

Strategic Improvement Plan 2021-2024

Lakelands Public School 4266



School vision and context

School vision statement

To become successful and resilient life-long learners, our vision is to collaboratively empower all students to embrace learning, achieve their personal best, become creative thinkers and build their emotional, social and physical well-being.

School context

Lakelands Public School is a P2 located in the Illawarra and has a student enrolment of 340, with 11% identifying as Aboriginal, and is a proud member of the Dapto Learning Community. Our school is a community school with a caring staff committed to providing successful teaching and learning opportunities which cater to the individual learning needs and interests of all the students.

Through our situational analysis which involved consultation with all key stakeholders including students, staff, parents/carers and the AECG. Internal and external data was used and there was extensive consideration of the School Excellence Framework, What Works Best and the last school plan. We have identified a need to maximise literacy and numeracy outcomes for all students, enhance school culture and improve well-being practices across the school community:

We will embed sustainable whole-school processes for collecting and analysing data in Reading and Numeracy. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

We will embed a learning culture that ensures a commitment to consistency and continuity in curriculum provision, where all students are challenged in their learning and committed to ongoing improvement.

We will promote community collaboration to support consistent and systematic processes that foster a positive approach to school attendance.

We will embed a whole-school approach to student wellbeing, engagement and behaviour management where there is a collective responsibility for student learning and success.

Strategic Direction 1: Student growth and attainment

Purpose

We aspire to extend student learning outcomes in reading and numeracy and to build strong foundations for academic success.

Improvement measures

Target year: 2023

Achievement of 2023 system-negotiated targets:

- A minimum of 54.4% of students to achieve expected growth in NAPLAN numeracy. (Lower bound system negotiated target).
- A minimum of 61.2% of students to achieve expected growth in NAPLAN reading. (Lower bound system negotiated target)

Target year: 2024

- Excelling in the theme 'Data use in teaching' within the element 'Data skills and Use'.
- Value-added data in Scout for K-3 continues to show Excelling; Value-added data in Scout for Y3-5 increases from Sustaining and Growing to Excelling; Value-added data in Y5-7 increases from Sustaining and Growing to Excelling.

Initiatives

Expected Growth - Numeracy

In Numeracy, we will embed sustainable whole-school processes for collecting and analysing data. The focus will be on improving students skills in giving and receiving feedback, whole number, place value and using a range of mental strategies across addition, subtraction, multiplication and division.

The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Expected Growth - Reading

In Reading, we will embed sustainable whole-school processes for collecting and analysing data. The focus will be on improving students skills in giving and receiving feedback, comprehension, reading fluency and spelling.

The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff.

Success criteria for this strategic direction

• Success criteria

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and is responsive in meeting the needs of all students. (SEF - Curriculum, Assessment)

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. (SEF - Effective classroom practice)

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. (SEF - Data skills and use)

Professional learning is differentiated 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. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Evaluation Plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

The school will use the following data

Strategic Direction 1: Student growth and attainment

Initiatives

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom
- Systematic analysis and use of targeted Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Analyse NAPLAN, PAT, Check-in Assessments and common stage assessments tasks to identify target areas for teaching and learning on a termly basis.

Evaluation plan for this strategic direction

sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-in Assessment
- PAT tests
- Common Stage Assessments
- Reading and Numeracy PLAN2 data
- Scout - Value-added data
- Student work samples
- Student PLPs
- Teaching programs

Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- The executive team and the whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

newsletter and on the School Website throughout the year)

Strategic Direction 2: Learning Culture

Purpose

We aspire towards embedding a school culture that is strongly focussed on learning, high expectations and ongoing performance improvement throughout the school community.

Improvement measures

Target year: 2022

Numeracy and Reading

- A minimum of Baseline 22.7% and an upper target of 33.5% of Year 3 and 5 students achieve in the top two bands of NAPLAN Numeracy (baseline system negotiated targets- Lower Target 28.5%)
- A minimum of Baseline 28.2% and an upper target of 39.4% of Year 3 and 5 students achieve in the top two bands of NAPLAN Reading. (baseline system negotiated targets- Lower Target 34.4%)

Target year: 2024

Learning Culture

- The whole school community demonstrates aspirational expectations of learning progress as evidenced by curriculum delivery enhanced by targeted professional learning for all staff and community participation in student learning.
- The whole school's curriculum provision supports high expectations for student learning and achievement as evidenced by regular examination of teaching programs and Tell Them from Me data Expectations for Success.

Initiatives

Highly Effective Teaching Practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and High Potential and Gifted Education initiatives.

- Embed use of formative data collection and progressions to ensure explicit literacy and numeracy practice is informed by student need
- Establish collaborative support for teacher performance development, cross-stage collaborations and evidence-based programs and lessons.
- Whole school adoption of Number Talks for Numeracy.
- Whole school adoption of HPGE policy and initiatives.
- Whole school adoption of Reading TPL focusing on comprehension strategies.

A Culture of High Expectations and Highly Effective Curriculum Provision

Embed a learning culture that ensures a commitment to consistency and continuity in curriculum provision, where all students are challenged in their learning and committed to ongoing improvement.

- Change and adjust practice based on professional learning in Literacy and Numeracy and HGPE Policy to provide differentiated student-centred teaching and learning.
- Align KLA scope and sequences K-6 to ensure consistency of curriculum provision to support high expectations for student learning.
- Establish ongoing opportunities for student success and achievement to be celebrated within our school community.

