

Strategic Improvement Plan 2022-2026

Lindsay Park Public School 4042



School vision and context

School vision statement

At Lindsay Park Public School staff, parents, students and the community work in partnership to strengthen learning and wellbeing that sustains continual school improvement. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to empower students to be reflective, motivated and connected learners through excellence in teaching within a positive environment where every student is known, valued and cared for.

School context

Lindsay Park Public School is located in a quiet, residential area of West Wollongong. The leafy setting provides a welcoming learning environment for students. Our motto, 'Learning for Living,' is central to the philosophy of the school and is underpinned by the expectations of 'Be Kind, Work Hard'. The school is focused on providing explicit, evidence-based learning opportunities that enable every student to be valued and challenged to achieve their best.

Lindsay Park Public School caters for students from Kindergarten to Year 6 with 23 teaching staff. There is a student population of 340; 18% of the student population have a Language Background other than English and 3% identify as Aboriginal. The school has a family-oriented atmosphere and a strong sense of community. An energetic P&C engages the wider school community with a range of activities, events and initiatives.

Lindsay Park Public School provides a broad range of learning experiences and extra-curricular activities for all students. The school has a proud sporting history, and provides opportunities in the performing arts, public speaking and Student Representative Council. We promote student responsibility, respect, lifelong learning and a desire for students to strive for their best. Recent upgrades to all learning spaces, colourful murals as well as the development of an outdoor learning space contribute to our positive and inspiring learning environment.

External Validation and a rigorous situational analysis has been undertaken in 2021 to inform future school directions which are reflected in the 2022-2025 School Improvement Plan. Professional learning will focus on the most effective teaching strategies, appropriate formative and summative assessment techniques and effective and consistent use of data to inform explicit and targeted literacy and numeracy teaching. Principles of the Berry Street Education Model were introduced in the previous planning cycle and this approach will be further developed and sustained within the current plan to ensure students and their families connect, succeed and thrive. Engagement with the High Potential and Gifted Education Policy and the Disability Standards for Education will be used as a framework to motivate and engage students through explicit and challenging learning goals, effective and respectful differentiation and student agency. We will develop clear processes and practices for curriculum planning and programming and monitoring student achievement over time.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students are challenged to grow in their learning through explicit, research-informed and differentiated teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through collaborative, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Reading growth

Achieve by year: 2023

Internal data indicates continued growth in reading.

Numeracy growth

Achieve by year: 2023

Internal data indicates continued growth in numeracy.

Initiatives

Explicit teaching

Teachers will collect, analyse and use literacy and numeracy data to create targeted teaching programs, monitor progress and achievement and reflect on teaching effectiveness. Teachers use evidence-based teaching methods and explicit teaching strategies that are responsive to learners.

Collaboration

Processes are developed to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practice into their pedagogy. Teachers analyse their own and others' teaching within Professional Learning Communities (PLC) and are provided with opportunities for reflection and specific feedback on their lessons.

Success criteria for this strategic direction

Teaching and learning ensure that all students are challenged and adjustments lead to improved learning. (SEF Curriculum)

Teachers use consistent teacher judgement and moderation of assessments to respond to trends in student achievement data. (SEF Assessment)

The most effective evidence-based teaching methods are used to optimise learning progress for all students across the full range of abilities. (SEF Effective classroom practice)

Teachers use a range of data to determine teaching directions, monitor student progress and achievement and reflect on teaching effectiveness. (SEF Data skills and use)

Student progress towards learning goals is monitored through collection of quality, valid and reliable data. (SEF Data skills and use)

Every student makes measurable learning progress and gaps in student achievement decrease. (SEF Educational leadership)

All teaching staff are engaged in professional learning to share expertise and knowledge and can effectively apply this in classroom practice. (HIPL)

Teaching strengths are identified and sourced with capabilities built to improve student learning outcomes. (SEF Professional Standards)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF Educational leadership)

Teachers share knowledge, observe each other in practice, ask probing questions, collaboratively review work samples and challenge other's perspectives. (HIPL)

