

Strategic Improvement Plan 2021-2024

Lansvale Public School 5220



School vision and context

School vision statement

At Lansvale Public School we are committed to ensuring our students, community and staff are known, valued, cared and catered for.

Our goal is for every student to experience excellence through high quality teaching and learning programs.

We aim to empower students to be PROUD, life-long learners who continually strive to achieve their personal best.

School context

Lansvale Public School is a large, innovative school located in South Western Sydney. The school has a current student enrolment of 790 students from P-6, including approximately 94% from a non-English speaking background. There are currently 5 Aboriginal students enrolled in the school. The school has a committed, collaborative and enthusiastic staff, with a mixture of experienced and early career teachers. The school plans and priorities are driven by a strong learning culture.

The school has high expectations for students and teachers with a strong academic focus, achieving excellent student growth and value added results. Parents are equal partners in rigorous and authentic learning experiences. The school has an active Parents and Citizens Association that is heavily involved in significant school projects focused on engagement.

Lansvale Public School is a place filled with passion and enthusiasm for teaching and learning.

The school successfully provides a range of high achievement learning initiatives catering for gifted and talented students, for students with learning difficulties and students with English as an additional dialect. The school is heavily invested in ensuring that everything is reflective of a whole school culture on learning.

The school has a preschool that has been awarded an Excellent Rating for providing outstanding early childhood programs for children. The excellent rating is the highest rating a service can achieve under the National Quality Framework for Early Childhood Education and Care.

Lansvale Public School is relentless in its pursuit of deep and rigorous teacher professional learning that is relevant, ongoing and of exceptional quality. This is supported by significant equity funds to employ additional human resources. The school mantra is "that to be an exemplary teacher one must first be a dedicated learner!"

The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. The school has embedded creativity and critical thinking across P-6 and students have showcased their learning at the Opera House. The school is a hub for the local community and often serves as a meeting place for parents. It has an Out of School Hours Care (OoSHC) facility. Lansvale Public School has a Schools as a Community Centre (SaCC) program, which runs both community and supported playgroups, as well as parenting programs.

The Situational Analysis identified that authentic and rigorous work needs to be undertaken by all in strengthening data informed teaching and whole school planning. A focus on evidence-based practice will be pivotal including using data to inform teaching and learning programs. The research embedded in the 'What Works Best' guide is evidenced throughout the Strategic Improvement Plan with a clear focus on the themes of assessment, use of data to inform practice, wellbeing, high expectations and explicit teaching.

The school's three key focuses will include:

School vision and context

School vision statement

School context

- **Student growth and attainment** with a focus on effective strategies and processes for data analysis and using evidence-based teaching strategies in reading and numeracy.
- **Professional learning focused on impact and excellence** which will include consistent school wide assessment practices and differentiated high impact professional learning.
- **Wellbeing through High Expectations** where student engagement is a focus including supporting students' in their sense of belonging. Regular school attendance is enhanced through a culture of identifying and supporting high potential and gifted students.

Lansvale Public School's record of innovative teaching and learning programs, high student growth, exemplary early childhood practices and strong wellbeing initiatives will be enhanced through the implementation of the Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

When we have a purposeful and consistent approach to the collection of evidence and data analysis, then we can provide individualised learning that leads to the transfer of student knowledge, maximising reading and numeracy student outcomes.

Improvement measures

Target year: 2022

Numeracy:

A minimum of 35.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.

Target year: 2023

Numeracy:

A minimum of 74.4% of students achieve expected growth in NAPLAN numeracy.

Target year: 2022

Reading:

A minimum of 37.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.

Target year: 2023

Reading:

A minimum of 68.1% of students achieve expected growth in NAPLAN reading.

Target year: 2024

6% or more of students in Years 1-6 will demonstrate growth when comparing the start to the end of year scale score in the Progressive Achievement Test (PAT) in reading.

Target year: 2024

Initiatives

Data Skills and Use

Effective strategies and processes for data analysis and reflection are used school wide to identify student achievements and progress. The teaching and learning strategies implemented reflect research on best practice and include ongoing monitoring of success.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Use curriculum leaders to work with teachers using data to monitor and assess student progress and design future learning at a whole class, group and individual level.
- Review and adapt evidence based practice to analyse student progress, evaluate growth and report on student achievement.

