

Strategic Improvement Plan 2021-2024

Lucas Heights Community School 8271



School vision and context

School vision statement

Lucas Heights Community School provides educational excellence in an inspirational, caring, inclusive and innovative environment. We aim for students to achieve personal best in their academic, sporting and creative endeavors. A K-12 Support Unit caters for the needs of students with additional learning, health and wellbeing needs. The foundation of this vision stems from our three strategic directions.

1. Student Growth and Attainment

We strive to improve student growth and attainment through the effective use of data and assessment so that every student, every teacher, every leader demonstrates growth every year.

2. Effective Teaching

We aim to enhance classroom practice through instructional leadership that develops explicit teaching and feedback through a focus on exemplary pedagogies across the whole school.

3. Build Upon Positive School Culture

Our purpose is to further build on collaborative professionalism so that professional learning is team-based within a culture of high expectations. Through collaboration, we will continually build student well-being with a focus on a sense of belonging and advocacy at school.

Students attending LHCS will become active, curious, resilient and informed citizens of a dynamic and constantly changing society.

School context

LHCS is in the Sutherland Shire suburb of Barden Ridge. Current enrolment K-12 is 832 students, with including K-6 population of 280 students and an secondary enrolment of 512 students. The student has a K-12 support unit with 8 classes and an enrolment of 40 students. There are 35 students enrolled from an Aboriginal background.

Our teaching staff are dedicated to the delivery of learning programs designed to cater for the diverse range of student learning needs. We further support students with specific learning needs in both mainstream and in our support unit through the implementation of individual education plans.

The school prides itself in exceptional transition to high school programs and 21st century learning. Staff professional learning, quality teaching, collaboration and growth and attainment in literacy and numeracy are major focuses and areas for further development K-12. These focuses have been informed through our extensive situational analysis processes, including community consultation.

The school has an active P&C and parents share our aspirations for students in their academic, sporting and creative pursuits.

Our school strives for excellent in HSC and NAPLAN achievement. LHCS has been recognised by ACARA for demonstrating substantially above average gain in Reading and Numeracy achievement, as measured by NAPLAN.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student growth and attainment through the effective use of data and assessment so that every student, every teacher, every leader demonstrates growth every year. This will be measured through reading and numeracy measures.

Improvement measures

Target year: 2022

Primary - Reading - Top 2 Bands

Improvement in the percentage of students achieving in the top two bands in NAPLAN Reading from 2019 to be above the school's lower bound system-negotiated target - an uplift of 3.9%.

Target year: 2022

Primary - Numeracy - Top 2 Bands

Improvement in the percentage of students achieving in the top two bands in NAPLAN Numeracy from 2019 to be above the school's lower bound system-negotiated target - an uplift of 14.9%.

Target year: 2023

Primary - Reading - Growth

Improvement in the percentage of students achieving in expected growth in NAPLAN Reading from 2019 to be above the school's lower bound system-negotiated target - an uplift of 1.34%.

Target year: 2023

Primary - Numeracy - Growth

Improvement in the percentage of students achieving in expected growth in NAPLAN Numeracy from 2019 to be above the school's lower bound system-negotiated target - an uplift of 14.4%.

Target year: 2022

Initiatives

Improving Reading & Numeracy

To improve numeracy and reading through

Data Use in Practice

Teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

- Ongoing data collection and analysis in reading, writing and numeracy (Instructional leader K-6)
- Secondary DP (Numeracy)
- Numeracy mentor (Stage 4)

Assessment

Teachers evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. These include formal examinations, standardised tests, class tests, work samples and analysis of student portfolios, as well as the informal questions, teacher judgements, and observations that occur in classrooms.

- VALID
- Literacy Numeracy Focus

Differentiation

Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

- Multiplicative strategies K-8
- K-2 Starting Strong
- 3-6 Working with the Big Ideas

Success criteria for this strategic direction

Data use and skills

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Differentiation

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 planning to support learning, and share expected outcomes.

Evaluation plan for this strategic direction

Question: Are students growing in their learning and achieving higher levels of attainment in reading and numeracy?

How effectively are teachers using assessment and data to differentiate learning?

Data: NAPLAN, Best Start, Literacy and Numeracy Progressions, Phonics Screenings, PAT, Buddy Program evidence

Programs, observations, teacher reflections, analysis of

Strategic Direction 1: Student growth and attainment

Improvement measures

Secondary - Reading - Top 2 Bands

Improvement in the percentage of students achieving in the top two bands in NAPLAN Yr 9 Reading from 2019 to be above the school's lower bound system-negotiated target - an uplift of 4.9%.

Target year: 2022

Secondary - Numeracy - Top 2 Bands

Improvement in the percentage of students achieving in the top two bands in NAPLAN Yr 9 Numeracy from 2019 to be above the school's lower bound system-negotiated target - an uplift of 20.9%.

Target year: 2023

Secondary - Numeracy - Growth

Improvement in the percentage of students achieving in expected growth in NAPLAN Reading from 2019 to be above the school's lower bound system-negotiated target - an uplift of 18.16%.

Target year: 2023

Secondary - Numeracy - Growth

Improvement in the percentage of students achieving in expected growth in NAPLAN Numeracy from 2019 to be above the school's lower bound system-negotiated target - an uplift of 21.9%.

