

School Excellence Plan 2022-2026

Lake Illawarra South Public School 3867



School vision and context

School vision statement

At Lake Illawarra South Public School, we work in partnership with our whole school community to empower students within an inclusive, supportive and stimulating environment, nurturing a strong sense of belonging for all. High expectations of academic achievement, personal, social, cultural and emotional growth will promote individual excellence.

School context

Lake Illawarra South Public School is situated on the shores of the picturesque Lake Illawarra. The school has a welcoming, fully accessible entrance with murals completed by students and local artists. Students enjoy the spacious playgrounds including two ovals, a central playground, a garden and bike track. The library is a bright, engaging learning space for all and there is a continued emphasis on using technology across the school to enhance student learning and provide students with the opportunity to be global citizens.

The current enrolment is 201 students with 11% identifying as having an Aboriginal background. The school's FOEI is 117 and has been stable for a number of years. The ICSEA of 954 shows the school sits in the bottom quarter of social advantage.

At Lake Illawarra South we pride ourselves on our student wellbeing programs and advocate resilience and self-motivation in all areas of school engagement. Our core values of safety, respect and responsibility underpin all our interactions. Learning programs are offered that cater for a wide range of student abilities, talent and skills, always with the aim of developing individual excellence. Our learning support team works collaboratively with the whole school community to ensure students with additional educational needs, academically gifted and high potential students are supported.

Students participate in a range of extra-curricular activities focusing on social, creative and performing arts, sport, academic, leadership, environmental education programs along with Aboriginal and other cultural experiences. The school is focused on strengthening partnerships with the whole school community and on student wellbeing through Positive Behaviour for Learning and the Berry Street Education Model to enable students to connect, thrive and succeed.

We are proud and active members of the Lake Learning Community (LLC) of Schools, Lake Illawarra South Network and local Aboriginal Education Consultative Group. The school works together with leaders and teachers from the LLC to build and sustain a culture of continuous improvement and to support the learning of students transitioning from primary to high school.

Our strong focus continues to be personalised learning achieved through quality evidence-based teaching practices supported by rigorous data analysis and high expectations. Provision of opportunities for teachers to collaborate on evidence-based lesson design and provide feedback through supportive peer observations is essential. Training and professional development highlights explicit teaching, data use and skills, high expectations and differentiation under the guidance of 'What Works Best' practices and other research. Providing opportunities for staff to engage with new syllabus documents will strengthen staff content knowledge driving the use of high impact teaching strategies.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will embed a culture of high expectations for all. We will develop collective teacher efficacy to evaluate their effectiveness, reflectively adapt teaching practice and implement data and evidence-based teaching strategies.

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: 2027

To achieve an uplift of 20 points in Year 5 or 9 NAPLAN reading mean scaled score by 2027.

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: 2027

To achieve an uplift of 20 points in Year 5 or 9 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Effective Classroom Practice in Literacy and Numeracy

We will improve effective classroom practice in literacy and numeracy through a focus on high expectations and explicit teaching practice.

We will achieve this by:

High Impact Professional Learning (HIPL) in literacy and numeracy, building teacher capacity with sound and consistent evidence to increase student achievement.

Effective curriculum implementation of new syllabuses with resources and professional learning for planning, programming, assessing and reporting K-6.

Establishing and maintaining explicit and consistent learning expectations with teachers clearly explaining 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.

Enhancing collective teacher and student positive attitudes and engagement to support attainment in literacy and numeracy.

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies to improve reading and numeracy.

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

Assessment data is used flexibly and responsively and collected in reading and numeracy on a regular basis and used to inform teaching practice, implementing changes in teaching.

Students adopt a growth mindset towards reading and numeracy.

Evaluation plan for this strategic direction

Question: To what extent has a culture of high expectations, explicit teaching practices and collective teacher efficacy supported student learning outcomes in reading and numeracy?

Data: NAPLAN, Literacy and Numeracy Progressions, internal assessments, professional dialogue and reflections, SCOUT data, teaching programs, student work samples, Best Start, Phonics Screening Check, Interview for Student Reasoning (IfSR), Check-in Assessments.

Analysis: Analysis will be embedded within the initiatives through implementation and progress monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Challenging Learning

Purpose

In order to build strong foundations and maximise student learning outcomes, we will analyse rich and meaningful data to effectively differentiate learning experiences to target the strengths and needs of individuals and groups of students.

Improvement measures

Data Skills and Use

Achieve by year: 2026

Improvement in the element of 'Data Skills and Use' to the level of Excelling as measured by the School Excellence Framework.