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective evidence-based teaching strategies that provide continuous improvement for all students, across the full range of abilities.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capacity and collective pedagogical practices.
- Build upon evidence-based teaching and learning in Reading and Numeracy through high impact professional learning.

Success criteria for this strategic direction

- Regular and systematic data collection in reading and numeracy is used as an integral part of classroom instruction. *SEF Link - Data skills and use - Data literacy
- All students will have learning goals that are informed by analysis of internal and external progress and achievement. *SEF Link - Data skills and use - Data analysis
- Students can articulate and understand their literacy and numeracy learning goals. *SEF Link - Professional Standards - Literacy and Numeracy focus
- Data is used to inform and reflect on evidence based teaching practices and point of need teaching. *SEF Link - Data skills and use - Data use in planning
- Teachers use individual student information, progress and achievement data to collaboratively design and adjust learning programs that optimise learning progress for all students. *SEF Link - Effective Classroom Practice - Explicit Teaching
- Teachers employ evidenced-based teaching strategies to maximise student learning in literacy and numeracy *SEF Link - Effective Classroom Practice - Lesson Planning

Evaluation plan for this strategic direction

A wide range of internal and external data sources are regularly used to analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of this strategic direction. The analysis of this data set will guide the future directions of the school.

- NAPLAN
- Check in Assessment
- National Literacy and Numeracy Learning Progressions (PLAN2)
- K-2 Reading Levels
- 1-6 PAT data

Strategic Direction 1: Student growth and attainment

Improvement measures

6% or more of students in Years 1-6 will demonstrate growth when comparing the start to the end of year scale score in the Progressive Achievement Test (PAT) in numeracy.

Target year: 2024

Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.

Target year: 2024

A minimum 80% of students achieving their big ideas assessment across K-6.

Target year: 2024

Excelling in the element of Data skills and Use and Effective Classroom Practice, as measured by the School Excellence Framework.

Evaluation plan for this strategic direction

- Best Start Kinder Assessment
- P-6 Student work samples
- Scout - value added data
- K-6 Big ideas Numeracy assessment

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

A semesterly review, using triangulation of internal and external data will be used to corroborate conclusions. The findings of the analysis will inform future actions and directions.

Strategic Direction 2: Professional learning focused on impact and excellence

Purpose

Establish and promote a culture of leadership, learning and high expectations throughout the school community. Build teacher's knowledge and understanding of best practice in teaching, learning and assessment through targeted and purposeful professional learning that ensures continuous improvement.

Improvement measures

Target year: 2024

Excelling in the theme 'establish link between professional learning and individual development' within the element Professional learning is continuous and coherent of the High Impact Professional Learning (HIPL) model.

Target year: 2024

There is evidence of increased growth in teacher capacity against seven identified standard descriptors from the Australian Professional Standards for Teachers.

There is an embedded culture of the teaching staff using the Australian Professional Standards for Teachers to support their professional growth.

Target year: 2024

Excelling in the element of Assessment, Educational Leadership and Professional Standards, as measured by the School Excellence Framework.

Target year: 2024

There is evidence of improved use of assessment strategies to drive English and Mathematics programs.

There is an embedded culture of teachers using quality assessment and moderation practices to inform teaching and learning in pursuit of improved student outcomes.

Initiatives

High quality assessment practices

Establish consistent school wide assessment practices to better plan, monitor and improve student learning. Processes are created to support teachers' consistent evidence based judgement and moderation of assessments.

- Continuous high impact professional learning focused on a whole school approach to assessment.
- Processes are in place for students and parents to develop a deep knowledge of the assessment approaches used in the school and their benefits for learning.
- Systematic and reliable assessment practices are used to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.
- Processes are in place to support teachers' consistent evidence-based judgement and moderation of student assessment tasks.

Continuous improvement for every teacher and every leader

High impact professional learning is embedded across the school to ensure the delivery of a differentiated approach to meet the needs of all teachers. The staff evaluate professional learning activities to identify, promote and implement the most effective strategies to improve teaching and learning.

- Individualised and targeted approach to whole school professional learning.
- The school leadership team strategically plan for and support the improvement of every teacher and every leader.
- Emerging leaders are identified to develop and implement professional learning in areas of expertise to support effective classroom practice.

