

Strategic Improvement Plan 2024-2027

Lismore Public School 1780



School vision and context

School vision statement

At Lismore Public School, students are at the centre of our decision-making. Our strong adherence to our values of Be Safe, Be Respectful and Be a Learner keep our students safe, empower them through a strong sense of belonging and engage them in explicit, meaningful learning. Our vision is for our students to achieve their full potential by differentiating the learning journey of all students in close partnership with all parents and carers.

School context

Lismore Public School is a medium sized school supporting both mainstream and support classes. Our school proudly sits on Bundjalung lands where culture is respected and celebrated. Approximately one quarter of our students identify as Aboriginal or Torres Strait Islander. The school engages with the whole school community and outside agencies to develop positive relationships that enhance the learning aspirations, experiences and outcomes for current and future students. Extra-curricular opportunities in student leadership, Aboriginal culture, sport and the creative and performing arts, enable our students to excel through a range of different experiences.

Lismore Public School has a high expectations culture. We are committed to continual school improvement based on student learning and wellbeing data and whole school community feedback. High impact professional learning based on student data and staff need are priorities.

Through our self-assessment and External Validation in 2023, we have identified several areas for future growth. We will continue to build educational aspiration through effective engagement with the whole school community. Consistent school-wide practices for monitoring and analysing assessment data will drive a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. High quality formal assessment tasks will drive differentiation for all students, including our high achieving students. Assessment criteria will be shared with students to provide them with explicit, specific and timely formative feedback.

Strategic Direction 1: Student growth and attainment

Purpose

To deliver outstanding teaching and learning so that every student achieves ambitious learning goals every year.

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: 2024

An increase in Check-in assessment scaled score for Reading for students Year 3-6 for 2024, closing the gap between SSSG and State mean scaled scores.

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: 2024

An increase in Check-in Assessment mean scaled score for numeracy for students Years 3-6 for 2024, closing the gap between SSSG and State mean scaled scores.

Initiatives

Explicit Teaching

We will deliver outstanding teaching and learning in literacy and numeracy by:

- delivering effective teaching practices including explicit teaching and effective feedback underpinned by high expectations.
- improving how data is used to inform teaching
- supporting staff development through high-quality and accessible professional learning

Curriculum, Assessment and Reporting

We will deliver outstanding teaching and learning in literacy and numeracy by:

- providing a high quality, evidence-based curriculum
- developing targeted, differentiated, evidence-informed initiatives and supports
- strengthening high quality assessment

Success criteria for this strategic direction

School Excellence Framework - Effective Teaching

(Sustaining & Growing)

- Explicit Teaching - There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.
- Feedback - Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

School Excellence Framework - Curriculum

(Sustaining and Growing)

- Curriculum provision - The school's curriculum provision and evidence-informed teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
- Differentiation - Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.

School Excellence Framework - Assessment

(Sustaining and Growing)

- Student engagement - Teachers share criteria for assessment with students. Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency.

Evaluation plan for this strategic direction

Question: How, and to what extent have we achieved our purpose and can demonstrate evidence of activity, process quality and impact on student growth outcomes in reading and numeracy?

Data:

Evidence of activity & process quality: Teaching & Learning programs, APCI & teaching staff surveys,

Evidence of impact: Check-in assessments, NAPLAN, InitialLit cumulative assessments

Analysis:

Ongoing analysis will measure the success of activities within initiatives and identify areas for improvement or modification.

Implications:

We are committed to continual school improvement. Ongoing analysis will inform future activities and will be published in our Annual Report.

Strategic Direction 2: Attendance, wellbeing and engagement

Purpose

To strengthen student wellbeing and development so every learner receives a high-quality education in a context where every student is known, valued and cared for.

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

Increase the school's attendance rate from 85.06% to 86.36% in 2027.

Wellbeing

Achieve by year: 2027

Tell Them From Me student data matches or exceeds SSSG and State for Advocacy, Expectations for Success and Sense of Belonging.

Initiatives

Attendance

Implement the five elements of *Every Day Counts* to improve whole school and personalised attendance approaches by:

- fostering regular attendance through a positive and welcoming school culture that is inclusive of all students
- addressing attendance concerns by identifying and providing targeted strategies for students needing additional support
- re-engaging students with learning by providing tailored individualised attendance plans for students with significant attendance concerns.

Wellbeing and Engagement

Continue a strategic and planned approach to whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn by:

- implementing evidence-informed whole school wellbeing approaches
- continuing to foster a positive school culture that is inclusive, safe and values student voice
- strengthening partnerships with students and families to connect them with the support they need
- improving support for students at all transitions through school
- fostering a culture that values diversity by advancing reconciliation and works to eliminate barriers

Success criteria for this strategic direction

School Excellence Framework - Learning Culture

(Sustaining and Growing)

- High expectations - There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing.
- Transitions and continuity of learning - The school collects and analyses information to inform and support students' successful transitions. The school promotes strong partnerships with parents/carers including those with students whose continuity of learning or wellbeing is at risk.
- Attendance - Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster students attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk.

