

Strategic Improvement Plan 2021-2024

Lapstone Public School 4424



School vision and context

School vision statement

At Lapstone Public School we are empowered to be collaborative, curious, risk-taking learners with high expectations which promotes the school motto of, 'Achieve and Explore'.

We are committed to building respectful, compassionate relationships and fostering an inclusive culture.

We challenge ourselves to be proactive and resilient citizens to thrive in a globalised world.

School context

Lapstone Public School is a high performing school of 220 students, with a strong tradition of community engagement, situated on Darug land in the lower Blue Mountains, surrounded by bushland. Established in 1971, the school is committed to empowering our students, staff and community to be collaborative, curious, risk-takers with high expectations for learning. 1% of our students identify as Aboriginal or Torres Strait Islander and 14% of our students come from families identified as having a Language Background other than English. Lapstone Public School strives to develop student potential by providing an education that is a balanced within the intellectual, creative, social-emotional and physical learning domains. Through strong foundations in wellbeing, our students are supported to be respectful and compassionate global citizens who embrace inclusivity.

The school receives funding through the Resource Allocation Model (RAM): Socio-economic Background with the calculated equity loading determined by a FOEI Family Occupation and Education Index of 30 and an ICSEA Index of Community Socio-Educational Advantage of 1125.

At Lapstone Public School, teaching and learning programs have been developed to meet the needs of significant student groups, inclusive of high potential and gifted students, as well as students with specific learning and physical needs. Programs are in place to support students learning English as an additional language and dialect. We value and aim to embed cultural programs that support Aboriginal and Torres Strait Islander perspectives, as well as multicultural groups.

Lapstone Public School prides itself on developing the whole child, by providing students with opportunities to engage with a variety of extracurricular activities including band, ukulele, chess, choir, dance, debating, drama, environment & sustainability, public speaking, PSSA and representative sports and STEM groups.

The school has an onsite out of school hours care centre (which also provides vacation care). All classes have access to a range of ICT devices to support learning. Lapstone Public School has extensive sporting facilities, a multipurpose performing arts space and dedicated Aboriginal cultural spaces, including a Yellamundie Nura (storyteller country) garden. Learning about Aboriginal language is a high priority for the community.

Students are encouraged to have a voice in their learning and are provided opportunities to develop student agency in the school. In addition to the school's student-body elected captains and vice captains, student leadership opportunities have been established to include class leaders, library leaders and sporting leaders, with a view of developing technology leaders in the future.

As a result of a rigorous Situational Analysis and community consultation, the school has identified that the focus for our 2021-24 Strategic Improvement Plan centres around:

- Further developing the capacity of all staff to collaboratively design, implement and evaluate a consistent approach to quality teaching in numeracy.
- Building a consistent approach to student progress monitoring reading and numeracy

School vision and context

School vision statement

School context

- across the whole school, incorporating the use of the Learning Progressions.
- Enhancing and building upon systems and practices to meet the needs of high performing and gifted students
 - Supporting staff to develop opportunities and skills with collaborative and evaluative practice
 - Implementing Wellbeing programs which is contextual.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

Reading - 7.3% uplift in the percentage of students achieving in top two bands (NAPLAN) in reading for the combined cohort of Years 3 and 5, compared to the system generated baseline.

Numeracy - 7.8% uplift in the percentage of students achieving in the top two bands (NAPLAN) in numeracy for the combined cohort of Years 3 and 5, compared to the system generated baseline.

Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target for all students.

Target year: 2023

Reading - 3.3% uplift of students achieving at or above expected growth in NAPLAN reading compared to the system generated baseline.

Numeracy - 5.7% uplift of students achieving at or above expected growth in NAPLAN numeracy compared to the system generated baseline.

An increase in number of students achieving in the top 2 bands in NAPLAN reading and numeracy from 2022.

Target year: 2024

An increase in number of students achieving in the top 2 bands in NAPLAN reading and numeracy from 2023.

