

Strategic Improvement Plan 2021-2024

Lake Heights Public School 4011



School vision and context

School vision statement

At Lake Heights Public School, we aim to develop a life long love of learning for our students. We strive to do this through the creation of an environment that motivates our students, builds resilience, and helps them to realise and meet their potential. Our dedicated staff relentlessly pursue student growth and attainment through reflective, innovative and evidence based teaching and learning. High expectations coupled with a targeted focus on outcomes in Literacy and Numeracy ensures our students receive the best start in life. We know each of our students individually and extend this same care to our community, whereby we aim to cultivate a welcoming, inclusive, and consultative relationship with all key stakeholders. Our school values of Care, Respect and Safety underpin all we do.

School context

Lake Heights Public School is situated just south of Wollongong on the northern tip of Lake Illawarra. In 2021, Lake Heights Public School has an enrolment of 136 students. This figure has remained largely stable over time.

Lake Heights Public School has 16 students identifying as Aboriginal in 2021. This constitutes 11%. In some year cohorts, Aboriginal students represent a proportion as large as 26% of the total year group. Aboriginal perspectives in Education remain a strong focus.

In the 2021 data collection period, 32 students identify as having a language or dialect other than English as their first language. This constitutes 23.5% of the student population. In 2021, Lake Heights Public School has an ICSEA of 910, placing it in the 11th percentile. This measure provides useful information in considering the most effective evidence based strategies to implement in order to drive school improvement.

Lake Heights Public School has an invested PandC who work hard to support the school's initiatives. The PandC meet regularly and raise funds for the school as well as taking part in key decision making. The PandC were active in consulting on the creation of the 2021-24 School Improvement Plan (SIP), largely remotely, throughout the COVID stricken periods of 2020. Our PandC also support connected initiatives such as the community gardening program, whereby volunteers come into the school to beautify grounds and generally assist with upkeep.

A large component of the previous school plan involved investing in spaces in the school to make them flexible and innovative. Our classrooms and outdoor spaces are vibrant, attractive and well resourced. We have an internal maker space, as well as a school garden, a loose parts play caravan, and a natural playground. Creative and critical thinking will remain central to our 21-24 SIP so that these spaces are utilised to their full potential. Community surveys in 2020 highlighted that Science, Technology, Engineering and Mathematics (STEM) should remain a focus, and as such, will feature strongly in our plan. Student surveys showed that rejuvenation of Extra Curricular opportunities will be important for student engagement into our new plan.

We have a very productive relationship with our local Warrawong Community of Schools (WCoS). This includes our neighbouring schools, Cringila PS, Warrawong PS, Kemblawarra PS, Port Kembla PS, and Warrawong HS. Principals meet each term to ensure school priorities are aligned and supportive of each other. Off shoot groups such as the Permaculture Partners are also facilitated by the WCoS to make sure that schools are sharing practices and leveraging off each other's skill sets and expertise. Schools across the WCoS share learning data to ensure practices are bringing the greatest outcomes for our students.

As an Early Action for Success (EAfS) School, we have a strong focus on academic achievement K-2. This involves the employment of a Deputy Principal, Instructional Leadership, Literacy and Numeracy, often referred to simply as an Instructional Leader. As their name suggests, this position leads instruction in a school by modelling best practice in teaching, assessment and data use to ensure maximum growth and attainment for our

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youngest students. This position is supported by an interventionist who works with small groups of students in K-2 to target specific needs identified by classroom teachers in consultation with the Instructional Leader. In 2021, through COVID Intensive Learning and Support Funding, Lake Heights PS will add a second Interventionist to our staff to strengthen this focus and bring greater results for our children.

As our Strategic Directions suggest, Student Growth and Attainment, Wellbeing (including attendance), and Community and Innovation will be our key focuses in the 21-24 SIP. This is what our Situational Analysis, which included consultation with our community and local AECG, identified. We are aiming for strong student academic achievement, calm classrooms, a strong community involvement, and rich, innovative extra curricular opportunities as evidenced by the relevant component of the Department's Tell Them From Me Student Survey. Our school is well resourced under the School Resource Allocation Model (RAM), which will allow us to provide such opportunities and meet our goals. System generated targets in Literacy and Numeracy will underpin all we do and guide our evaluation of practice along the way.

