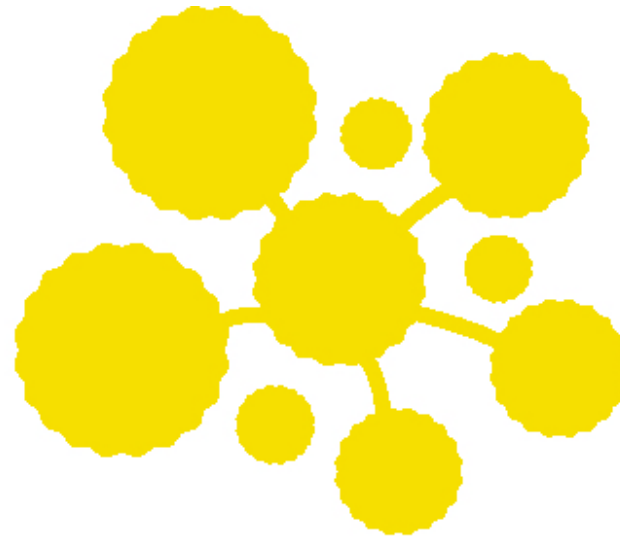


Strategic Improvement Plan 2021-2024

Loftus Public School 4221



LOFTUS Public School

School vision and context

School vision statement

At Loftus Public School, we are committed to educating for excellence through developing a culture of high expectations and the provision of a respectful, inclusive and engaging learning environment. Staff have determined processes for continual improvement for students to ensure student growth, resilience and attainment through quality teaching and a deep understanding of curriculum.

School context

Loftus Public School provides a dynamic and inclusive educational environment in which all students access rich and diverse educational programs within a varied and balanced curriculum. It is located on the outskirts of the Royal National Park in the Sutherland Shire. Our school is committed to transparent community decision-making with a highly interested, dedicated and supportive parent body.

Our current enrolment is 397. There has been a 5% decline in numbers since 2011 although there is a stabilisation in enrolment from 2019 -2021. 14 students identify as Aboriginal. There are 53 students with an EAL/D background with 91% of students with English as their home language.

Student wellbeing continues to be central to all decisions of the school. The core values of self-confidence, honesty, responsibility, excellence, cooperation and kindness underpin all facets of our interactions, with Positive Behaviour for Learning and Restorative Practices providing scaffolds for respectful relationships.

Our dedicated, highly skilled staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive environment with quality teaching programs. Student engagement, syllabus implementation and best practice for future focused learning is well supported by teacher professional development and this will continue to be a major focus for this new cycle of planning.

Our comprehensive situational analysis led us to understand that our focus needs to be student growth and attainment achieved through quality teaching with a focus on teachers who are experts in curriculum provision.

Provision of opportunities for teachers to collaborate on evidence-based lesson design and provide feedback through supportive peer observations will be essential. Training and professional development focuses for staff will highlight explicit teaching, data use and skills, feedback and high expectations under the guidance of 'What Works Best' practices and other research. Work will take place on embedding reflective practices across the school that will involve a deeper use of data to inform teaching and learning programs. Providing opportunities for staff to engage more collaboratively with syllabus documents, particularly numeracy, reading and writing, will strengthen staff content knowledge driving the use of high impact teaching strategies.

Our work with all students will be responsive and closely monitored. Individual and targeted support will be provided where growth is limited. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing sufficient growth will be referred to the Learning and Support Teacher for intensive intervention.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to drive evidence-informed teaching that embed evaluative practice.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top two bands in NAPLAN reading from 2019 to at or above our lower bound target.

Uplift required of 7%.

Target year: 2022

Increase the percentage of students achieving in the top two bands in NAPLAN numeracy from 2019 to at or above our lower bound target.

Uplift required of 14%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading from 2019 to at or above our lower bound target.

Uplift required of 6%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy from 2019 to at or above our lower bound target.

Uplift required of 16%.

Target year: 2024

Increase the percentage of targeted, equity or indigineous students meeting their individual learning goals so that equity gaps are closing.

Initiatives

Data-informed practices

We will improve student growth and attainment in reading and numeracy through:

- Assessment

Teachers will use student assessment to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

- Data-informed practice

Teachers will use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data will help teachers understand 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.