Target year: 2022

Secondary

To increase % of students in the top two bands in HSC from 2019 towards our target, requiring an uplift of 14%.

Target year: 2024

Increase the % of targeted students (equity, additional

Initiatives

- Bump It Up Literacy 7-12
- Equity project - ILP, LAST, ATSI

Improving HSC results

Stage 6 Curriculum

By working collaboratively with high expectations we will revisit curriculum offerings and monitor progress through data and assessment. Through HSC analysis, we will identify projects that will enhance student progress.

- Curriculum review - offerings for Stage 6
- Increase the proportion of ATSI students attaining Year 12 by 50%.

Evaluation plan for this strategic direction

groupings,

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 1: Student growth and attainment

Improvement measures

needs, EALD, COVID ILSP, ATSI) who are meeting their individual learning goals/stage benchmarks, so that equity goals are closing and increase the proportion of ATSI students attaining Year 12 by 50%.

Target year: 2024

To move towards excelling in data use and skills and assessment.

Strategic Direction 2: Effective Teaching

Purpose

Our purpose is to improve classroom practice through instructional leadership that develops explicit teaching and feedback through a focus on exemplary pedagogies across the whole school.

Improvement measures

Target year: 2024

To move towards excelling in Explicit Teaching

Target year: 2024

To move towards excelling in Feedback

Target year: 2024

To move towards excelling in Instructional Leadership

Target year: 2024

To move towards excelling in Literacy/Numeracy focus

Target year: 2024

85% of students K-6 will be achieving:

- at or above grade expectation in reading

- at or above stage expectations in writing (as measured by the literacy progressions)

- at or above stage expectations in quantifying numbers, additive strategies and multiplicative strategies (as measured by the numeracy progressions)

Initiatives

Improve effective teaching and classroom practice

We will improve effective teaching through:

Explicit teaching

Teachers will clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students will be given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

Explicit teaching practices draw on research about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning.

- Guided Reading K-6
- Sound Waves K-6
- Stage 1-3 Pre-Post Writing Assessments
- Whole School Writing and Mathematics Programs

Feedback

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection.

Instructional Leadership

Teacher expertise will be used across the school to build the capability of all staff through collaborative practices.

- DP K-6 Instructional Leader (literacy and Numeracy)
- DP 7-12 (numeracy)

Success criteria for this strategic direction

Explicit Teaching

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.

Feedback

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.

Instructional 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.

Literacy Numeracy Focus

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Question: Have we improve effective classroom practice?

What is the impact of explicit teaching and feedback?

Data: Programs, observations, buddy program evidence,

Strategic Direction 2: Effective Teaching

Initiatives

Curriculum

Teachers will become experts in the delivery of reading and numeracy through the school's curriculum, supporting high expectations for student learning.

- Programming and assessment project
 - Differentiation
 - High Potential and Gifted Education Policy Implementation
 - BYOD
 - Project-based learning
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Evaluation plan for this strategic direction

progressions, PDP reviews, teacher surveys

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 3: Build upon positive school culture

Purpose

Our purpose is to further build on collaborative professionalism so that professional learning is team-based with a high-expectations culture.

Through collaboration, we will build student well-being with a focus on sense of belonging and advocacy at school.

Improvement measures

Target year: 2022

To increase the % of students with positive sense of wellbeing from 2019 to our lower bound target - uplift required primary 3.49%. Uplift required secondary 5%.

Target year: 2022

To increase the % of students attending more than 90% of the time from 2019

Primary towards our lower bound target with an uplift required 9.26%

Secondary to lower bound target with an uplift required 5.30%

Target year: 2024

To move towards excelling in collaborative practice and feedback.

Target year: 2024

To move towards excelling in learning culture-high expectations.

Target year: 2024

To move towards excelling in wellbeing.

Target year: 2024

TTFM and People Matters surveys show improved staff wellbeing from baseline....

Initiatives

Positive and collaborative practices.

We will build upon our positive school culture through:

Collaboration

Teachers will work together to achieve common goals through the sharing of evidence-informed practices, knowledge and problem solving.

- K-12 Staff Collaboration buddy program
- Cross stage projects

High Expectations

Teachers will promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Teachers will:

- Consistently challenge all students to learn new things
- Establish clear and consistent expectations for learning and behaviour
- Guide and support students towards meeting expectations
- Study skills program

Student and staff wellbeing

We will build upon students and staff wellbeing through:

Wellbeing

Our school will support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Success criteria for this strategic direction

Learning and Development- Collaborative Practice and Feedback

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

Learning Culture-High Expectations

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.

Wellbeing - Caring for students and staff

The school is organised so that all students and staff have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students and staff fulfil their potential.

Evaluation plan for this strategic direction

Question: What has been the impact of our collaborative practices?

How has student and staff wellbeing improved ?

Data: TTFM, People Matter Survey, Sentral Data, student voice, internal staff surveys

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis of the data to determine

Strategic Direction 3: Build upon positive school culture

Initiatives

- wellbeing review - code of conduct review and assemblies
- wellbeing events
- Stage 3 High School Transition Program - RFF
- Student leadership - SRC/Stem Day/K-5 Buddy Program

Staff Wellbeing

Our school will identify and delivery projects that enhance staff wellbeing through collaborative approaches to professional learning.

- common room refurbishment
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Evaluation plan for this strategic direction

impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning