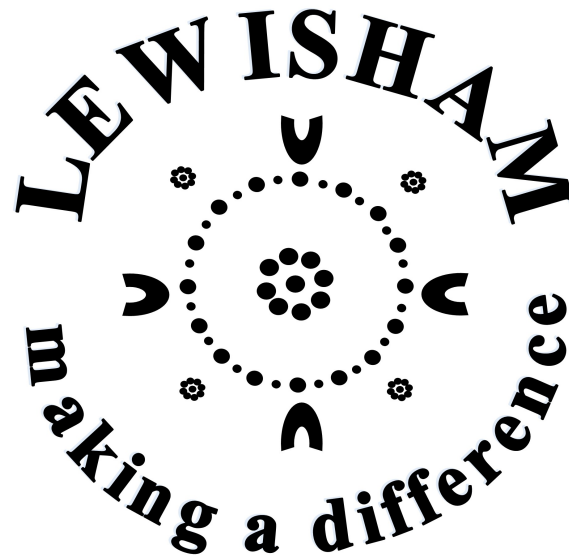


Strategic Improvement Plan 2021-2025

Lewisham Public School 4369



Dream it. Work to achieve it.

School vision and context

School vision statement

'Dream it. Work to achieve it' is an affirmation that inspires our school culture. It is about aspiration, imagination and possibility - and working together to make it happen.

This is about a shared commitment to excellence in learning teaching and leading as we aspire to achieve high expectations, targeted goals and continual improvement to ensure our learners meet their full potential. Evidence-informed practices will be guided by quality educational research and literature, supported by effective community partnerships as we value diversity, opportunity and innovation for improvement.

We aim to provide a forward-thinking, creative and collaborative learning and teaching culture that is student-centred, inclusive and responsive to the diverse learning needs and talents of our future-focused learners, placing wellbeing, respect, responsibility, resilience and a growth mindset in learning, at our core, with strong foundations in literacy and numeracy. Connections in learning across the curriculum will build, enrich and deepen understandings, skills and capacities required of our future-focused life-long learners, in a complex, ever-changing world.

School context

Lewisham Public School is a growing inner-west K-6 school catering for the diverse needs, talents & aspirations of its students (241 in 2021) in 10 stage-based home classes, within a creative and collaborative learning and teaching culture. It is supported by a dedicated and talented staff and a highly engaged community. Enrolments have grown steadily annually, with growth expected to continue. Our equity groups have fluctuated over recent years and currently comprise 3.8% of students who identify as Aboriginal; 35.7% who have English as an Additional Language or Dialect (EALD;); 8% Low Level Socioeconomic Background and 14.5% who have Low Level Adjustment for Disability.

Our high quality & inclusive learning culture continues to grow a more personalised approach with strong commitment to student centred, evidence-informed differentiated learning and teaching practices for attainment and growth.

Background

Highly successful initiatives in learning, teaching and leading have enriched & expanded its educational directions over recent years as acknowledged through **External Validation in 2017**. This showed evidence that the school was excelling in the domains of learning, teaching and leading, shown across thirteen of the fourteen elements in the School Excellence Framework. **The School Plan 2018 - 2020** began to build on its successful practices, systems and protocols as the school grew and continued to enrich its collaborative learning and teaching culture. Evaluation of the plan showed strong evidence of ongoing consolidation, improvement and achievement with highlights in: improved student data analysis; systems to inform differentiated learning and teaching practices; the successful trial of learning plans in literacy and numeracy and use of adjusted learning plans for students with special, complex or additional needs; improved alignment in instructional protocols especially in reading; and ongoing development of high impact collaborative professional practices.

With above expected growth in reading in 2019 as measured by NAPLAN results and school-based evidence, the school was recognised and approached by the system to describe its high impact practices, with a view to sharing and scaling up for others. Practices impacting reading growth in our own context, would be scaled up for our **Strategic Improvement Plan 2021-24** with an explicit focus on reading and numeracy as revealed in our **Situational Analysis** conducted in Term 4 of 2020.