Differentiation

Achieve by year: 2026

Document analysis reflects school-wide differentiation in teaching programs that cater for the full range of learners, reflective of data.

Initiatives

Meaningful and Rich Data and Assessment

Internal and external professional learning will be used to build staff capacity in analysing and interpreting data with emphasis on using data to inform classroom practice, identify interventions and modify teaching practice.

We will achieve this by:

Developing school-wide practices for assessment to monitor, plan, analyse and report on student learning with valid and consistent teacher judgment.

Professional learning in data concepts, analysis and use of student assessment data with effective strategies and processes for responsive curriculum delivery.

All teachers contributing to gathering and analysing student data, including formative and summative assessments and student feedback.

Personalised Learning

We will deliver systematic high impact teaching and learning programs across the school showing evidence of adjustment to address individual student needs and strengths to ensure that all students are challenged and engaged.

We will achieve this by:

Students striving toward and achieving meaningful goals supported by student-centred planning, differentiated teaching and adjustments.

Ensuring personalised learning and support plans are collaboratively planned, implemented and reviewed with changes made when required.

High expectations for all students with professional learning and reflection on the HPAG policy to ensure it is embedded in teaching and learning programs.

Supporting inclusive practice and personalised planning

Success criteria for this strategic direction

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

A whole school approach ensures the most effective evidenced-based teaching methods are collaboratively planned based on student data and point of need.

The school collects, analyses and uses data and feedback to implement a whole-school, planned approach to wellbeing. Positive, respectful relationships are evident and widespread to promote positive behaviour and wellbeing.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Evaluation plan for this strategic direction

Question: To what extent does the school effectively differentiate learning and use data to inform classroom practice in order to build strong foundations and maximise student learning outcomes?

Data: NAPLAN, Literacy and Numeracy Progressions, internal assessments, SCOUT data, teaching programs, student work samples, Best Start, Phonics Screening Check, Check-in and Short Assessments.

Analysis: Analysis will be embedded within the initiatives through implementation and progress monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. The school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Challenging Learning

Initiatives

to meet individual student needs, including evidence-based resources and professional learning.

Strategic Direction 3: Connections

Purpose

In order to strengthen student educational and wellbeing outcomes, we will build a connected culture where all members of the community have a voice and all students are empowered to learn and achieve, experiencing high quality teaching.

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 increases from 90.24% in 2023 to 91.24% by 2027.

Initiatives

Student Voice, Agency and Leadership

We will build a positive environment and culture where students feel invested in their own learning and connected to their class, school and community. We will achieve this by:

Ensuring a productive and inclusive school culture for all students with a climate for learning that is respectful, trusting and collaborative.

Student empowerment through voice, agency and leadership building equity and excellence to the learning experience of every student.

Improving student engagement by seeking, valuing and responding to students' opinions, beliefs and perspectives.

Teachers and school leaders receiving valuable feedback that can lead to improved teaching practice and contribute to school improvement.

Collaborative Partnerships

Collaborative and authentic partnerships between students, parents, staff and the wider community are valued and enhance student wellbeing, attendance and learning with parents and carers being active contributors to the learning process. We will achieve this by:

Implementing wellbeing programs and practices targeting the needs of individual students, groups of students, and all students.

Planning for learning informed by holistic information about student strengths, interests and learning and support needs, in consultation with students and their parents and carers.

Ensuring positive attendance and continuity of learning and supporting students and their parents to prepare for and navigate key transitions.

Success criteria for this strategic direction

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning with the knowledge, skills and dispositions for lifelong learning.

A supportive and productive learning environment promotes inclusion and collaboration with a culture where teachers and students work together and student voice is heard and respected.

A student-centred approach to teaching and learning reinforcing the shared responsibility of teachers and students to build knowledge skills and dispositions which enact student empowerment, voice, agency and leadership.

Students, teachers and the wider school community develop the skills and willingness to collaborate and model inclusive practices and behaviours.

Evaluation plan for this strategic direction

Question: To what extent are teachers reflecting on their current practice, exploring opportunities for improvement, and firmly embedding student voice, agency and leadership into learning programs?

Data: Attendance data, academic reports, School Excellence Framework, SCOUT, NAPLAN, PLAN2, Sentral data, Personalised Learning and Support Plans (PLSPs), IEPs and PLPs, work samples, learning support data, Tell Them From Me (TTFM).

Analysis: Analysis will be embedded within the initiatives through implementation and progress monitoring. The school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school

Strategic Direction 3: Connections

Initiatives

Actively seeking feedback from students, parents and carers to create a sense of shared responsibility, supporting student learning.

Evaluation plan for this strategic direction

planning.