

Strategic Improvement Plan 2023-2026

Lane Cove Public School 2368



Play the Game

School vision and context

School vision statement

Lane Cove Public School aims to create a community of successful, resilient and self directed learners through a collaborative, supportive and engaging learning environment. All stakeholders in the learning community are committed to improving every year.

School context

Lane Cove Public School currently has an enrolment of 745 students, (46% EAL/D students). It is located next to the vibrant community centre of Lane Cove. Established in 1876, the school has a long tradition of academic excellence and is proud of its reputation for providing a well-rounded education. The school encourages students to set goals and the expectation is that each student will achieve their best. Lane Cove Public School also encourages a sense of civic and social responsibility. The school offers quality academic programs, an exceptional art enrichment program, innovative STEAM initiatives as well as a wide variety of extra-curricular activities including sport programs, band, strings, debating, public speaking, dance, choir and chess. There are a number of after school activities available. Lane Cove Public School has a dedicated staff supported by strong partnerships with parents and community.

A comprehensive situational analysis has been conducted which led to development of the 2023-2026 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through this, it was determined, to continue with many of the initiatives in the previous Strategic Improvement Plan as they had not been fully implemented due to the effects of the COVID-19 pandemic.

We have identified three strategic directions for our plan:

1. Student Growth and Attainment
2. Engagement
3. Community

We will continue to implement the Primary Mathematics Specialist Initiative to address identified areas of need in numeracy.

We will continue implement Visible Learning practices across the school in order to ensure consistent explicit teaching and feedback is occurring K-6.

Quality Teaching Rounds will remain a focus in the school in building collaborative practice and teachers capacity in effectively implementing all aspects of the Quality Teaching Framework.

Work will continue on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement across the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

In addition, the new curricula in English and Mathematics are being implemented for K-2 in 2023 and Year 3-6 from 2024. We will be implementing the High Potential and Gifted education policy in 2023.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine assessment and data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Numeracy growth

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Initiatives

Data driven practices

Embed & use high impact professional learning to build consistent & comparable judgement of student learning to improve teacher practice.

Expertly use student assessment data to reflect on teacher effectiveness & provide individualised, explicit & differentiated learning opportunities in literacy and numeracy.

Maximise Assistant Principal Curriculum and Instruction (APC&I) positions to collaborate with teachers using data to monitor & assess student progress & design future learning on a whole class, group & individual level in literacy and numeracy.

In line with the New Curriculum K-6, review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time & report student achievement.

Re-engage all teaching staff with the Professional Development in Visible Learning in order to embed quality feedback and data informed formative assessment practices as an integral part of daily instruction in every classroom.

Effectively using data to identify and monitor High Potential and Gifted students as part of our Implementation of the High Potential and Gifted Education policy.

Reading and Numeracy

Whole school approach in Building Mathematical Thinking ensuring effective evidence-based teaching methods optimise learning progress for all students across a range of abilities.

Mathematics specialists/APC&I co-teach K-6 in Building Mathematical Thinking to embed differentiated, quality teaching and learning activities into classrooms.

Effective evidence based teaching methods will be

Success criteria for this strategic direction

Data driven practices:

Staff analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

In teaching the New Curriculum in English and Mathematics, teachers use data effectively to evaluate student understanding of lesson content and to inform future teaching and learning.

All teaching staff have confidence in catering to the needs of High Potential and Gifted students.

Assessments are developed/sourced and used regularly across stages/year levels, subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Reading and Numeracy:

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.

Teachers clearly understand the principles of Visible Learning, 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.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their

Strategic Direction 1: Student growth and attainment

Initiatives

identified, promoted and modelled in Reading and Numeracy with teaching and learning programs collaboratively designed, implemented and evaluated.

Implementation of assessment strategies to monitor oral reading fluency, comprehension and vocabulary of all students.

Implementation of New English and Mathematics Curriculum K-6 ensuring the progression of student learning is monitored and assessed to demonstrate growth.

Success criteria for this strategic direction

knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

All classroom teachers use effective and consistent assessment strategies to monitor oral reading fluency, comprehension and vocabulary in order to show student progress.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives and success criteria:

Best Start for Kindergarten

PAT Reading and PAT Mathematics for Years 1 to 6

DIBELS Benchmark goals

SCOUT data

PLAN2

Check-in Assessments for Year 4 and Year 6

NAPLAN for Year 3 and Year 5

Student work samples

Staff feedback surveys

Teaching programs

Student goal setting using Learning Intentions and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Success Criteria

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Engagement

Purpose

To enhance whole school programs and approaches that strengthen student engagement in learning within an inclusive school environment, where every student is known, valued and cared for.

Improvement measures

High challenge

Achieve by year: 2026

Increased number of students identifying in the High Skills/High Challenge area of the TTFM survey equal to or above the NSW Govt norm of 53%.

Interest and motivation to learn

Achieve by year: 2026

Increased number of students reporting they are interested and motivated at school through the TTFM survey equal to or above the NSW Govt norm of 78%.

