

Strategic Improvement Plan 2021-2024

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 and has recently undergone significant improvements to the physical environment. 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 has undergone extensive refurbishment and is a bright, engaging learning space for all. There is a continued emphasis using technology across the school to enhance student learning and provide students with the opportunity to be global citizens.

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 of Schools, Lake Illawarra South Network and local Aboriginal Education Community 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.

Lake Illawarra South Public School currently has 201 students enrolled in nine mainstream classes. There has been a steady decline in enrolments since 2011. This is due to smaller Kindergarten intake than Year 6 students transitioning to high school. This trend is expected to continue. 11% of the student population identifies as ATSI.

The school's FOEI is currently 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.

Our comprehensive situational analysis led us to understand that our focus needs 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 will be essential. Training and

School vision and context

School vision statement

School context

professional development focuses for staff will highlight explicit teaching, data use and skills, high expectations and differentiation under the guidance of 'What Works Best' practices and other research. Work will take place on embedding reflective practices across the school that will involve a deeper use of data to inform teaching and learning programs. Providing opportunities for staff to engage with syllabus documents, particularly numeracy and reading will strengthen staff content knowledge driving the use of high impact teaching strategies.

Our work with all students will be responsive and closely monitored. Targeted support will be provided where growth is limited. Pre and post assessments will be carried out to assess the impact of this support. Structures will be embedded to identify students who need intervention.

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

Target year: 2022

NAPLAN Top Two Bands - Reading

Increase the percentage of students achieving in the top two bands in reading towards our lower bound target of 35.2%

Uplift required 7.3%

Target year: 2023

NAPLAN Expected Growth - Reading

Increase the percentage of students achieving expected growth in reading towards our lower bound target of 55.0%

Uplift required 11%

Target year: 2022

NAPLAN Top Two Bands - Numeracy

Increase the percentage of students achieving in the top two bands in numeracy towards our lower bound target of 24.0%

Uplift required 7.8%

Target year: 2023

NAPLAN Expected Growth - Numeracy

Increase the percentage of students achieving expected

Initiatives

Effective Classroom Practice in Reading

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

- establishing and maintaining explicit and consistent learning expectations for all students.
- building the capacity of teaching staff to select and implement data driven, evidence based explicit teaching strategies.
- High Impact Professional Learning (HIPL) in the use of the literacy progressions and build teacher capacity to effectively and systematically teach reading skills.

Quality Pedagogy in Numeracy

We will embed quality pedagogy in numeracy through a focus on high expectations and explicit teaching.

We will achieve this by:

- establishing and maintaining explicit and consistent learning expectations for all students.
- building the capacity of teaching staff to select and implement data driven, evidence based explicit teaching strategies.
- High Impact Professional Learning (HIPL) in the use of the numeracy progressions and build teacher capacity to effectively and systematically teach numeracy skills.

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 collected in reading and numeracy on a regular basis and used to inform teaching practice.

Students adopt a growth mindset towards reading and numeracy.

Evaluation plan for this strategic direction

Question

Are our students improving in reading and numeracy?

What has been the impact of our explicit teaching practices?

Data

NAPLAN, Literacy and Numeracy progressions, internal assessments, professional dialogue and reflections, SCOUT data (value added), teaching programs, student work samples, Best Start, Phonics Screening Check, Interview for Student Reasoning (IfSR)

Analysis

How are we going and how do we know?

Analyse internal and external data to determine the extent to which the purpose and success criteria have been achieved.

Implication

Strategic Direction 1: Student growth and attainment

Improvement measures

growth in numeracy towards our lower bound target of 50.6%

Uplift required 13.5%

Target year: 2024

SEF

Improvement as measured by the school improvement framework

- Move **Learning Culture** theme in *High Expectations* from *Delivering* to *Sustaining and Growing*
- Move **Effective Classroom Practice** theme in *Explicit Teaching* from *Delivering* to *Sustaining and Growing*
- Move **Student Performance Measures** domain from *Working Towards Delivering* to *Sustaining and Growing*

Target year: 2024

Literacy Progression

At least 60% of students in Year 5 will have achieved Level UnT9 on the *Understanding Texts* sub-element of the *Reading and Viewing* element.

Target year: 2024

Numeracy Progression

At least 60% of students in Year 4 will have achieved Level AdS8 on the *Additive Strategies* sub-element of the *Number Sense and Algebra* element.

Evaluation plan for this strategic direction

Where to next?

Future directions and next steps are developed and integrated into the school plan.

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

Target year: 2024

Data

All teachers are using a school wide assessment schedule.

All teachers participate in collaborative CTJ and are using a consistent data tracking tool to inform teaching practice.