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

This evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year
- Regular review of the data sources indicated below to monitor progress towards the improvement measures
- Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement
- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- SCOUT school dashboard student performance data
- PLAN2 data
- Best Start Kindergarten
- PAT Reading, Vocabulary, Maths Year 2-6
- Check-In Assessment 3-6
- Tell Them From Me teacher and student
- Teaching and learning programs
- PDPs
- Pre and post PLC survey
- 'What works best' evaluation tools

Strategic Direction 2: Motivated, connected learners

Purpose

Students develop metacognition to become aware of their own qualities that enable learning. Students will be self-directed, reflective and resilient learners who feel confident in working with teachers, parents and their peers to help direct future learning. A planned approach to supporting personalised learning, wellbeing and transition ensures students can connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

5% uplift in the percentage of students attending >90% of the time.

Wellbeing

Achieve by year: 2023

Tell Them From Me Wellbeing data (students with positive wellbeing; sense of belonging, advocacy and expectations for success) demonstrates an uplift of 2.7%.

Initiatives

Self-regulated learners

Teachers create a classroom culture for deep and challenging learning by embedding strategies that build student agency and metacognition. Innovative pedagogy that sparks creativity, critical reflection, communication and collaboration will be explored and embedded into classroom practice across the school.

Supporting students

A planned approach to student wellbeing supports collective responsibility for student learning, inclusivity, connection and success. Our school community supports the improved understanding and implementation of Aboriginal Education for all. The Learning Support Team (LST) embeds processes and practices to identify, intervene, monitor and review individual student learning needs which is understood by parents and the wider school community.

Success criteria for this strategic direction

The school has implemented evidence based, whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture)

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF Effective classroom practice)

Early and sustained interventions and transitions are in place for students identified as requiring additional support, including high potential and gifted learners.

Staff, students and community have a clear understanding of whole school wellbeing practices that support respectful, inclusive and positive relationships and reflects the school's expectations.

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Strategic Direction 2: Motivated, connected learners

Evaluation plan for this strategic direction

We will use these tools and data sources:

- NSW DoE Literacy and Numeracy diagnostic tools
- Sentral Wellbeing data (Incidents, steps, suspensions and attendance)
- Tell Them From Me parent, student and teacher survey
- 4 key questions for learners (Spirals of Inquiry)
- Student reflections on their academic report relating to areas for further development

Strategic Direction 3: School-wide systems

Purpose

In order to ensure school, student, teacher and leader efficacy and impact we will develop, refine and sustain effective school-wide systems and practices. The school plan will drive continual improvement through evidence-based professional learning, policy implementation and evaluative practices that enables and fosters the shared belief that collectively teachers can impact on student achievement.

Improvement measures

Achieve by year: 2026

Internal data indicates that the school is excelling in the themes: 'Understand the link between teaching practice and student needs (1.1)' and 'Apply formative and summative evidence (1.2)' within the High Impact Professional Learning policy.

Achieve by year: 2026

Internal data indicates that the school is excelling in the element of Assessment within the School Excellence Framework.

Initiatives

Effective systems and practices

School-wide systems and practices will be improved through shared vision, clear frameworks for policy implementation and systematic collection and analysis of data. This will inform high impact professional learning.

Success criteria for this strategic direction

A whole-school, integrated approach to curriculum planning, delivery and assessment ensures that all staff have a shared understanding of the school's processes for curriculum provision.

DoE policies are implemented and regularly reviewed to ensure consultation, currency and consistency across the whole school community.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and implement plans for continuous improvement (SEF Data skills and use)

The school uses systematic and reliable assessment information to evaluate student learning over time (SEF Assessment).

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures (SEF School Planning)

Patterns and trends in student progress are continually analysed at a whole school and student cohort level to determine professional learning and school-wide responses (HIPL).

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Strategic Direction 3: School-wide systems

Evaluation plan for this strategic direction

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We will use these tools and data sources:

- SCOUT school dashboard student performance data
- WWB Reflection Tool
- Tell Them From Me survey data
- Teaching and learning programs
- Curriculum Health Check rubric
- Professional learning schedules and meeting minutes
- Performance and Development Plans
- SPARO
- Implementation and progress monitoring plan
- Annual Report