Initiatives

Initiative 1: Collective Efficacy in English and mathematics

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback for all students so that learning is maximised for all and all students are able to achieve to their potential.

- Development of a consistent explicit 'numeracy and literacy Learning Block'. which employs best practice.
- Implementation of rich cumulative assessment tasks evident within all mathematics and English programs to enable differentiation of assessment.
- Systematic analysis and use of the Numeracy and Literacy Progressions to differentiate teaching and personalise learning for all students, as a means to monitor for growth and progress .
- Assessment practices align with programming and curriculum outcomes .
- Implementation of synthetic phonics program to develop a whole school consistent approach to teaching phonological awareness and phonics.

Initiative 2. A culture of Personalised Self -Directed Learning

Develop collaborative practices and processes for providing specific feedback based on student developed goals and high expectations.

- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2 .
- Change & adjust practice using the Literacy and Numeracy Progressions, explicit individual student goals, formative feedback to plot and monitor students utilising the High Potential Gifted Education tool to support differentiated learning.
- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis

Success criteria for this strategic direction

Initiative 1: Collective Efficacy in English and mathematics

All English and mathematics teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions, based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN 2 and PLP's aligned with the school's scope and sequence.

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

Initiative 2: A culture of Personalised Self -Directed Learning

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning.

All students can articulate, understand and achieve their literacy and numeracy learning goals.

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

Evaluation plan for this strategic direction

Question:

- To what extent are teaching and learning programmes in mathematics and English responsive

Strategic Direction 1: Student growth and attainment

Improvement measures

Reading - an increase in the percentage of students achieving at or above expected growth in reading from 2023.

Numeracy - an increase in the percentage of students achieving at or above expected growth in numeracy from 2023.

School self assessment theme of Differentiation in the Learning and Development element improves from sustaining & growing to excelling.

School self assessment theme of Literacy & Numeracy in the Professional Standards element improves from sustaining and growing to excelling.

School self assessment of the themes of Data Literacy and Data Use in Teaching in the element of Data Skills and Use improves from sustaining and growing to excelling.

School self assessment of the theme of Data Use in Planning in the element of Data Skills and Use improves from delivering to excelling.

Initiatives

data.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Evaluation plan for this strategic direction

to the learning needs of students and differentiate learning for all students?

- To what extent is there evidence of revision of teaching programs which is based on consistent and reliable student assessment and reflect adjustments showing evidence of data informed classroom practice?
- To what extent is there of evidence of student progress being checked and monitored against Literacy and Numeracy Progressions and syllabus standards using PLAN 2?

Data:

- External student performance measures: NAPLAN & Check In assessments, Phonological and Phonics assessments (ES1 & S1).
- Internal student performance measures: Literacy and Numeracy Progressions, teaching programs, classroom observations, student work samples, coaching and mentoring records, student PLP's, and student focus groups and family/community focus group feedback on the effectiveness of the partnership of learning.

Analysis

- Executive team and whole school reflective sessions, every 5 weeks. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Teachers will track student progress and collaboratively collect and analyse a variety of assessment data to identify areas for improvement and to differentiate student learning
- Teachers will review student data every 5 weeks.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 2: Evidenced Informed Practices

Purpose

To identify, develop and improve the skills of all staff to work collaboratively to develop and sustain evidence - informed strategies which inform teaching and learning programs, develop consistent judgement with internal and external assessment measures and to deliver explicit teaching to all students employing a visible learning approach.

