

# Strategic Improvement Plan 2021-2024

## Lurnea Public School 4289



# School vision and context

## School vision statement

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At Lurnea Public School, we are deeply committed to providing excellence in teaching and learning for all students, especially in Literacy and Numeracy in an inclusive and collaborative learning environment. We nurture the development of confident and creative individuals, active and informed citizens and successful lifelong learners with high levels of self-efficacy. We make careful decisions to provide learning equity for every student to ensure their individual learning potential is being achieved. Teachers, community and students work in partnership to ensure every student is known, valued and cared for.

## School context

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Lurnea Public School has a student enrolment of 430 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds, including 37 Aboriginal students. 71% of students come from a language background other than English.

Our Preschool provides a unique opportunity to ensure the wellbeing of each child. We achieve this by using our service philosophy to guide our practices and inform the important transition from Preschool to Kindergarten. We believe that all stakeholders, including children, their families, staff and wider community, deserve to be treated with dignity and respect. High quality early learning experiences, especially in Literacy and Numeracy, enable us to capture quality information to guide early intervention strategies and provide evidence based prior to school curriculum.

The school benefits from the opportunity of having a Support Unit to cater for students with additional learning needs. The Support Unit provides a service to students with intellectual disabilities, Autism and a range of other learning needs.

The school has a proud tradition of teaching children to be safe and respectful learners in a positive environment. Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective.

Lurnea Public School is an Early Action for Success school that has a highly effective and strategic partnership with our Community of Schools to deliver outstanding professional learning and innovative classroom practice.

Through our extensive situational analysis, where we maintained a narrow and deep lens constantly focused on the learner, we identified the need for a continued emphasis on embedding equitable teaching excellence, particularly in Reading and Numeracy. Through deep and critical reflection, we identified data driven teaching and learning as one of the key components of maintaining continuous learning improvement for all students. Our focus will be on sustaining and improving whole school processes for collecting and analysing student data to inform teaching and learning programs with the goal of embedding evidence informed teaching strategies for every student in every classroom.

Using the What Works Best 2020 update as a guide, we identified our current collaborative and professional learning rhythms as being another key driver in ensuring teaching and learning excellence for all. We will use these routines to refine and build on our whole school wellbeing practices to ensure all students have a meaningful sense of engagement and belonging.

Through ongoing consultation with the school community, it became evident that a focus on community partnerships was important. We identified a need to grow our current forms of communication from information sharing to learning partnerships. This focus will be driven by a commitment to ensuring our school community has the opportunity to celebrate learning success and achievement in real time. We will provide clear pathways for community connections to share aspirations, goals, ambitions and hopes for the future.

# Strategic Direction 1: Student growth and attainment

## Purpose

Using equity of access to quality teaching excellence in reading and numeracy as a driver, along with high quality data driven professional learning, we will identify the learning entry points for every student to ensure their individual learning potential is being achieved.

## Improvement measures

### Target year: 2022

Top 2 bands (or equivalent) NAPLAN reading increase (uplift) 8.6%

### Target year: 2022

Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) 7.2%

### Target year: 2023

Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 6.6%

### Target year: 2023

Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 7.2%

### Target year: 2024

Effective formative and summative assessment practices are embedded in class instruction across the school promoting learning excellence and responsiveness in meeting the needs of all students

### Target year: 2024

The Spiral of Inquiry framework is embedded across the school with spiral teams formed P-6, responsive to the needs of all learners

## Initiatives

### Data driven teaching and learning

Build teacher capabilities to ensure meaningful assessment and data is used to differentiate curriculum, inform teaching and drive individual student growth and attainment.

- With a particular focus on equity of resources for all learners, Instructional Leaders and Assistant Principals lead school wide use of National Literacy and Numeracy Progressions and Quality Teaching and Assessing Cycle to identify the learning entry points of every student and inform impactful decisions around teaching and learning.
- Maintain systematic data tracking practices and analysis to regularly monitor and check student learning in order to address individual student needs, ensuring that all students are challenged and all adjustments lead to improvement.
- Establish a shared understanding of effective assessment practices to enable success by personalising student learning and supporting all students to achieve.

### Professional learning models

Develop and maintain effective student driven collaborative learning culture by building teacher pedagogical practices to ensure robust decision making in teaching, learning and curriculum delivery.

- Evolve the Spiral of Inquiry framework to provide high impact opportunities for the development of aspirational expectations of learning progress and achievement for every student.
- Amplify coherent and connected ways of working that meets the needs of all learners including teachers and leaders.

