

Strategic Improvement Plan 2024-2027

Lismore Heights Public School 4085



School vision and context

School vision statement

At Lismore Heights Public School we work together, guiding each other to achieve our best in mind, body and culture through quality educational experiences and a supportive learning environment. Our school and its community will always "Aim High".

School context

Lismore Heights Public School caters for approximately 200 students from Kindergarten to Year 6. Approximately 22% of the student population identifies as Aboriginal or Torres Strait Islander. The school is located above the town of Lismore, overlooking the picturesque mountains to the north. Our school provides a safe, caring and nurturing environment in which students of all ages and abilities thrive. Lismore Heights Public School is a proud member of The Rivers P-12 Community of Schools which serves Lismore and its surrounding area. Our schools work collaboratively to provide quality learning experiences for all students living in the Lismore region. The Index of Community Socio-Educational Advantage (ICSEA) and Family Occupation and Education Index (FOEI) are measures that enable meaningful comparisons to be made across schools. Lismore Heights Public School has a slightly lower than average ICSEA, and an average FOEI score when compared with similar schools.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through focusing on teacher professional learning that improves quality teaching and is responsive to the learning needs of students.

Improvement measures

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

Check-in assessments in Years 3-6 to reflect student average scores above or equal to SSSG and achieve an uplift of 2% towards State averages from the school's baseline. Years 1-6 Pat-M assessments reflect progress towards Pat-M Australian norm growth averages.

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

Check-in assessments in Years 3-6 to reflect student average scores above or equal to SSSG and achieve an uplift of 2% towards State averages from the school's baseline. Years 1-6 Pat-M assessments reflect progress towards Pat-M Australian norm growth averages.

Initiatives

Numeracy Initiative

All teachers will use effective practices to improve student numeracy outcomes through the curriculum reform with a focus on: number talks/talk moves; high expectations for all students (Quality Teaching framework); accessible but challenging tasks.

This will be supported by robust termly analysis of internal and external student tracking data (alongside the APCI and other executive staff) and the identification of target students for timely, focused intervention.

Reading Initiative

All teachers will use effective practices to improve student reading outcomes through the curriculum reform. The focus will be on reading skills such as decoding and linguistic comprehension. This initiative will focus on: fluency (fluency pairs, choral reading, partner reading); vocabulary (tiered vocabulary instruction, cross curriculum vocabulary); rich mentor texts which will support vocabulary, teacher modelling and think alouds.

This will be supported by robust termly analysis of internal and external student tracking data (alongside the APCI and other executive staff) and the identification of target students for timely, focused intervention.

Success criteria for this strategic direction

- **The school achieves a judgment of Excelling in relation to the SEF Learning Domain theme Summative Assessment:** The school analyses student progress and achievement data and a range of other contextual information. Teachers adjust their practice to trends in student achievement, at individual, group and whole school levels.
- **The school achieves a judgment of Excelling in relation to the SEF Learning Domain theme Formative Assessment:** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency.
- **The school achieves a judgment of Excelling in relation to the SEF Teaching Domain theme Feedback:** Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Students 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.
- **The school achieves a judgment of Excelling in relation to the SEF theme Teaching Domain Data Use in Planning:** School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- **The school achieves a judgment of Excelling in relation to the SEF Teaching Domain theme Data use in Teaching:** Teachers clearly understand, develop and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

effectiveness.

- Students demonstrate agency by engaging with their own individualised learning goals and can identify the steps needed for success.
- **The school achieves a judgment of Excelling in relation to the SEF Leading Domain theme Leading, teaching and learning:** The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

Evaluation plan for this strategic direction

The impact of numeracy and reading initiatives on student learning outcomes is evaluated through:

- Analysis of student learning progress at an individual and cohort level using internal and external data.
- Discussion with students centred around individual learning goals.
- Analysis of QTR lessons.

Strategic Direction 2: Effective classroom practice

Purpose

To build the capacity of teachers in their use of data, explicit teaching and effective feedback.

Improvement measures

Effective Classroom Practice: Quality Teaching Rounds

Achieve by year: 2027

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. All teachers employ evidence-based effective teaching strategies.

Classroom Management: Berry Street Education Model

Achieve by year: 2027

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Data Skills and Use

Achieve by year: 2027

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning, assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflect on teaching effectiveness.

