

Strategic Improvement Plan 2021-2025

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 174 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 33 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, 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. Students are encouraged to be critical and creative thinkers and to take responsibility for their own learning.

The School is committed to inclusivity and connectedness. Positive Behaviour for Learning supports a strong school focus on well-being.

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:

School vision and context

School vision statement

School context

- 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 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 are 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Effective teaching of literacy and numeracy

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 students so that they 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 .
- Progressions, explicit individual student goals, formative feedback to plot and monitor students utilising the High Potential Gifted Education tool to support differentiated learning.

Success criteria for this strategic direction

Learning:

- The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate.
- Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.
- Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals.
- All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes.
- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas.
- There are embedded evaluative processes for utilising student progress and achievement data to measure impact.
- Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.

Teaching:

- Lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Teachers use their professional judgment to make adjustments to suit student needs as they arise.
- Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- all students, across the full range of abilities.
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teachers review learning with students 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.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach
- . Consistent routines and well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management which promote student engagement and responsibility for learning.
- All teachers have a sound understanding of student assessment and data concepts. They are able to identify the most relevant data for a particular purpose. They analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis
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Success criteria for this strategic direction

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Evaluation plan for this strategic direction

Driving Question:

- To what extent are teaching and learning programmes in mathematics and English responsive 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 V3?
- Do teachers regularly engage with students and parents to deepen understanding about student learning and outcomes?

Data:

- External student performance measures: NAPLAN & Check In assessments, Phonological and Phonics assessments (ES1 & S1), Check-in Assessment Data, SCOUT Reports, PAT Maths and Reading Data, PLAN 3 data, .
- 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, student goals, exit slips , student PLP's and ILP's and surveys.

Analysis:

Evaluation plan for this strategic direction

- 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: Formative Assessment 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

Formative Assessment

Achieve by year: 2025

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency.

Initiatives

A focus on Formative Assessment

Implement consistent school-wide practices for assessment which are monitored, planned and report on student learning across English and mathematics and formative assessment is integrated into teaching practice in every classroom.

- Professional learning in implementing and embedding formative assessment in teaching and learning programs.
- High quality collaborative PL for all staff members in formative assessment practices.
- All staff members are aligned with a coach /mentor to support all aspects of formative assessment 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.
- Teachers engage in collaborative professional learning focusing on pedagogy.
- 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

Success criteria for this strategic direction

Initiative 1

- The school uses formative assessment as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency
- The school analyses student progress and achievement data and a range of other contextual information. Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.
- Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments
- All teachers have a sound understanding of student assessment and data concepts (e.g., causality, bias). They are able to identify the most relevant data for a particular purpose. They analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- Teachers clearly understand, develop, and apply a full range of formative and summative assessment

Success criteria for this strategic direction

strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

- School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Evaluation plan for this strategic direction

Driving Questions:

- To what extent is formative assessment embedded in daily classroom instruction?
- To what extent is formative assessment used flexibly and responsively as an integral part of classroom instruction?
- To what extent do teachers adjust their practice to trends in student achievement?

Data:

- External student performance measures: NAPLAN & Check In assessments, Phonological and Phonics assessments (ES1 & S1), Check-in Assessment Data, SCOUT Reports, PAT Maths and Reading Data, PLAN 3 data,
- 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, student goals, exit slips, student PLP's and ILP's and surveys.

Evaluation plan for this strategic direction

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: Enhance Student Wellbeing

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 92.8% in 2023 to 94% by 2027.

Initiatives

Enhanced student wellbeing

Establish strong student wellbeing support structures to enhance student wellbeing and improve whole school attendance.

- Attendance: A whole of school approach to attendance data analysis implemented to identify attendance trends over time and areas for growth.
- Establish a student wellbeing mentor position with clearly defined protocols working with identified students with social/emotional needs.
- Implementation of various Social Emotional learning Programs
- Use of a digital platform - Life Skills Go, to monitor school learning readiness.

Success criteria for this strategic direction

- There is a high expectation culture of high attendance rates for all students.
- Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- There is an embedded school-wide and data-informed approach to support student and staff wellbeing.
- Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
- School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement.
- Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Evaluation plan for this strategic direction

Driving Question:

- Are students arriving at school ready to learn each day and to what extent does this impact student engagement and learning outcomes?

Data:

- Tell Them From Me student survey data
- Data is collected through individual student wellbeing check-in data from the Life Skills Go platform.
- -Whole school, class and individual student attendance data.
- Data attained from student well-being chronicle entries on Compass.

Analysis:

- Analysis will be embedded through implementation and progress monitoring.

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform:

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