## Success criteria for this strategic direction

- Student assessment data is regularly updated through five weekly data cycles to identify teaching priorities, evaluate what works best and strengthen practice in response. (SEF\*Learning -Assessment, \*Teaching -Data skills and use)
- Whole school formative and summative assessment practices are used flexibly, responsively and expertly as an integral part of daily classroom instruction. (SEF\*Learning-Assessment, Student Performance Measures)
- Whole school student driven spiral action plans are dynamic, showing evidence of consistent and reliable student assessment and continuous tracking of every student's progress and achievement. (SEF\*Learning -Curriculum)
- Explicit and cyclic systems facilitate robust collaboration, classroom observations, the modelling of effective practice and opportunities to receive and respond to high quality feedback. (SEF \*Teaching-Professional Standards, Learning and Development, \*Leading - Educational Leadership, WWB Collaboration)

## Evaluation plan for this strategic direction

To what extent have we achieved access to quality teaching excellence in Reading and Numeracy for every student P-6?

How can the school provide evidence of embedded quality teaching and assessing cycles for all students P-6 to ensure individual learning potential is achieved in Reading and Numeracy?

We will use a combination of data sources. These will include:

- PLAN2- Quantifying numbers and Understanding texts
- Check In assessments in Numeracy and Reading
- Phonics screening check

## Evaluation plan for this strategic direction

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- Multitiltprogress monitoring tools
- NAPLAN
- Early Years Learning Framework & the National Quality Standards - Developmental Milestones
- Pre and post professional learning surveys
- Observations
- Student intervention focus groups
- Teacher focus groups
- Student voice evidenced in interviewsthrough the 4 key questions
- Teaching and Learning programs- P-6

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform key future focused goals and annual reporting on school progress measures (published in the Annual Report each year).

# Strategic Direction 2: Learning culture and engagement

## Purpose

To ensure all students connect, succeed, thrive and learn a planned approach to whole school wellbeing processes that support high levels of tailored, individual support will be implemented. A strong sense of belonging will be cultivated in students in a positive and respectful learning environment in order to promote effective learning engagement and improve academic achievement for all learners.

## Improvement measures

### Target year: 2022

Students attending greater than 90% of the time increase (uplift) 3.8%

### Target year: 2022

Students reporting positive wellbeing from Tell Them from Me survey increase (uplift) 3%

### Target year: 2024

Evidence based procedures that meet the learning and wellbeing needs of all students are embedded across the school increasing attendance and student outcomes

### Target year: 2024

Increased demonstrated impact of professional learning and school wide systems to support student positive wellbeing at school as evidenced by internal data

## Initiatives

### Wellbeing

Embed an inclusive whole school, student centred approach with a strong focus on building individual and collective wellbeing through a climate of care and positivity.

- Immerse the Wellbeing framework into school culture through enhancing quality professional learning opportunities to foster positive student wellbeing.
- Model and share a flexible repertoire of evidence-based strategies to optimise social emotional learning for all students and to promote student engagement and responsibility for learning.
- Enhance a strong learning culture that empowers and values student voice, agency, and resilience, underpinned by a continuous cycle of constructive feedback and growth.

### Attendance

Foster regular attendance by establishing a positive and welcoming school culture for all students through working in partnership with students, parents, and carers to create a sense of belonging.

- Establish collaborative partnerships with all families P-6 in order to understand the complex factors that influence student absenteeism and address persistent attendance and achievement gaps.
- Critically review current whole school attendance tiered framework of support and intervention to ensure consistent and systematic processes are tailored to meet the needs of our community to minimise student absences impacting learning outcome.

## Success criteria for this strategic direction

- Students and teachers have a shared understanding of the behaviours and expectations that enhance wellbeing, lead to student outcomes and maximise opportunities for personal growth. (SEF \*Learning - Wellbeing, Learning culture)
- Social Emotional Learning is mapped across the school P-6, aligning with the Personal and Social Capability Learning Continuum (ACARA) with teachers demonstrating increased expertise in delivering targeted and differentiated lessons to develop and shape the character of the individual and contribute to positive group dynamics. (SEF \*Learning - Wellbeing, Curriculum \*Teaching - Effective Classroom practice)
- School wide systems and strategies provide a mechanism for engaging students in the governance and decision-making bodies of the school and promote student teacher relationships as partners in learning. (SEF \*Learning- Learning culture, Learning and development)
- Whole school consistent and systematic processes that support positive partnerships with parents and the broader community are evident through the development of targeted wellbeing programs. (SEF \*Learning - Learning culture, Wellbeing, \*Leading - Educational leadership)
- Interpret, analyse and extrapolate current attendance data to look for trends which will inform planning and identify interventions that will increase student attendance. (SEF \*Learning - Learning culture, Wellbeing)

## Evaluation plan for this strategic direction

To what extent have we involved all students in decision making to enhance connectedness?

