. Approximately 25% of the student population identify as Aboriginal or Torres Strait Islander. The school is located above the town of Lismore, overlooking the picturesque mountains to the north. Our school provides a safe, caring and nurturing environment in which students of all ages and abilities thrive.
Lismore Heights Public School is a proud member of 'The Rivers P-12' Community of Schools which serves Lismore and its surrounding area. Our schools work collaboratively to provide quality learning experiences for all students living in the Lismore region.
The Index of Community Socio-Educational Advantage (ICSEA) and Family Occupation and Education Index (FOEI) are measures that enable meaningful comparisons to be made across schools. Lismore Heights Public School has a slightly lower than average ICSEA, and an average FOEI score when compared with similar schools.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through focusing on teacher professional learning that improves the teaching of literacy and numeracy to be responsive to the learning needs of students.

Improvement measures

Target year: 2022

A minimum increase from the baseline of 5 percentage points of students achieving expected growth in numeracy.

A minimum increase from the baseline of 2 percentage points of students achieving expected growth in reading.

Target year: 2022

A minimum uplift of students in the Top 2 NAPLAN bands in numeracy of 6 percentage points.

A minimum uplift of students in the Top 2 NAPLAN bands in reading of 5 percentage points.

Initiatives

Targeted Learning Support

Implement and embed targeted support for identified students.

During 2021, this will be addressed through the COVID Intensive Learning Support Program (ILSP) which will focus on:

- Undertaking robust analysis of student tracking data to explicitly identify target students in reading and numeracy.
- Delivering explicit intensive intervention support to small groups of students over 10-20 week period.
- Monitoring and evaluating student progress 5 weekly (ensuring intervention remains aligned to students' individual needs).

Increase student agency

Teachers support students in developing their capacity to understand the progression of learning; knowing where they are in their learning now, and understanding what the next learning step is.

Students will be supported in setting personalised learning goals and, alongside class teachers, evaluating progress towards achieving these goals.

Aboriginal students and their families will be supported by class teachers and the Aboriginal Community Support Officer in the creation of Personalised Learning Pathways (PLPs), which are understood and meaningful to both students and their families. PLPs will include academic goals, and progress towards achieving these goals will be regularly discussed with students and families.

Success criteria for this strategic direction

- **Learning- Assessment (E):** The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- **Learning- Assessment (S&G):** The school analyses summative assessment data termly to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.
- **Learning- Assessment (S&G):** Teachers explicitly share criteria for assessments with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- **Teaching- Data Skills and Use (E):** All teachers develop a sound understanding of student assessment and data concepts (based on literacy and numeracy progressions). During termly 'Planning Days' all class teachers work collaboratively with Assistant Principals to analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.
- **Teaching- Data Skills and Use (S&G):** Termly assessments are used across stages/whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Students are engaged with their own individualised learning and can identify the steps needed for success.
- Aboriginal students and their families have contributed to the creation of Personalised Learning Pathways (PLPs). PLPs include academic goals, and students and families are informed of the progress that students have made on a termly basis.
- **Leading- Educational Leadership (SEF) Excelling** The leadership team sustains a culture of effective, evidenced based teaching and ongoing improvement

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

so that every student makes measurable learning progress and gaps in student achievement decrease.

- Student achievement will be measured against the negotiated targets outlined in the 'Improvement Measures'.

Evaluation plan for this strategic direction

- Feedback from Instructional Leaders to Principal (through Termly Generative Dialogue discussions, notes from data-based Stage PL, Triad Initiative reflections and Stage 'Planning Days') show teachers' engagement in collaborative practices and their capacity to accurately monitor, record and analyse student performance data.

- Termly student tracking data demonstrates a whole school commitment to monitoring the progress of every student, identifies target students and reflects overall improvements in student attainment over time.

- 5 weekly monitoring and analysis of COVID Intensive Learning Support Program student tracking data reflects improved gains for students receiving targeted intervention during 2021.

- Semesterly lesson observations and collaborative professional learning programs (Triad / STEM) identify high levels of student engagement with students able to articulate their individual learning goals and explicit teacher feedback reflecting syllabus outcomes.

- Personalised Learning Pathways (PLPs) are in place for all Aboriginal students. Aboriginal students can articulate what their PLP goals are, and feel that the PLPs inform their experiences at school. Families receive Termly updates on their child's progress against their PLP goals.

- Evaluate feedback from school community including P&C and AECG annually.

Strategic Direction 2: Effective classroom practice

Purpose

To build the capacity of teachers in their use of data through formative assessment to plan for differentiated learning, explicit teaching and effective feedback.

Improvement measures

Target year: 2022

Improvement in the SEF Teaching Domain: Learning and Development Element, validated in 2022 as Excelling.

Target year: 2022

Improvement in the SEF Leading Domain: Educational Leadership element, self-assessed and validated in 2022 as Excelling in relation to 'Instructional Leadership'.

Initiatives

Triad Initiative - Analysing and Utilising Data

Embed collaborative professional learning models (led by Instructional Leader) to build teacher capacity and collective pedagogical practice around making effective use of data.

Instructional Leader to upskill teachers in implementing 'Numeracy Progressions' as an effective, flexible formative assessment tool. Through professional dialogue and modelled practices, teachers efficacy in collecting, analysing and using student data is enhanced. Student data is effectively used by teachers to differentiate learning for all students.

Identified elements of the literacy learning progressions are used by teachers to monitor, analyse and plan for student learning. Differentiation using the learning progressions will be evident in teaching and learning programs, with data updated every 5 weeks.