The **Strategic Improvement Plan 2021-24** builds upon the successes and learnings of 2018-20. While COVID in 2020 -2021 disrupted some of our ongoing initiatives in learning and teaching it allowed us to show our capacities to adapt our collaborative professional practices in new and virtual forms to support the needs of our learners.

Situational Analysis

This was conducted in Term 4 of 2020 and showed three directions for improvement, for which we have assigned key words

School vision and context

School vision statement

School context

Strategic Direction 1 ASPIRE: Student Growth and Attainment

We will take a narrower but deeper focus on improvement measures in literacy and numeracy, through continued explicit direction, alignment and commitment to growth, attainment and excellence in reading and numeracy. Improvement measures will include school-based evidence through Learning Plans for every child guided by the Literacy and Numeracy Learning Progressions and will include system negotiated targets for NAPLAN. Initiatives will be in: **Personalised Learning** (with explicit focus on reading and numeracy) and **High Potential and Gifted Education**. Our Situational Analysis showed our strong and proven record of catering for learners with special, complex or additional needs and those who may be experiencing challenges in learning and requiring personal adjustments. We will continue to do so, nurturing growth for all learners, with an explicit focus on effective identification protocols and interventions for high potential and gifted learners.

Strategic Direction 2 CONNECT: A Creative and Collaborative Learning and Teaching Culture

This will include initiatives in: **Future-Focused Learning** (with explicit focus on **creative and critical thinking** for improvement in deeper learning outcomes) and **Collaborative Professional Practices**. The national curriculum's General Learning Capabilities will be integrated into practices to deepen learning and help students to make connections for improvement. What Works Best and Quality Teaching for Creative and Critical Thinking will guide our collaborative professional learning practices to lift student achievement using evidence informed CCT teaching practices for high impact in student learning. Integrated evidence of the impact of WWB and QTCCT and other practices will be organised throughout the domains of Learning Teaching Leading in the School Excellence Framework with connections to each of the strategic directions.

Strategic Direction 3 THRIVE & SHINE: Student Wellbeing and Engagement This will include initiatives in: **Positive Choices for Learning and at Play** (with explicit focus on self-management, mindfulness and school-wide high expectations and behaviour protocols) and **Talent Development**. Our Situational Analysis showed that there is a strong wellbeing need to build self-management skills in a range of social settings and mindfulness strategies for increased numbers of students presenting with high anxiety or disengagement, especially following the disruptions of COVID. It also showed that our ongoing co-curricular programs had been very successful with students previously in contributing to increased levels of student wellbeing, engagement and celebration of talent. As these were on hold in 2021 due to COVID, it became important to reinstate these, consolidate and expand options for talent development for improved outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

ASPIRE

To ensure we achieve aspirational and high expectations of growth and attainment for all learners in reading and numeracy, and build their capacities to meet their full potential in learning, we will consolidate and refine evidence-informed, data-driven practices that are responsive to the needs and talents of our learners through a personalised approach committed to the pursuit of excellence.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

- A minimum of 65.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading at the system negotiated lower bound target.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

- A minimum of 42.13% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy, at the system negotiated lower bound target.

NAPLAN expected growth - Reading

Achieve by year: 2023

- A minimum of 74.1% of students achieving expected growth in NAPLAN reading at the system negotiated lower bound target

NAPLAN expected growth - Numeracy

Achieve by year: 2023

- A minimum of 62.9% of students achieving expected growth in NAPLAN numeracy, at the system negotiated lower bound target

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending greater than 90% of the time to be at the system negotiated lower

Initiatives

Personalised Learning

Embed a learning culture that enables students to aspire to explicit goals, and receive regular feedback to achieve their goals, around the use of learning plans and related practices

- Learning Plans in Literacy and Numeracy are in place for every child, with explicit focus on reading (fluency and understanding text) and numeracy - and are evaluated every 5 weeks
- 5 week Learning and Teaching Cycles inform the next steps in reading and numeracy and show adaptive practices and programs
- Adjusted Learning Plans (ALPs) are in place for learners with special, complex or additional needs.
- Personalised Pathways are in place for Aboriginal students
- Equity groups are monitored through the Learning and Support Aspire Team, which identifies their learning profiles and progress
- Parents/carers are integral partners in the Learning Plan for their child