- High Potential and Gifted Education Policy implementation
- Reading project - quality assessment
- Numeracy project - analysing data

Success criteria for this strategic direction

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

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

Question

Are our students improving in reading and numeracy?

What has been the impact of our data-informed practices?

Data

NAPLAN; PatR; Literacy and numeracy progressions; MacLit; InitialLit; Essential Assessment.

PDP reflections; PL evaluations; observations of practice.

Analysis

How are we going and how do we know?

Implication:

Where to next?

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

To move towards excelling in Assessment.

Target year: 2024

To move towards excelling in Data Skills and Use.

Target year: 2024

Increase the percentage of high potential students who achieved top 2 bands in NAPLAN meeting or exceeding their expected growth in NAPLAN or PAT effect size (0.4+)

Target year: 2022

Increase the percentage of students who are positive about school as expressed in the TTFM surveys from 2019 to our lower bound target.

Uplift required of 2%.

Target year: 2022

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

Uplift required of 7%.

Strategic Direction 2: Quality teaching

Purpose

To ensure students grow in their learning through explicit, consistent research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2024

Move towards excelling in Learning and Development/ Collaborative Practice and Feedback.

Target year: 2024

To move towards excelling in Curriculum/ Teaching & Learning programs and Differentiation.

Target year: 2024

To move towards excelling in Effective Classroom Practice.

Initiatives

Improving quality teaching

We will achieve quality teaching in reading and numeracy through projects that develop expertise in:

Collaboration

Teachers will collaborate involving teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality. (Instructional Leader Project, High Impact Professional Learning)

Curriculum/ programming

Teachers will regularly dedicate time throughout the school year for working with colleagues to review data, plan, develop and refine teaching and learning programs.

Explicit teaching and feedback

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. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

activities include :

Reading : initialLit, phonemic awareness, textual concepts,

Numeracy: Number talks, problem solving, collegial demonstration lessons

Success criteria for this strategic direction

Learning and Development/ 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.

Curriculum/ programming

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.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Effective classroom practice

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation plan for this strategic direction

Question

What has been the impact of our collaborations in professional learning?

Are students growing in their learning through explicit teaching and feedback?

What has been the feedback from teachers about using explicit teaching and feedback?

Data

Strategic Direction 2: Quality teaching

Evaluation plan for this strategic direction

TTFM; teacher surveys; observations; student growth data;

Analysis

How are we going and how do we know?

Implications

What do we need to do next?

Strategic Direction 3: Effective Curriculum Provision

Purpose

To increase the number of students achieving expected growth in numeracy and writing through effective leadership which builds teacher capacity in curriculum knowledge, evidence-based practice and differentiated programming.

Improvement measures

Target year: 2024

To move towards excelling in Effective Classroom Practice.

Target year: 2024

To move towards excelling in Professional Learning

Target year: 2024

To move towards excelling in Educational Leadership.

Initiatives

Building teacher capacity through in-depth syllabus content knowledge

We will improve teacher capacity through in-depth syllabus content knowledge by:

Leadership

School leaders will work collaboratively to identify staff learning needs; design targeted professional learning and monitor/ evaluate its impact on student learning.

Professional Learning

Teachers will develop a deep knowledge and understanding of content knowledge in literacy and numeracy in order to deliver systematic, high impact teaching and learning programs.

Activities include:

- Instructional Leader Project
- Review of professional learning
- Review and strengthen PDP process
- writing project
- Instructional rounds
- High impact professional learning

Success criteria for this strategic direction

Leadership

The leadership team maintains a focus on distributed instructional leadership 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.

Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation plan for this strategic direction

Question

Has there been an improvement in professional learning so that it is targeted to staff need and relevant to the school plan?

How has distributive leadership impacted on staff engagement in professional learning?

What has been the impact of our collaborations in professional learning?

Has our focus resulted in student growth in numeracy and writing?

Data

School plan analysis; staff surveys; PDP alignment to SIP & staff need; observations of teaching practice; student results.

Analysis

How are we going and how do we know?

Strategic Direction 3: Effective Curriculum Provision

Evaluation plan for this strategic direction

Implications

What do we need to do next?