Effective classroom practice

Achieve by year: 2026

A range of evidence validates judgement at excelling for effective classroom practice in feedback and explicit teaching.

Attendance >90%

Achieve by year: 2023

Continue to meet lower bound system negotiated targets for attendance (93.2%).

Initiatives

Personalised learning

Implement high-impact data-driven practices using the New Curriculum K-6 to personalise learning.

High impact professional learning on the use of literacy and numeracy progressions and the implementation of the High Potential and Gifted Education policy to personalise learning and understanding.

Teaching and learning programs are designed to foster student engagement through hands-on, investigative tasks.

Whole school culture and systems focussed on high expectations are embedded to monitor and analyse student progress to ensure all students are being challenged.

Teachers employ the use of evidence based, explicit teaching and effective feedback practices to support individual student growth.

Inclusive practices

Embed differentiated targeted programs, adjustments and support to ensure engagement of all students.

Ensure all staff have a deep understanding of the school's learning support processes.

Clear understanding of the Department of Education's policies relating to inclusion and diversity (eg, Disability Strategy, AECG / DoE Partnership Agreement, Multicultural education, Anti Racism, HPGE).

Implement High Potential and Gifted Education policy through developing a consistent whole school approach.

Provide support to EAL/D students to achieve their full potential and their families to feel connected and valued members of the school community.

Ensure Aboriginal students in our school achieve their full

Success criteria for this strategic direction

Personalised learning

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Whole school approach that all students are regularly challenged and continually improve through a culture of high expectations and effective partnerships with parents.

Inclusive practices

Teachers have confidence in their knowledge of High Potential and Gifted Education and how best to support high potential and gifted students.

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.

All teachers regularly engage in professional learning to deepen their understanding of Aboriginal and Torres Strait Islander culture and history and how best to embed this in teaching and learning programs.

Strategic Direction 2: Engagement

Initiatives

potential through drawing on the DoE / AECG Partnership Agreement 2020-2030 Walking Together, Working Together.

Implementation of our Reconciliation Action Plan (RAP) to ensure all staff and students have a deep understanding and respect for Aboriginal and Torres Strait Islanders cultures and history.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of initiatives and success criteria:

PAT Reading and PAT Mathematics for Years 1 to 6

Check-in Assessments for Year 4 and Year 6

NAPLAN for Year 3 and Year 5

Student work samples

Teaching programs

Teacher classroom observations

TTFM survey data for staff, students and parents

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Community

Purpose

Maintain a vibrant and informed learning community, building connections within the school and beyond to improve communications, student opportunities, wellbeing, resilience and a positive sense of belonging.

Improvement measures

Parents Informed

Achieve by year: 2026

Increase in the measure of "Parents are Informed" in the Parent Tell Them From Me Survey to above the NSW government norm of 6.6.

Wellbeing

Achieve by year: 2023

Increase the number of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM survey by 2% to 87.9% (lower bound system negotiated target).

Initiatives

Wellbeing

Develop strategies to proactively teach healthy coping strategies, resilience and self-regulation for staff and students.

Use of collaborative strategies shared with staff across the school, the community and other agencies to support the wellbeing of students and staff.

Evidence based programs such as Bounce Back and Smiling Minds will be supported by The Wellbeing Framework for Schools, the School Excellence Framework and What Works Best.

Develop partnerships with parents through opportunities for education and sharing of information to support student mental health.

Partnerships

Develop close partnerships between school staff, students and parents to ensure a shared understanding of student learning.

Develop partnerships within the school and the wider community to access expertise to provide increased learning opportunities for students.

Establishing further connections with the local Aboriginal and Torres Strait Islander community and make connections with other Aboriginal and Torres Strait Islander communities through our Reconciliation Action Plan (RAP).

Establish sister school partnerships with rural schools in NSW and explore partnerships with overseas schools. Sister school partnerships can improve student learning and outcomes by providing wider opportunities for learning by students and staff.

Success criteria for this strategic direction

Wellbeing

Students, staff and parents have a shared understanding of their collective responsibilities for supporting the learning and wellbeing of all students, including expectations for behaviour as outlined in school policies.

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

Partnerships

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Increased opportunities for students and staff to develop knowledge and understanding across different communities, including rural and remote and Aboriginal and Torres Strait Islander communities.

Evaluation plan for this strategic direction

Annual review of results in key wellbeing areas of Tell Them From Me surveys for students and parents, including percentages of students with a positive sense of belonging; students who report that they experience bullying; students who feel they have advocacy at school and parents being informed.

Analysis of Sentral wellbeing records (student attendance, behaviour incidents, sickbay attendance).

Monitor LST referrals and NCCD.

Greater Cultural understanding - Longitudinal study of involvement in City Country Alliance and other relationships to measure student and staff attitudinal change over time.

Strategic Direction 3: Community

Evaluation plan for this strategic direction

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion on the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.