Success criteria for this strategic direction

- A whole school assessment schedule is implemented. *SEF Link - Assessment - Whole School monitoring of student learning.
- Teachers are applying assessment practices from high impact professional learning to drive teaching and learning. *SEF Link - Assessment - Formative assessment.
- Students and parents are provided with explicit feedback that is used to drive future directions. *SEF Link - Assessment - Student engagement.
- Teachers utilise adaptive expertise in response to evidence based assessment practices. *SEF Link - Assessment - Summative assessment.
- A professional learning model is established that meets the needs of individuals and teams and leads to teacher growth. *SEF Link - Educational Leadership - High expectations culture.
- A systematic and reliable check in process is established for every leader and every teacher that focuses on improvement. *SEF Link - Educational Leadership - Performance management and development
- Teachers regularly engage in consistent and evidence based moderation practices across P-6. *SEF Link - Professional Standards - Improvement of practice.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness/successes of these initiatives;

- Teacher surveys on individualised professional learning
- Teacher feedback on professional learning
- Individual teacher/leader self-assessment of Australian Professional Standard for Teachers
- School Excellence Framework - Self assessment

Strategic Direction 2: Professional learning focused on impact and excellence

Evaluation plan for this strategic direction

- Teaching, learning and assessment programs show evidence of balanced assessment strategies
- PDP Lesson observations/evidence and annual reviews

Regular reviews of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. The findings of the analysis will inform future actions and directions.

Strategic Direction 3: Wellbeing through High Expectations

Purpose

When we create a learning environment that recognises and nurtures our potential, then we will provide opportunities for our students, staff and community to belong, thrive and succeed.

Improvement measures

Target year: 2024

Achieved Sustaining and Growing or above against the seven statements of the High Potential Gifted Education policy.

Target year: 2022

Increased percentage of students attending school more than 90% of the time to 83.1% or more.

Target year: 2022

2% or more improvement from baseline data in the Tell Them From Me survey in the areas of advocacy, sense of belonging and high expectations.

Target year: 2024

Excelling in the element of Wellbeing, Learning Culture, Reporting and Curriculum, as measured by the School Excellence Framework.

Initiatives

Wellbeing and engagement

Develop a strategic and planned approach to whole school wellbeing processes that promotes a supportive environment across P-6. Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to our school.

- Implement evidence based approaches including the social-emotional framework to build positive learning in the classroom characterised by supportive relationships and regular contact with each student.
- Build upon collaborative partnerships with students, teachers and the community to have shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Design and implement an Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.

High Potential and Gifted Learners

Create a culture of high expectations in learning through effective, explicit, evidence-based teaching where all students are challenged and engaged to achieve their educational potential.

- Develop professional learning that builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.
- Implement a collective responsibility across the school to create learning environments that support high potential and gifted students to achieve their educational potential.
- Embed evidence-based procedures, programs and practices that meet the learning and wellbeing needs

Success criteria for this strategic direction

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students to fulfil their potential *SEF Links - Wellbeing - Caring for students.
- A school wide collective responsibility for student learning and success, which is shared by parents and students. *SEF Links - Wellbeing - Individual learning needs.
- Whole school practices focusing on social-emotional learning have been implemented resulting in measurable improvements in wellbeing and engagement to support learning. *SEF Links - Wellbeing - A planned approach to wellbeing.
- Aboriginal culture and identity is valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of Aboriginal students, and Aboriginal students achieving outcomes that match or better the outcomes of all students. *SEF Links - Learning Culture - Attendance.
- School wide structures are in place to assess, support and improve growth and achievement for all high potential students. *SEF Links - Curriculum - Differentiation.
- Collaboration with families to enhance growth and achievement for all high potential and gifted students. *SEF Links - Learning Culture - High Expectations.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness/successes of these initiatives;

- Tell Them From Me Survey Data
- Attendance Data
- Community and Teacher surveys on wellbeing and purposeful engagement

Strategic Direction 3: Wellbeing through High Expectations

Initiatives

of all high potential and gifted students and facilitate talent development.

Evaluation plan for this strategic direction

- Teacher feedback on professional learning
- School Excellence Framework - Self assessment
- High Potential Gifted Education evaluation & planning tool

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