Embed collaborative professional practices and protocols for improving growth and attainment in reading and numeracy

- High impact collaborative professional learning practices are in place informed and guided by the Literacy and Numeracy Learning Progressions; 'What Works Best'; the School Excellence Framework and other evidence-informed research and literature, informing learning and teaching
- Agreed teaching and assessment protocols are aligned in reading and numeracy
- Instructional Leader (IL) Learning and Support Aspire Team (LSAT) and additional Learning and Support staffing (LS) support special purpose interventions eg MiniLit, MacLit
- Differentiated and adaptive learning and teaching programs are evidence-informed and data driven

Success criteria for this strategic direction

Learning Culture

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (high expectations)

Student Performance Measures

- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (student growth)

Effective Classroom Practice

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (explicit teaching)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (feedback)

Data Skills and Use

- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (data analysis)

Strategic Direction 1: Student growth and attainment

Improvement measures

bound target of 87.5%

Initiatives

Embed practices and protocols for tracking data, growth and attainment and informing learning and teaching programs

- High impact professional learning in data literacy, analysis and use in teaching, linked to gap analysis data
- Instructional Leader works with teachers and teams using data and evidence to monitor and assess student progress and identify next steps in teaching, including for equity groups
- Embed data informed formative assessment practices as an integral part of daily instruction in every learning space
- Embed rigorous data collection and analysis protocols: eg benchmark databases (equity groups, year groups and external data); 5 week protocols; spreadsheet trackers and growth analysis; Bump It Up Walls, Aspire Room, SEF Wall.
- Align monitoring protocols of student work samples and evidence of progress

Evaluation plan for this strategic direction

Q To what extent have we achieved our purpose? How do we know? What is our evidence?

D The school will use a range of quantitative and qualitative data and evidence-informed sources to analyse impact and evaluate the effectiveness of the initiatives in achieving the purpose of the strategic direction and the improvement measures. Internal and external evidence will be analysed including:

- NAPLAN and SCOUT data
- Student work samples and reflections
- Differentiated learning and teaching programs and practices including provision for high potential and gifted learners
- Literacy and Numeracy Plans, PLAN2 data, Bump it Up Walls; KLA trackers, reading levels, year/grade benchmarks
- Learning Plans in literacy and numeracy, Adjusted Learning Plans and PLPs for Aboriginal students
- Progressions database
- Evidence collated and referenced at the SEF Wall , Aspire Room and other locations
- School Excellence Framework - evidence measured against a range of descriptors in learning, teaching and leading

A The evaluation plan will involve:

- Whole school and team analysis of data and other evidence, against the intended improvement measures
- Embedding regular whole school and team reflections around the improvement measures and evidence of identified elements and themes in the School Excellence Framework
- Use of 5 week learning and teaching cycles of evaluation and impact on adaptive programs and practices

I Rigorous analysis will guide the school's next steps and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

inform adjustments where needed for future directions

Strategic Direction 2: CONNECT: A Creative and Collaborative Learning Culture

Purpose

CONNECT

In order to nurture imaginative, curious and confident lifelong learners who are able to collaborate, think creatively and critically and make deep connections in their learning, we will embed a creative and collaborative learning and teaching culture that integrates curriculum, is future-focused and evidence-informed, valuing innovation and high impact collaborative professional practices for improvement.