How can the school provide evidence to determine that systems and processes for improving student wellbeing, engagement and academic achievement have been successful?

### Evaluation plan for this strategic direction

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We will use a combination of data sources. These will include:

- Personal and Social Capability Learning Continuum tracking
- PBL evaluation tools
- Peer support pre and post surveys
- Peer support teacher feedback sheets
- PBL/ Peer support feedback forms
- Sentral wellbeing reports
- Suspension reports EBS
- Wellbeing self-assessment pre and post data
- Teaching and learning programs
- Tell Them from Me - positive wellbeing
- Tell Them from Me - partners in learning parent survey
- Tell Them from Me - Teacher survey
- Student reflection on learning and voice
- Teacher reflection on student voice
- Attendance whole school evaluation pre and post data
- Sentral and Scout attendance reports
- Learning Support Team minutes and action plans
- Access requests

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform key future focused goals and annual reporting on school progress measures (published in the Annual Report each year).

# Strategic Direction 3: Community partnerships

## Purpose

There is school wide collective responsibility for the unique student learning needs and success for every learner. This responsibility is shared by the school and the wider school community and recognises the importance of aspirations, goals, ambitions and hopes for the future.

## Improvement measures

### Target year: 2024

Parent respondents for Partners in Learning survey increase (uplift) 8.3%

### Target year: 2024

Increased demonstrated impact of professional learning and evidence of strong collaboration with parents and the community support continuity of learning for all students at transition points.

## Initiatives

### Partners in learning

Through high expectations, a planned approach to engaging parents and carers in student learning will be implemented with a view to assist parents and carers to be effective partners in learning.

- Develop authentic and effective partnerships with parents to improve understanding of student learning and strengthen student outcomes.
- Using the Spiral of Inquiry as a driver, students and parents will develop a shared understanding of assessment practices and how the 4 key questions connect with the Personal and Social Capability Learning Continuum (ACARA).

### Transitions

The school engages in strong collaboration between parents, students and the community to inform and support continuity of learning for all students at critical transition points.

- With a particular focus on continuity of learning and successful transitions, particularly from Preschool to Kindergarten and from Year 6 to 7, are valued and promoted across the school through positive relationships, evidence-based pedagogy, differentiated curriculum-delivery, resource allocation and targeted support.
- Support teachers to develop a shared understanding of effective transition processes to enhance outcomes for every child through high quality professional learning.

## Success criteria for this strategic direction

- Evidence of effective, explicit teaching where all students are challenged and engaged to achieve their educational potential is readily shared with parents to establish an understanding of learning. (SEF \*Learning - Learning culture, Curriculum, \*Teaching - Effective classroom practice)
- A school wide mechanism is used to provide students with a platform to share their learning and celebrate success in a way that is meaningful and solicits feedback from parents to shape future learning goals and inform learning pathways. (SEF \*Learning - Learning culture, Wellbeing, Curriculum, \*Leading - Educational leadership)
- Time is allocated to collect, share and action sound, holistic information about each student's wellbeing and learning needs in consultation with key stakeholders to manage and facilitate successful transitions. (SEF \*Learning - Learning culture)
- Pedagogical best practice is shared through whole school and targeted professional learning to ensure all teachers P-6 expertly gather, interpret and use evidence during transition points to support every student achieve their personal best. (SEF \*Learning - Learning culture, \*Teaching - Learning and development)

## Evaluation plan for this strategic direction

To what extent have we achieved a school wide collective responsibility for student learning and success which is shared by parents and reflected through aspirational goal setting?

To what extent have we achieved continuity of learning for all students at transition points?

We will use a combination of data sources. These will include:

- Personal and Social Learning Capability Continuum tracking

## Strategic Direction 3: Community partnerships

### Evaluation plan for this strategic direction

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- Tell Them from Me - Partners in Learning survey
- Seesaw analytics report
- Parent focus groups and workshops
- Tell Them from Me - Teacher survey
- Australian Early Development Census Data
- Transition to school statement
- Entry Point Interviews
- Individualised student transition program
- Parent/Teacher interviews
- Student led conferences

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform key future focused goals and annual reporting on school progress measures (published in the Annual Report each year).