School Excellence Framework - Wellbeing

(Sustaining and Growing)

- Caring for students - School practices and processes are regularly reviewed and collaboratively designed to support the wellbeing needs of students. The school priorities positive engagement between staff and students, ensuring structures are in place to facilitate every student having a staff member to whom they can confidently turn for advice and assistance at school.
- A planned approach to inclusion and wellbeing - There is a planned approach for collecting and analysing whole school wellbeing and engagement data. This includes the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.
- Behaviour - Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe

Strategic Direction 2: Attendance, wellbeing and engagement

Success criteria for this strategic direction

conditions for learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students.

Evaluation plan for this strategic direction

Question: How, and to what extent have we achieved our purpose and can demonstrate evidence of activity, process quality and impact on student attendance, wellbeing and engagement?

Data:

Evidence of impact: SCOUT Attendance Reports , SCOUT Tell Them From Me, Positive Behaviour for Learning data, SCOUT Suspension data, Student, staff and community surveys.

Analysis:

Ongoing analysis will measure the success of activities within initiatives and identify areas for improvement or modification.

Implications:

We are committed to continual school improvement. Ongoing analysis will inform future activities and will be published in our Annual Report.

Strategic Direction 3: Educational Leadership

Purpose

Our teachers and staff feel valued, included and supported to perform at their best

Improvement measures

High Impact Professional Learning

Achieve by year: 2027

The school will move from Delivering to Sustaining and Growing on the *High Impact Professional Learning* and the *Building non-teaching capability addendum* self-assessment tool.

Educational Leadership

Achieve by year: 2027

The school will move from Delivering to Sustaining and Growing on the School Excellence Framework for Educational Leadership.

Initiatives

Educational Leadership

A *High Impact Professional Learning* enabled school environment that supports a cycle of professional learning for all teaching staff informed by global research. This will be achieved through:

- professional learning driven by identified student needs
- school leadership teams enabling professional learning
- collaborative and applied professional learning that strengthens teaching practice
- professional learning that is continuous and coherent
- teachers and school leaders being responsible for the impact of professional learning on student progress and achievement

To build non-teaching capability, the *Principles for Building Capability* will be used to improve whole school outcomes. This will be achieved through:

- professional learning driven by the needs of the role
- leadership teams enabling professional learning
- staff being supported to apply professional learning in practice
- the outcomes of professional learning being evaluated

The leadership team will demonstrate educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measureable whole school improvement. This will be achieved through:

- leading, teaching and learning
- high expectations culture
- performance management and development
- community engagement

Success criteria for this strategic direction

School Excellence Framework - Professional Standards

Sustaining and Growing

- Improvement of practice - Teachers' Performance and Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and areas for further support, with planning in place to identify and build capabilities and source teachers with particular expertise to improve student learning outcomes.

School Excellence Framework - Learning and Development

Excelling

- Collaborative practice and feedback - The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.

School Excellence Framework - Educational Leadership

Sustaining and Growing

- Leading, teaching and learning - Professional learning in the school emphasises the development of effective learning and leadership practices focused on whole school improvement. New and aspiring leaders are supported and staff demonstrate a shared responsibility for student achievement.
- High expectations culture - The leadership team promotes a culture of high expectations through the development of processes to collaboratively review teaching practices to affirm quality and challenge and address underperformance.
- Performance management and development - Staff proactively seek to improve their performance in a positive culture of challenge and support. The

Success criteria for this strategic direction

capabilities of all staff are developed by evidence-informed, collaborative professional learning and feedback practices focused on improvement. Future leaders are identified, supported and developed.

- The school understands the diversity of their broader community by regularly engaging in a range of school and community-based activities. Feedback on school performance is solicited and addressed from students, staff, parents/carers and the broader school community.

Evaluation plan for this strategic direction

Question: How, and to what extent have we achieved our purpose and can demonstrate evidence of activity, process quality and impact on our teachers, aspirants, leaders and non-teaching staff?

Data:

Evidence of impact: Tell Them From Me teacher, parent and staff surveys, School-based parent, student and staff surveys, High Impact Professional Learning & Building Non-Teaching Capability Addendum self-assessment tool, SCOUT Human Resources Reports, People Matter Employee Survey

Analysis:

Ongoing analysis will measure the success of activities within initiatives and identify areas for improvement or modification.

Implications:

We are committed to continual school improvement. Ongoing analysis will inform future activities and will be published in our Annual Report.