Improvement measures

Achieve by year: 2025

Critical and Creative Thinking

- All students show evidence of their achievement and growth in critical and creative thinking skills using the ACARA critical and creative thinking learning continuum, with reference to personal goals, achievements and work samples.
- All teachers show evidence of their adaptive and embedded use of evidence-informed CCT practices, and of lifting student achievement and growth in identified outcomes, with reference to these practices, assessment tasks and student work samples

Achieve by year: 2025

Collaborative Professional Practices

- Learning Walks and Talks, Instructional Rounds and other collaborative initiatives are embedded as collaborative professional learning practices informing teaching and learning improvement
- The School Excellence Framework 'What Works Best' and 'Quality Teaching for Critical and Creative Thinking' are embedded in collaborative professional practices and show evidence of improved alignment for impact on learning, teaching and leading

Initiatives

Critical and Creative Thinking

Embed integrated learning and teaching programs and practices which provide for

- an explicit focus on deeper learning across the curriculum through the teaching of critical and creative thinking skills
- the national curriculum's *General Capabilities*, with emphasis on the '4Cs' (*communication collaboration creativity critical thinking/reflection*)

Collaborative Professional Practices

Embed a flexible, adaptive and differentiated model of collaborative professional learning practices guided and informed by:

- School Excellence Framework; 'What Works Best'; Quality Teaching for Creative and Critical Thinking
- Learning Walks & Talks (LWTs); 'Spirals of Inquiry'; Instructional Rounds
- the use of case studies where appropriate for scaling up practices
- special purpose study or inquiry linked to PDPs
- direction, alignment and commitment to evidence-informed high impact practices for student improvement

Identify and build the leadership capacities of teams, individuals and aspiring leaders through:

- distributed leadership practices
- collaborative teaching
- mentoring and coaching
- development opportunities.

Consolidate and expand connections for improvement and innovation through eg.

- Learning Alliances (local and global) eg hubs
- Networking (professional colleagues, critical friends

Success criteria for this strategic direction

Learning and Development

- 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, schoolwide improvement in teaching practice and student results. (collaborative practice and feedback)
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (coaching and mentoring)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice (professional learning)
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (expertise and innovation)

Educational 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. (instructional leadership)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (high expectations culture)
- The school demonstrates a high performance culture, with a clear focus on student progress and

Strategic Direction 2: CONNECT: A Creative and Collaborative Learning Culture

Improvement measures

Achieve by year: 2025

School Excellence Framework

The school is excelling in the elements of learning and development and educational leadership, with evidence of identified themes, through the lens of critical and creative thinking; and collaborative professional practices.

Initiatives

- and mentors)
- Partnerships in Learning eg volunteers; parents/carers; advisors

Success criteria for this strategic direction

achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (performance management and development)

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (community engagement)

Evaluation plan for this strategic direction

Q To what extent have we achieved our purpose? How do we know? What is our evidence?

D The school will use a range of quantitative and qualitative data and other evidence to analyse student outcomes, teaching practice and impact; consider contextual stories; and evaluate the effectiveness of our initiatives in achieving the purpose of the strategic direction and its improvement measures. This will include:

- Integrated learning and teaching programs and practices
- student work samples and reflections
- student data using the creative and critical thinking matrix, rubrics & other trackers/tools developed
- evidence collated and referenced at the SEF Wall , Aspire Room and other locations
- Learning Walks and Talks/Instructional Rounds - teacher observations and reflections
- School Excellence Framework - evidence measured against a range of descriptors in learning, teaching and leading

A The evaluation plan will involve:

- Whole school and team analysis of data and other evidence, against the intended improvement measures

Strategic Direction 2: CONNECT: A Creative and Collaborative Learning Culture

Evaluation plan for this strategic direction

- Embedding regular whole school and team reflections around the improvement measures and evidence of identified elements and themes in the School Excellence Framework
- Use of 5 week learning and teaching cycles of evaluation and impact on adaptive programs and practices

I Rigorous analysis will guide the school's next steps and inform adjustments where needed for future directions

Strategic Direction 3: SHINE: High Potential and Gifted Education

Purpose

SHINE

To ensure all of our students thrive as learners, and have opportunities to develop and showcase their capacities and talents, we will continue to consolidate and refine evidence-informed practices that support the High Potential and Gifted Education Policy and promote high levels of student self-management, engagement; wellbeing and talent development.

Improvement measures

Achieve by year: 2025

Talent Development

- Co-curricular programs, opportunities and talent development pedagogies are embedded and show evidence of impact in enriching identified talents and nurturing the wellbeing needs of students
- Student talents are celebrated through a range of opportunities
- There is evidence of deep engagement of students participating in co-curricular programs, opportunities or events and with high levels of commitment, positive wellbeing and achievement

Achieve by year: 2025

School Excellence Framework

The school is excelling in the elements of wellbeing and curriculum, with evidence of the identified themes, through the lens of positive choices for learning and at play; and talent development.