Triad Initiative - Feedback

Instructional Leader provides support and guidance to teachers around providing students with explicit feedback, based on Learning Progressions and syllabus outcomes, to support individual student goal setting and promote increased student agency.

Teachers establish routines in class to prioritise and embed feedback routines.

Success criteria for this strategic direction

- Termly evaluation of teacher practice, through collaborative 'Planning Days' alongside Assistant Principals, evidence the use of PLAN2 data to collect and analyse student data, and plan for differentiated levels of teaching and learning.
- **Learning- Curriculum (S&G):** Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- Explicit teaching practices are planned for and delivered daily to improve student understanding and skill development in all KLAs.
- Visible feedback routines are established and students are provided with personalised feedback daily. Evidenced through lesson observations and discussions with students.
- **Teaching- Effective Classroom Practice (S&G):** Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- **Learning- Assessment (E):** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- Termly school-based data reflects an increase in the percentage of students achieving age expected learning indicators within the 'quantifying numbers' sub-element of the numeracy learning progressions.
- Termly school-based data reflects an increase in the percentage of students achieving age expected learning indicators within the 'understanding texts' sub-element of the literacy learning progressions.

Evaluation plan for this strategic direction

Lismore Heights Public School (4085) -2021-2024

Strategic Direction 2: Effective classroom practice

Evaluation plan for this strategic direction

The quality and impact of Instructional Leadership (IL) initiative on classroom practice is evaluated through:

- Termly analysis of whole school data demonstrates improved levels of competency and consistency in assessing and recording student progress, and analysing and utilising student data, leading to ongoing improvements in student outcomes.

- Observation of delivery of IL initiative (by Principal / Quality Teaching and Impact Team, Literacy & Numeracy specialists).

- Classroom observations.

- Analysis of student work samples.

- Discussion with students.

- PDP meetings.

- Minutes from Generative dialogue meetings between Principal and IL.

- The annual evaluation findings will inform our actions in relation to the Triad initiatives (Analysing data and Feedback).

Strategic Direction 3: Student agency and wellbeing

Purpose

To enhance student engagement and sense of belonging through the introduction of student-centred learning programs and the implementation of effective processes to support students and families with school attendance.

Improvement measures

Target year: 2022

At least a 7 percentage points uplift from the baseline of students attending school at least 90% of the time.

Target year: 2024

Improvement in the SEF Learning Domain: Learning Culture element, self-assessed and validated in 2024 as Excelling in relation to the Theme 'Attendance'.

Initiatives

STEM Program

- Stem Program focuses on collaborative teaching practices based on project-based learning pedagogy.
- Provide increase opportunities for student agency based on student choice and individual student goal setting.
- Embed practices which increase parent/carer engagement in classroom learning (eg. Learning expos).
- Teachers provide opportunities for students to experience increased agency in their learning, with greater choice in what/how they learn, and increased emphasis on problem solving & inquiry based approaches to learning.

Positive behaviour procedures and processes

- Review positive behaviour strategy practices with reference to the 'Disability discrimination - legal issues bulletin').
- Effectively communicate with students, staff and families the school's positive behaviour management philosophy, which is built on the principles of equity.
- Develop classroom/school-based systems to support staff and students in effectively implementing positive behaviour strategies on the basis of equity.
- Provide targeted support, based on identified student need, for individual/cohorts of students.
- Utilise Tell Them From Me (TTFM) survey data (looking at trends over time) to monitor and evaluate shifts in student sense of belonging.

Attendance

- Rigorous monitoring of student attendance, including partial attendance.
- Implementation of robust systems for providing support to individual students and families around school attendance.

Success criteria for this strategic direction

Learning- Assessment (SEF) S&G Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Students understanding of their own learning and attainment against specific criteria provides increased opportunities for students to experience greater agency in their learning. This is supported by providing students with greater choice in what/how they learn, and increased emphasis on problem solving & inquiry based approaches to learning.

Learning- Wellbeing (SEF) S&G Through a review of PBL practices school-wide, expectations of behaviour are co-developed with students, staff and the community, and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school, leading to a clear understanding among students, staff and families that the school's Positive Behaviour for Learning (PBL) procedures are built on the principles of equity.

The students' 'Tell Them from Me' survey results reflect at least 83% of students having a positive perception of the school's behaviour management practices.

Learning- Learning culture (SEF) Excelling Attendance data is reviewed by the Learning & Support Team in weeks 2, 4, 6 and 8 each term and used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates (whole and partial days) for all students, including those at risk. The application of consistent and systematic processes ensure student absences do not impact on learning outcomes.

Learning - Wellbeing (SEF) S&G The school collects, analyses and uses data annually, including valid and reliable student, parent and staff surveys/feedback, to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Leading- Educational Leadership (SEF) Excelling The leadership team maintains a focus on distributed

Strategic Direction 3: Student agency and wellbeing

Initiatives

- Evaluation of school practices which actively support students' engagement and promote attendance.

Success criteria for this strategic direction

instructional leadership to sustain a culture of effective evidenced based teaching and ongoing improvement so every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

- Tell Them from Me student survey data.
- Analysis of attendance data, including the monitoring of partial attendances.
- Documentation around processes implemented to support student attendance at school.
- analysis and evaluation of student management data base demonstrates improvement in student engagement and in the consistency in staff practice and in school systems and processes.
- The annual evaluation findings will inform our actions in relation to the STEM, positive behaviour and attendance initiatives.