Target year: 2024

Professional Learning

All staff engage in regular professional learning directly linked to PDPs and the SIP.

All staff who attend external professional learning communicate back to the school.

All of teaching staff fully implement the new curriculum.

Target year: 2024

Differentiation

All teaching programs show evidence of differentiation of content, process, product and learning environment.

Student work samples across the school show impact of the differentiation identified in the teaching program.

Target year: 2024

SEF

Initiatives

Meaningful and Rich Data and Assessment

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

Establish consistent assessment and data evaluation practices throughout the school.

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Personalised Learning

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

Professional learning and reflection on the HPAG policy to ensure it is applied in every classroom.

We will achieve this by engaging in high quality professional learning and effective school based collaborative practices and feedback.

Success criteria for this strategic direction

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

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 adjustments lead to improved learning.

Data and feedback direct student learning goals and all students can articulate, understand and achieve their learning goals.

Teaching programs across the school align with the new curriculum.

Evaluation plan for this strategic direction

Question

To what extent are teachers differentiating the learning of students based on their own effective data analysis?

Are all teachers improving every year?

Data

School based assessment tracking tool, Literacy and Numeracy progressions, NAPLAN, MyPL enrolments, staff PDPs, teaching programs, student goals, TTFM, professional dialogue, IEPs, PLPs

Analysis

How are we going and how do we know?

Analyse internal and external data to determine the extent to which the purpose and success criteria have been achieved.

Implication

Strategic Direction 2: Challenging learning

Improvement measures

Improvement as measured by the school improvement framework

- Move **Wellbeing** theme of *Individual Learning Needs* from *Delivering* to *Sustaining and Growing*
- Move **Curriculum** theme of *Differentiation* from *Delivering* to *Sustaining and Growing*
- Move **Data Skills and Use** domain from *Delivering* to *Sustaining and Growing*
- Move **Student Performance Measures** domain from *Working Towards Delivering* to *Delivering*

Target year: 2024

Evaluation plan for this strategic direction

Where to next?

Future directions and next steps are developed and integrated into the school plan.

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 are active participants in student learning and engagement.

Improvement measures

Target year: 2024

Wellbeing

Increase the percentage of students identifying as having positive wellbeing (sense of belonging, advocacy and expectations of success) to 91.5% in the *Tell Them From Me* student survey

Uplift required 3.6%

Target year: 2024

All students are able to identify at least three staff members with whom they feel would advocate for them.

Target year: 2024

Attendance

Increase the percentage of students attending 90% of the time to be at or above our lower bound target of 82.2%%

Uplift required 3.6%

Target year: 2024

SEF

Improvement as measured by the school improvement framework

- Move *Learning Culture* theme of *Attendance* from *Delivering to Sustaining and Growing*
- Move Reporting theme of *Parent Engagement* from *Delivering to Sustaining and Growing*

Initiatives

Student Voice

We will build a positive environment and culture where students feel invested in their own learning and connected to their class, school and community. As active participants in learning, they will feel known, valued and cared for.

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

Teachers reflect on their instructional approaches by eliciting feedback from students throughout the learning process

Community Engagement

Respectful and authentic partnerships between students, parents, staff and the wider community are valued and enhance student wellbeing, attendance and learning. Valuing, acknowledging and utilising the diverse expertise and experiences of parents, carers and community members so that they are active contributors to the learning process.

Staff regularly engage with parents and carers to enhance their knowledge, identify potential barriers to learning and share effective strategies to foster positive learning behaviours which support student learning.

Actively seeking feedback from students, parents and carers regarding school processes and practices to create a sense of shared responsibility.

Success criteria for this strategic direction

Every student can identify at least three staff members to whom they can confidently turn to for advice and support.

Teaching and learning programs across the school show evidence of adjustment in response to student feedback.

Students experience a sense of belonging to the school and community.

Teachers, parents and the community work together so that student absences have little impact on student learning outcomes.

Families and community contribute regularly through a variety of methods to planning and evaluation processes.

Evaluation plan for this strategic direction

Question

Have teachers made adjustments to their teaching based on student feedback?

Are students actively engaged in their learning?

Data

Attendance, Parent-teacher interview attendance, parent attendance at school events, TTFM student and parent survey, teacher programs, lesson observations, work samples

Analysis

How are we going and how do we know?

Analyse internal and external data to determine the extent to which the purpose and success criteria have been achieved.

Implication

Where to next?

Strategic Direction 3: Connections

Improvement measures

- Move Educational Leadership theme of Community Engagement from Delivering to Sustaining and Growing

Target year: 2024

All staff record annotations in their teaching programs which reflect student feedback.

Evaluation plan for this strategic direction

Future directions and next steps are developed and integrated into the school plan.