High Potential and Gifted Education

Achieve by year: 2025

Practices and protocols for the identification and intervention for high potential and gifted learners are embedded in programs and practices for ongoing growth and attainment

Initiatives

High Potential and Gifted Education

Learning Culture

- High impact collaborative professional learning practices around the *High Potential and Gifted Educational Policy* - identification and intervention practices e.g. Learning Walks and Talks; case studies of identified students; Spirals of Inquiry; Instructional Rounds
- Practices and protocols for identification and intervention are embedded within and across teams
- Learning and Support Aspire Team oversees the identification of, and monitors the progress of, identified high potential and gifted learners
- Differentiated programs and learning and teaching practices provide for core, support, enrichment/extension for identified high potential and gifted learners
- Special purpose practices such as group clusters, learning pathways and other initiatives are in place

Talent Development

- Expand talent development opportunities by integrating identified curriculum outcomes through tasks, projects and challenges that require use of CCT practices and the General Capabilities framework
- Differentiate for student talents and interests, providing for self-directed inquiries, passions linked to integrated curriculum outcomes
- Consolidate and expand co-curricular programs (delivered by expert school staff and/or external providers) and other opportunities that nurture and enrich students talents and interests
- Promote and showcase the talents and achievements of students and staff

Success criteria for this strategic direction

WellBeing

- The school is organised so that all student share regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (caring for students)
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (a planned approach to wellbeing)
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (individual learning needs)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (behaviour)

Curriculum

- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable (curriculum provision)
- 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)
- 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. Teachers involve students and parents in

Strategic Direction 3: SHINE: High Potential and Gifted Education

Improvement measures

- The Learning and Support Aspire Team oversees and records the identification, growth and attainment for high potential and gifted learners, across four domains - and using achievement band tracking systems and other sources of evidence
- Differentiated learning and teaching programs and practices embed high impact strategies for identified high potential and gifted learners
- Special purpose practices such as group clusters, learning pathways and other initiatives, are embedded and show impact for high potential and gifted learners

Success criteria for this strategic direction

planning to support learning, and share expected outcomes. (differentiation)

Evaluation plan for this strategic direction

Q To what extent have we achieved our purpose? How do we know? What is our evidence?

D The school will use a range of quantitative and qualitative data and evidence-informed sources to analyse impact and evaluate the effectiveness of the initiatives in achieving the purpose of the strategic direction and the improvement measures. Internal and external evidence will be analysed including:

- SCOUT data - attendance and Tell Them from Me surveys
- Together for Learning surveys/reflections
- Student work samples and reflections
- Teacher reflections and evaluations
- Differentiated learning and teaching programs and practices
- Adjusted Learning Plans and PLPs for Aboriginal students
- Evidence collated and referenced at the SEF Wall , Aspire Room and other locations
- Playground and classroom incident registers
- School Excellence Framework - evidence measured against a range of descriptors in learning, teaching and leading

A The evaluation plan will involve:

- Whole school and team analysis of data and other evidence, against the intended improvement measures
- Embedding regular whole school and team reflections around the improvement measures and evidence of identified elements and themes in the School Excellence Framework

Strategic Direction 3: SHINE: High Potential and Gifted Education

Evaluation plan for this strategic direction

- Analysis of alignment in protocols, nature, context and frequency of incidents of problematic behaviour, anger or loss of self management

I Rigorous analysis will guide the school's next steps and inform adjustments where needed for future directions

Evidence

- Teaching and learning programs and practices - wellbeing needs and talents of students, student voice, leadership, differentiation
- Personal and Social Capability learning continuum
- Together for Learning surveys/reflections
- Adjusted Learning Plans (ALPs) and PLPs
- Whole school anti-bullying programs, incident and outcome data
- Student/staff/parent/carers surveys about specific programs