Improvement measures

Target year: 2022

Professional Growth

100% of staff demonstrate an increasing level of knowledge, practice and professional engagement

Target year: 2023

New Syllabuses:

100% of staff demonstrate deep understanding and exemplary implementation of new syllabus content

Target year: 2024

Improvement as measured by the School Excellence Framework:

School self assessment on the theme of Curriculum Provision in the Learning and Development element improves from sustaining & growing to excelling

School self assessment on the theme of Explicit Teaching and Feedback in the Effective Classroom Practice element improves from sustaining & growing to excelling

School self assessment on the theme of Formative assessment in the Effective Classroom Practice element improves from delivering to excelling

Initiatives

School Collaboration -implementing Quality Teaching Rounds and Whole School Collaboration

Quality Teaching Rounds is a high impact approach to professional development and implementation of the Quality Teaching Framework (QTF) that produces a shared vision of quality teaching and learning. This initiative will be under the umbrella of the 3 Rivers 4 Learning program,

- Teachers engage in collaborative professional learning focusing on pedagogy.
- Teachers develop strong connections with colleagues through collaboration in professional learning communities (PLC) as part of QTR.
- Teachers analyse their own and others' teaching within PLC's through QTR and are provided with specific feedback about their lessons.
- Teachers work collaboratively to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
- High Impact Professional Learning (HIPL) processes are utilised.
- Develop an open and supportive collegial environment to promote quality professional dialogue.
- All staff engage in regular and ongoing collaborative planning supported by whole school wide systems and structures to deliver high quality teaching

Refined Teacher Practice Through Coaching and Mentoring

Implement Visible Learning Model to develop a clear focus on school improvement, explicit teaching and staff collaboration.

- Professional learning in Visible Learning to be conducted in a professional learning communities with Leoany PS and Blaxland PS -Lower Blue Mountains Visible Learning Community (LMVLC)

Success criteria for this strategic direction

Initiative 1

The school uses QTR as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

100% of teachers who have engaged in QTR in previous years develop teaching and learning programs incorporating Quality Teaching Framework

Strong collaboration within the school is enhanced by structuring Professional Learning Communities (PLCs) within and across stages with a focus on HIPL processes.

Teachers ensure the most effective evidence-based teaching methods optimise learning progress for all students.

The school is a high functioning PLC focused on continuous improvement of teaching and learning.

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.

Initiative 2

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

Strategic Direction 2: Evidenced Informed Practices

Initiatives

- High quality collaborative PL for all staff members in Visible Learning
- School executives to undergo training as part of LMVLC to be able to lead teams through the Visible Learning Model through a coaching/mentoring program
- All staff members are aligned with a coach /mentor to support all aspects of Visible Learning within the classroom
- Expert use of Formative Assessment strategies such as Learning Intentions, Success Criteria provided through network of small schools using the What Works Best Document.

Success criteria for this strategic direction

Student voice evidenced in goal setting (PLPs), knowledge and understanding of LISC.

Evidence informed teaching methods of Visible Learning optimise learning progress for all students and are embedded across the school.

Teaching staff demonstrate and share their expertise within their school and with other schools.

Evaluation plan for this strategic direction

Questions:

- To what extent has the quality of teaching practice improved as a result of teachers having engaged with Visible Learning Model and Quality Teaching Rounds (QTR)?
- To what extent have we achieved our purpose and can demonstrate collaborative practice across the school?
- How has collaborative practice had an impact on student outcomes in literacy and numeracy?

Data:

- Pre and post teacher and student surveys focusing on strength and impact of PLCs, QTR, Visible Learning on collaboration, explicit teaching and high expectations.
- TTFM teacher and student SCOUT data
- QTR Fidelity Check analysis
- Teacher professional development plans
- Evidence of inclusion of Quality Framework and WWB in teaching programs.
- SCOUT student performance data
- PLAN2 data
- Observations
- Programs, CTJ sessions

Evaluation plan for this strategic direction

- Planning sessions
- Rubrics
- PDP, feedback and reviews
- Stage meeting notes
- Professional learning

Analysis:

- Analysis will be embedded through implementation and progress monitoring.

Implications:

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures.

Strategic Direction 3: Building innovative learning environments

Purpose

To encourage and support teachers and parents to collaboratively explore and identify, ways of teaching and learning to implement innovative teaching, assessment and reporting strategies to develop a significant learning and social emotional growth culture within the school community. Students are empowered to develop student agency in their learning.

Improvement measures

Target year: 2022

Increased and sustained student attendance at or above 90%.

