

Strategic Improvement Plan 2022-2026

Laguna Public School 2356



School vision and context

School vision statement

We strongly believe that all of our students be given every opportunity to achieve their potential. We actively maintain a strong school culture of care, inclusiveness and respect.

We are a school that promotes and attains excellence in academics, in sport and in creative and performing arts.

Our school values of Respect, Responsibility, Honesty, Courage and Compassion are at the forefront of daily life at our school. These values successfully inform our students in all aspects of their learning and help to make them life-long learners and active and involved citizens.

Our dynamic, committed and vibrant school community works hand in hand with our school to provide rich learning experiences that enable our students to become engaged and informed citizens.

School context

Established in 1873, Laguna Public School is a small school located in the Wollombi Valley, 37 kilometres south-west of Cessnock. Sitting high on a hill the school overlooks the Wollombi Brook in a beautiful rural landscape.

In 2022 our school enrolled 56 students, with a slightly higher proportion of boys to girls. We have three Aboriginal students. The majority of our students live on rural properties. Our Family Occupation and Education Index is set at a value of 87. Our school has three full-time permanent teaching positions, supported by a part-time Teacher/Librarian, a part-time Learning and Support Teacher and a part-time Sports teacher. We have three support staff positions. Our community is diverse yet harmonious, with strong links to music, visual arts and primary production.

Laguna Public School is an active member of the Cessnock Community of Great Public Schools (CCGPS) and the Small Schools Network within that group. We maintain strong connections with local community organisations and businesses which result in enhanced educational opportunities for our students through the use of local sporting, cultural and recreational facilities and access to the skills of local community members. Our strong community links also provide many fundraising opportunities.

Our school maintains three strategic directions - Student Growth and Attainment, Community and Student Engagement and Wellbeing. We have a strong focus in the school on improving Literacy and Numeracy, as well as strong representation in the sporting and artistic fields. Our school motto is 'Work Well At All Times', supported by our active engagement in Positive Behaviour for Learning (PBL) and our Year 6 Leadership Program.

NAPLAN Literacy and Numeracy data indicates that our school is 'Delivering' in years K-3, 'Sustaining and Growing' in years 3-5 and 'Sustaining and Growing' in Years 5-7 across all domains with respect to value-added academic results.

Strategic Direction 1: Student growth and attainment

Purpose

To give every student the opportunity to maximise their potential, staff will use data to identify the individual learning needs of their students and to differentiate teaching and learning programs accordingly. School-wide assessment and reporting tools will inform teachers as to student progress and growth.

Students will also become users of data to set goals and monitor their own learning progress.

Improvement measures

Reading growth

Achieve by year: 2023

Year 5 check in assessment

The proportion of Year 5 students achieving reading growth from 2021 increases by 15%

Improve level of students reading at or above year-level fluency to 60%

Numeracy growth

Achieve by year: 2023

Year 5 check-in assessment

- The proportion of Year 5 students achieving numeracy growth from 2021 increases by 15%

Achieve by year: 2024

School Excellence Framework.

- Excelling in the themes Student Growth and Internal and External measures against syllabus standards in the Student Performance Measures element.
- Excelling in the Data Use in Teaching theme within the Data Skills and Use element.

Initiatives

Data Skills and Use

Build teacher capabilities to ensure data collection occurs consistently and is used to inform differentiated teaching and learning programs.

- Continuing PL on Learning Progressions to support differentiated teaching and learning programs
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Build teacher skills in data collection and analysis
- Make consistent teacher judgement a feature of summative and formative assessment tasks.
- create consolidated assessment and data collection schedule across school.

Personalised, and Self-Directed Learning

Establish and embed a learning culture that enables students to create and receive timely, relevant feedback and to create and achieve their personal learning goals.

- Continuing professional learning in Learning Progressions PL on use of literacy and numeracy progressions to personalise learning and understanding. *
- Use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Seek out PL opportunities in methodologies such as Learning Sprints to target explicit teaching and to help attain system-negotiated targets.
- Effective use of formative assessment techniques such as Learning Intentions and Success Criteria to focus on student growth and achievement.
- Expand use of ILPs to include all students and their individual learning goals.

Success criteria for this strategic direction

Teachers across stages meet on a regular basis to update PLAN2, discussing student assessment data and revising learning and teaching plans.

LST meets regularly to update ILPs and to revise learning goals for students.

Formative assessment techniques are embedded within classrooms and directly support monitoring student progress in the Literacy and Numeracy Progressions.

Consistent teacher judgement sessions are a regular feature of teacher meetings to improve understanding of syllabus requirements.

Students are able to articulate their learning goals in literacy and numeracy.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of improving student outcomes in Literacy and Numeracy?

Data: We will use a combination of data sources:

- internal assessment data on PLAN2
- external assessment data in NAPLAN
- SCOUT value-added data
- Student voice (TTFM, classroom conferencing)
- Individual Learning Plans
- Student work samples
- Teaching and learning programs

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures on an annual basis.

Implications: The findings of the analysis will be reported in the Annual School Report and inform future actions.

Strategic Direction 2: Student and Community Engagement

Purpose

We will build and foster links between our school and local community groups in order to provide our students with a range of community-based learning experiences.

Teachers understand student interests and gear lesson planning, incursions and excursions to maximise student engagement, improve attendance and improve academic achievement.

For the school to function at its optimum capacity, we must ensure the wellbeing of our staff and our students. Only when wellbeing is flourishing will we be able to improve learning outcomes for our students.

Improvement measures

Achieve by year: 2024

Community Engagement. Regular and documented partnerships established with community groups.

Achieve by year: 2024

Community Feedback. Community groups can identify school strategic directions support student engagement and learning.

Attendance (>90%)

Achieve by year: 2023

Attendance Targets.

- Increase the rate of students attending >90% of the time to be at or above the system-negotiated target of 82.2%.

Initiatives

Wellbeing Framework

Embed a whole-school approach to student and staff wellbeing where there is a collective responsibility for student learning and success.

- Audit current wellbeing processes and alignment with network and system initiatives and priorities., including the Wellbeing Framework for Schools
- Develop clear processes for support and intervention to maintain student and staff wellbeing.
- Ongoing staff PL in effective, evidence based wellbeing strategies.
- Continuous monitoring (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
- Teachers work with students to identify key learning opportunities and experiences that appeal to each student, strengthening student voice
- Implementing effective strategies to improve and monitor attendance.

Community Engagement Strategy

Build a sustainable and effective framework to document and plan school engagement with the local community.

- Identify partners in the local community willing to work with the school and students in activities and projects to engage students in the community and world around us.
- Enhance Aboriginal perspectives within school system.
- Sustainably plan activities and events in and out of the school site on an annual basis.
- Establish a culture where all students have regular access to high engagement activities and experiences.

Success criteria for this strategic direction

Regular, strategic and meaningful interactions between student groups and established community groups.

School involvement and participation in local community events throughout the year.

Increased visibility of school within the local community evidenced through anecdotal evidence and surveys.

High and improving levels of student engagement in all areas of schooling.

Evaluation plan for this strategic direction

Question: To what extent have we improved our meaningful engagement with our local community and local community groups?

Data: We will use a variety of data sources:

- anecdotal evidence from community focus groups
- survey data from community
- TTFM student engagement data

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

Implications: School continues to engage with community across a number of different areas.