Success criteria for this strategic direction

Highly effective teaching practices

- 100% of staff use student data tracked through Literacy and Numeracy Progressions to inform and improve teaching practice.
- 100% of staff participate in professional learning on Number Talks and embed the practice in their weekly program, three times a week.
- 100% of staff participate in professional learning on HPGE policy and initiatives and embed differentiated activities in their programs, across all Key Learning Areas.
- 100% of Staff have been provided with the opportunity to discuss the inclusions necessary for the scope and sequences across K-6.
- 100% of KLA scope and sequences have been aligned K-6.
- 100% of identified students have been offered opportunities to be involved in one extracurricular activity across the four domains on the HPGE policy within the school community e.g. Enrichment groups, Tournament of Minds, Southern Stars, Coding Club, Southern Illawarra Music Festival, Representative Sport.
- 100% of staff participate in professional learning on Reading Comprehension to build literal and inferred meaning through the response to and analysis of texts.

A culture of High expectations and curriculum provision

- All teaching and learning programs include whole school initiatives in Number Talks, Reading and HPGE policy.
- A school-wide culture of self-evaluation and reflection enables a deeper discussion of scope and sequences across all KLA's and stages to ensure cohesive progression throughout stages, shared accountability and responsibility for student achievement.

Strategic Direction 2: Learning Culture

Success criteria for this strategic direction

- Staff are engaged in regular, structured conversations around professional teacher observation to promote stage collaboration and professional dialogue about whole-school professional learning initiatives to improve practice and learning outcomes for students.
- All classes share achievements and success through 'Class of the Week' initiatives through Facebook and the school newsletter.
- School leaders are consistent, persistent and insistent in knowing, expecting and seeing effective high-impact practices that have a positive impact on all students in every classroom.

Evaluation plan for this strategic direction

Question: Have teachers used professional learning to change and improve practice to positively shift growth and learning outcomes for students?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN
- Check-in Assessment
- PAT tests
- Common Stage Assessments
- Literacy and Numeracy PLAN2 data
- Student work samples
- Teaching programs
- Classroom observations
- Teacher surveys
- Student surveys
- TTFM surveys

Strategic Direction 2: Learning Culture

Evaluation plan for this strategic direction

Analysis:

- Regular analysis of the data sources will be used to guide the school's future directions based upon the degree to which each improvement measure has been achieved.
- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- The executive and strategic direction team reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

Where do we go from here? Future directions and next steps based on annual reporting and school progress measures.

Strategic Direction 3: Well-being

Purpose

We aspire to a strategic and planned approach to whole school well-being processes that support the well-being of all students and staff so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the percentage of students attending more than 90% of the time to at or above 77.5% (system negotiated target).

Target year: 2022

The whole school community will embed cohesive wellbeing, engagement and behaviour management practices for students that align with the Wellbeing Framework.

TTFM Wellbeing data (students with positive wellbeing; sense of belonging, advocacy and expectations of success) has reached the lower bound system-negotiated target of 87.8%.

Initiatives

Attendance

Attendance

Promote community collaboration to support consistent and systematic processes that foster a positive approach to school attendance.

- Collaboratively review and update policies pertaining to attendance and actively engage with useful strategies on the Attendance Matters website.
- Professional Learning for all staff regarding the attendance process and procedures.
- Systematic analysis of attendance data to ensure whole- school and personalised attendance approaches.
- Engage the community through a variety of avenues to promote positive partnerships.

School Wellbeing Practices

Embed a whole-school approach to student wellbeing, engagement and behaviour management where there is a collective responsibility for student learning and success.

- Evaluate current wellbeing policies and programs to assess their alignment with the Wellbeing Framework.
- Revise and adapt wellbeing and behaviour management practices to ensure a cohesive whole school approach.
- Embed the Wellbeing Framework into school culture through ongoing professional learning in effective wellbeing strategies and practices.
- Nurture caring and respectful relationships within our school community to foster connectedness and feelings of belonging.
- Enable students to actively participate and succeed in a supportive learning environment through

Success criteria for this strategic direction

Attendance

- 100% of staff review existing policies and develop new policies through collaborative practice.
- 100% of staff will undertake professional learning in the attendance process and procedures.
- The Learning Support and Leadership Team will regularly and comprehensively analyse student attendance data to explicitly identify and support students at risk.
- Evidence of increased engagement with the community through digital platforms, events and hard copy communications.

School Wellbeing Practices

- 100% of staff evaluate how our current policies and programs align with the Wellbeing Framework to identify focus areas.
- Regular and ongoing planning, monitoring and evaluation of the whole- school approach to wellbeing and behaviour management practices.
- 100% of staff will engage in the professional learning of effective wellbeing strategies that align with the Wellbeing Framework.
- Caring and respectful relationships are evident throughout the school through explicit skills-based teaching and regular monitoring of individual needs.
- 100% of students will participate in evidence-based wellbeing programs which will enable staff to identify and target strategies at point of need.

Evaluation plan for this strategic direction

Attendance

Question: Has the percentage of students attending more than 90% of the time increased to at or above 77.5%?

Strategic Direction 3: Well-being

Initiatives

targeted wellbeing and engagement practices.

Evaluation plan for this strategic direction

Data: Weekly Absence Detail Report from ERNSchool Attendance Reports in SCOUT Personal Attendance Plan Learning Support Team Minutes

Analysis: Regular review of data sources to identify students at risk.

Implications:

What are our future directions and next steps?

School Wellbeing Practices

Question: Is a cohesive whole-school approach to wellbeing evidenced through policies, processes and programs in alignment with the Wellbeing Framework? Is student wellbeing within the school improving?

Data: Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations, engagement), Tell Them From Social-Emotional Outcomes, Tell Them From Me Drivers of Student Outcomes, NSW DoE Measures for Aboriginal Student Tell Them From Me Survey, Positive achievement records, learning Support Meeting Minutes, Teaching Programs, Classroom Observations.

Analysis: Regular review of data sources to ensure we are on track to achieve the intended improvement measure.

Regular reflective sessions with the executive and strategic direction team.

Implications:

What are our future directions and next steps?