4% uplift in the number of students attending school 90% or more of the time, compared to the system generated baseline targets.

Target year: 2024

School self assessment on the themes of Summative Assessment, Student Engagement and Whole School Monitoring of Student Learning in the Assessment element improves from sustaining and growing to excelling.

School self assessment on the theme of Student Reports in the Reporting element improves from sustaining and growing to excelling.

School self assessment on the theme of Parent Engagement in the Reporting element improves from delivering to excelling.

School self assessment on the theme of Growth in the Student Performance Measures element improves from sustaining and growing to excelling.

School self assessment on the theme of Expertise and Innovation in the Learning and Development element improves from sustaining and growing to excelling.

Initiatives

Inquiry Based Learning

Building teacher capacity to implement an inquiry-based learning process to develop in students active learning that commences by posing questions, problems, scenarios or experiences by teachers to facilitate curiosity and engagement for all students.

- Professional learning on the Inquiry Learning Process for all staff to implement the Inquiry Learning Process which aligns with existing scope and sequences.
- Students and staff are lead through an understanding of the Learning Pit and Learner Dispositions which reflect collaboratively learning.
- High Potential, and Gifted and Talented processes are utilised to meet the needs of all students.
- Professional learning is conducted for all staff on the General Capabilities Framework and how to incorporate it into programming.

Enhance reporting and Assessment Processes

Embedded consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum and formative assessment is integrated into teaching practice in every classroom, confirming that students learn what has been taught and reporting is timely and supports further learning and achievement.

- Implementation of an assessment audit is conducted by all staff.
- Whole school wide assessment schedule is developed which incorporates syllabus outcomes, Learning Progressions and General Capabilities Framework.
- Students, parents and staff are surveyed to determine the needs of all stake holders.
- Students become an active participant in teacher/parent interviews with the introduction of Learning Conversations.

Success criteria for this strategic direction

Initiative 1: Inquiry Based Learning

- Teaching staff will demonstrate and share their expertise of the Inquiry Based process within their school and with other schools.
- Teachers will demonstrate their expert knowledge of the Inquiry Based process in order to deploy effective teaching strategies to motivate and engage students in their learning.
- The General Capability framework is embedded in teaching and learning programs.
- Learning in classrooms is student centred and teachers are facilitators of learning, posing driving questions to prompt curiosity and engagement.
- Students demonstrate skills and capabilities to investigate, solve authentic problems and pose questions about the world around them

Initiative 2: Enhanced Reporting and Assessment Processes

- Students' reports are personalised and comprehensive, providing detailed clear and specific information about students learning, growth and goals.
- Teachers directly and regularly engage with parents to improve teachers', parents' and students' understanding of student learning and strengthen student outcomes.
- Students have input in their assessment tasks and evidence when reporting to parents and have a clear understanding as to where to next and goal development.
- Technology platform is used to report to parents which is aligned with student goals and evidence.

Evaluation plan for this strategic direction

Questions:

Strategic Direction 3: Building innovative learning environments

Initiatives

- Technology platform is used to provide more consistent and timely reporting to parents whereby students and staff are uploading evidence of assessment in relation to goals set.
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Evaluation plan for this strategic direction

To what extent have teachers' understanding of inquiry learning changed and what evidence is there of implementation in programs?

To what extent have students developed agency for their own learning and how has this impacted on student achievement and engagement of learning which is reflected in student outcomes and attendance data?

To what extent has there been an improvement in parent and student involvement in reporting processes in the school?

To what extent are staff, students and parents interacting on the use of an online platform to support assessment and reporting processes?

Data:

Student goal development, PLP, Evidence of work samples, CTJ of student work, surveys from students, parents and staff, technology platform usage, parent/student involvement in learning conversations, whole school assessment audit.

Analysis:

Executive team and whole school reflective sessions, every 5 weeks. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implementation:

The findings of the analysis will inform:

- Future directions
- Annual reporting of school progress measures