

Strategic Improvement Plan 2021-2025

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 220 students from Kindergarten to Year 6. Approximately 25% of the student population identifies 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 writing, reading and numeracy through focusing on teacher professional learning that improves quality teaching and is responsive to the learning needs of students.

Improvement measures

Numeracy growth

Achieve by year: 2023

Check-in assessments in Years 3-6 to reflect student average scores above or equal to SSSG and achieve an uplift of 2% towards State averages from the school's baseline. Years 1-6 Pat-M assessments reflect progress towards Pat-M Australian norm growth averages.

Reading growth

Achieve by year: 2023

Check-in assessments in Years 3-6 to reflect student average scores above or equal to SSSG and achieve an uplift of 2% towards State averages from the school's baseline. Years 1-6 Pat-R assessments reflect progress towards Pat-R Australian norm growth averages.

Writing Growth

Achieve by year: 2025

Improvements in student writing outcomes as evidenced through formative PLAN2 assessments and summative moderated assessment tasks utilising PLAN2. Improvements to reflect an increase of 5% from the baseline in students working at and above year level expectations.

Initiatives

Targeted Learning Support

Implement and embed targeted support for identified students.

During 2021-23, this will be addressed through the COVID Intensive Learning Support Program (CILSP) which will focus on:

- Undertaking robust analysis of student tracking data to explicitly identify target students in writing, reading and numeracy.
- Delivering explicit intensive intervention support to small groups of students over a 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). 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- Summative Assessment (Excelling):** The school utilises summative assessment data to analyse student progress and achievement. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- **Learning- Formative Assessment (Excelling):** The school analyses formative 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- Engagement (Excelling):** Teachers explicitly share criteria for assessments with students.
- **Teaching- Data Use in Planning (Excelling):** 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 APCI to analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.
- **Teaching- Data use in Teaching (Excelling):** 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- Instructional Leadership (Excelling)** The leadership team sustains a culture of effective, evidenced based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- Leadership Team, alongside classroom teachers, will rigorously evaluate student achievement against the negotiated targets outlined in the 'Improvement Measures'.

Evaluation plan for this strategic direction

- Leadership Team meetings and Executive allocation of release are strategically utilised to reflect on and evaluate student performance and identify areas for further classroom improvement in relation to teaching practices and the monitoring, recording and analysing of 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.
- Weekly classroom support conducted by APCI to model and provide shoulder-to-shoulder support in the implementation of whole school approaches tailored to individual teacher needs.
- 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 Semesterly 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 to plan for differentiated learning, explicit teaching and specific feedback.

Improvement measures

Quality Teaching Rounds

Achieve by year: 2025

The school aspires to achieve Excelling in the SEF Effective Classroom Practice element through the introduction and implementation of Quality Teaching Rounds (QTR), led by instructional leaders at the school with a clear focus on mentoring, coaching and modelling best practice.

Writing Pedagogy

Achieve by year: 2025

Rigorously assessing, monitoring and analysing student progress in writing to inform explicit teaching and specific feedback targeting learning intention, success criteria and individual student learning goals, and supporting this with a pedagogical approach to teaching writing, leading to increased student engagement, agency and responsibility for learning.

Initiatives

Quality Teaching Rounds

Embed collaborative professional learning model (QTR) led by APCI to build teacher capacity and collective pedagogical practice around making effective use of student tracking data, improving explicit teaching practices leading to improved student outcomes.

The focus will be on the analysis and development of lesson quality based on professional conversations leading to improved understanding of quality teaching practices which will be reflected in classroom practice.

The QTR model will evolve around lesson delivery and observation and collaborative evaluation of the lesson quality, supporting the further development of teacher morale, school culture and collaboration.

Instructional Leadership

Instructional Leader (APCI) provides shoulder-to-shoulder support and feedback, and modelling best practice designed to support and empower all staff in the teaching of writing. This will be based on evidence-based research around explicit analysis of student data, classroom practice, effective feedback and the development of individual student learning goals.

Success criteria for this strategic direction

- **Learning- Differentiation (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.
- **Teaching- Explicit Teaching (E):** Explicit teaching practices are planned for and delivered daily to improve student understanding and skill development in writing, evidenced through QTR.
- **Teaching- Feedback (E):** Teachers routinely provide students with explicit feedback in relation to progress made against their individual learning goals. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- **Learning- Assessment (E):** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.
- Termly school-based data reflects an increase in the percentage of students working at or above level for creating texts.

Evaluation plan for this strategic direction

The quality and impact of APCI on classroom practice is evaluated through:

- Analysis of teaching practice (QTR).
- Analysis of student work samples moderated termly.
- Data analysis reflecting an improvement in student outcomes.
- Discussion with students centred around individual learning goals.
- PDP meetings.

Strategic Direction 3: Leadership and Attendance

Purpose

To develop instructional leadership capabilities through engagement in evidence based professional learning.

To implement effective processes to support students and families with school attendance leading to improved attendance rates.

Improvement measures

Instructional Leadership

Achieve by year: 2025

Further develop practices within the school to support the ongoing promotion, development and distribution of instructional leadership to support the sustained improvement of teaching and learning practices, driving sustained and measurable whole school improvement.

Attendance >90%

Achieve by year: 2023

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

Initiatives

Instructional Leadership

- The principal leads the development of leadership capabilities for executive staff through engagement with evidence based leadership programs.
- The Leadership Team makes effective use of the skills and experience of existing employees to deploy teaching and non-teaching staff to best meet the needs of students.
- APCI leads the development of instructional leadership for middle leaders to build capacity, enabling them to efficiently lead Stage Teams and drive improvements in staff performance through engagement in the Quality Teaching Rounds and Executive Release professional learning dialogue.

Attendance

- Rigorous monitoring of student attendance, including partial attendance.
- Implementation of robust systems for providing support to individual students and families around school attendance.
- Evaluation of school practices which actively support students' engagement and promote attendance.

Success criteria for this strategic direction

Leading- Instructional Leadership (Excelling) The leadership team maintains a focus on distributed 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.

Leading- High Expectations Culture (Excelling) The Leadership Team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Learning- Attendance (S&G) The school has established and implemented an Attendance Monitoring Procedures document, outlining processes and protocols which drive school attendance monitoring and related actions. Attendance data is reviewed by the Attendance Officer and reported to the Learning & Support Team bi-weekly. 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.

Evaluation plan for this strategic direction

- Analysis of attendance data, including the monitoring of partial attendances.
- Attendance Monitoring Procedures is implemented to support student attendance at school.
- Executive PDPs.
- Termly analysis and evaluation of QTR initiative and Executive Release professional learning days.