Initiatives

Quality Teaching Rounds

The school will continue to embed Quality Teaching Rounds (QTR) practices across all classrooms. QTR will be led by instructional leaders at the school with a clear focus on mentoring, coaching and modelling best practice. QTR lesson analysis will reflect the majority of teachers delivering at Highly Accomplished or Lead level.

Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve.

Berry Street Education Model

The school will facilitate targeted professional development for identified school leaders in relation to Berry Street Education Model (BSEM) practices to increase student engagement, including for students with complex needs. Disseminate BSEM professional learning to all school staff through school-based instructional leader led training sessions. Adopt and embed BSEM practices consistently across the school.

Data Skills and Use

The learning goals of students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Success criteria for this strategic direction

- **The school achieves a judgement of Excelling against the SEF Element 'Effective Classroom Practice' during the next EV:** All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies.
- **The school achieves a judgment of Sustaining & Growing in relation to the SEF Learning Domain theme 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.
- **The school achieves a judgment of Excelling in relation to the SEF Teaching Domain theme Explicit Teaching:** Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- **The school achieves a judgment of Excelling in relation to the SEF Teaching Domain theme Feedback:** Teachers review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Students 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.
- **The school achieves a judgment of Excelling in relation to the SEF Learning Domain Assessment:** Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom.
- **The school achieves a judgment of Excelling in**

Strategic Direction 2: Effective classroom practice

Success criteria for this strategic direction

relation to the SEF Teaching Domain Effective classroom practice theme Classroom Management: All classrooms and other learning environments are well managed within a consistent, school-wide approach. Consistent routines and well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management which promote student engagement and responsibility for learning.

Evaluation plan for this strategic direction

The impact of QTR and BSEM on classroom practice is evaluated through:

- Analysis of QTR lessons.
- Monitoring of school-wide moderation practices aimed at securing CTJ.
- Analysis of student learning progress at an individual and cohort level using internal and external data.
- Discussion with students centred around individual learning goals.
- PDP meetings.
- Staff surveys around implementation of BSEM.
- Analysis of Compass entries.

The impact of Data skills and use is evaluated through:

- Monitoring of Stage data analysis and lesson planning (supported by APCI).
- Analysis of student learning progress at an individual and cohort level using internal and external data.
- Discussion with students centred around individual learning goals.
- Monitoring of Teacher Programs.

Strategic Direction 3: Leadership and Attendance

Purpose

To develop instructional leadership capabilities through engagement in evidence based professional learning.

To implement effective processes to support students and families with school attendance leading to improved attendance rates.

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

Attendance monitoring processes and practices are embedded and effectively implemented within the school to support the ongoing promotion of improved levels of attendance. Overall attendance reflects an uplift of 1.5% above baseline data, and is in line with Network attendance rates for students attending $\geq 90\%$ of the time.

Educational Leadership

Achieve by year: 2027

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning and the development of leadership practices. The school continues to achieve a judgement of 'Excelling' against the SEF Element 'Educational Leadership'.

Initiatives

Attendance

Rigorous implementation of Attendance Monitoring Procedures (AMP). AMP effectively communicated to all teaching and administration staff. Attendance Officer to oversee the effective implementation of AMP and to report on student attendance bi-weekly through Learning and Support Team meetings.

Educational Leadership

Instructional leadership capabilities are further developed through executive engagement with Quality Teaching Rounds and professional learning around the Berry Street Education Model.

Termly generative dialogue conversations with all executive staff support the identification of leadership goals aligned with the Principal Standards, and these are supported through coaching and mentoring by the principal.

Success criteria for this strategic direction

- **The school achieves a judgment of Excelling in relation to the SEF Leading Domain theme Leading, teaching and learning:** The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.
- **The school achieves a judgment of Excelling in relation to the SEF Leading Domain theme High Expectations Culture:** The Leadership Team establishes a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the schools underpinned by high staff wellbeing.
- **The school achieves a judgment of Sustaining & Growing in relation to the SEF Learning Domain theme 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 student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates (whole and partial days) for all students, including those at risk.

Evaluation plan for this strategic direction

The impact of practices implemented to support improvements in student attendance are evaluated through:

- Robust analysis and reporting of school-based attendance data, including the monitoring of partial attendances.
- SCOUT reports.

The development of leadership capabilities is evaluated

Evaluation plan for this strategic direction

through:

- Executive PDPs and termly generative dialogue conversations.
- Monitoring impact of initiatives and programs driven by school leaders.