We are excited as a group of education professionals for what our next School Improvement Plan will bring.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will promote a whole-school culture of collaboration, driven and informed by data and supported by strong professional learning to implement effective teaching practices responsive to individual students' learning needs.

Improvement measures

Target year: 2022

NAPLAN TOP BANDS

- 5% uplift in students achieving in the top two bands in reading, reaching at least 37.7%
- 7% uplift in students achieving in the top two bands in numeracy, reaching at least 22.1%
- We are aiming to have more Aboriginal and Torres Strait Islander students in the top 3 bands in reading and numeracy than our SSSG group.

Target year: 2023

EXPECTED GROWTH

- 6% uplift in students reaching expected growth in reading, achieving at least 62.5% of our students in this category.
- 11% uplift in students reaching expected growth, achieving at least 53.5% of our students in this category.

Target year: 2024

PAT Assessment

- An increase of 6% of students demonstrating expected growth from the 2021 baseline data in reading and numeracy.

Target year: 2024

Initiatives

Whole-school collaborative approach

Embed a culture of collaboration in which curriculum planning and implementation is monitored and evaluated at a stage and whole school level.

- Seek **professional learning** opportunities to plan, share and gain expertise in **evidence-based** teaching practices, particularly in reading and numeracy. (WWB- Collaboration)
- Teaching efficacy is built through modelling, **observing** and reflecting on **what works best** within quality teaching and is guided by **Quality Teaching Rounds** throughout the year.
- Collaboratively use student assessment data (K-6) to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities in reading and numeracy.
- Implementation of **stage-based planning days** to analyse reading and numeracy data and collaboratively plan effective strategies to move students forward.
- Involvement in the **Primary Maths Specialist Teacher Initiative** to increase teacher efficacy in numeracy, student engagement and learning outcomes for numeracy.
- Allocate professional learning and **collaborative planning times** to understand/ program for implementation of the new K-2 syllabus.

Data driven improvement in reading & numeracy

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

- **PL sessions in data literacy** lead teachers to analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Success criteria for this strategic direction

Teachers regularly collaborate to plan and monitor the effectiveness of their teaching programs, showing evidence of revisions based on best practice. Consistent teacher judgement is informed by reliable student assessments and continuous tracking of student progress and achievement. (SEF- Curriculum - Teaching and learning programs)

Increased staff capacity in analysing and engaging with assessment data, which is collected on a regular, scheduled basis and collaboratively analysed during data rounds. Teaching and learning goals for teachers and students are informed by this analysis of internal and external student progress and achievement data. (SEF - Data skills and use - Data analysis)

Students articulate and understand their literacy and numeracy learning intentions, having a clear understanding of how to improve. (SEF - Effective classroom practice - Feedback)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF - Learning and Development - Professional Learning)

Evaluation plan for this strategic direction

The school will regularly use the following data sources to evaluate the effectiveness of the initiatives in achieving the improvement measures through;

*Record of QTR's and surveys related to the effectiveness of this program

*PAT testing analysis

*Scout data/ NAPLAN/ Best Start/ diagnostic tools analysis at a whole school level

*PLAN 2 Data analysis

Strategic Direction 1: Student growth and attainment

Improvement measures

School Excellence Framework

- SEF element 'Data skills and use' to move from delivering to excelling.
- SEF element 'Assessment' to move from sustaining and growing to excelling.

Target year: 2024

Internal & External Data Measures

100% of teachers are using internal and external data measures (as outlined in the school assessment schedule) to inform their teaching and make modifications to their programs. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Initiatives

- **Numeracy and Literacy PL** to reflect areas of need as identified and informed by analysis of SCOUT data (NAPLAN, Best Start, check-in assessments) /progressions.
- Embed data informed formative assessment practices and visible learning (**learning intentions and success criteria**) as an integral part of daily instruction in every classroom.
- **Intervention and SLSO** support to be informed by improvement measure targets.
- Use of **COVID ILSP funds** to provide targeted assistance to improve reading and numeracy skill gaps as identified by individual assessments in reading and numeracy and measured by the Literacy and Numeracy Progressions.

Evaluation plan for this strategic direction

- *Data round records and associated student action plans and modifications to teaching programs as a result
- *Internal measure data from analysis of Consistent Teacher Judgement activities and student samples
- *Staff evaluations of reading and numeracy PL sessions
- *Staff SEF evaluation at beginning and end of year in themes of Data Skills and Use and Assessment
- *COVID ILSP intervention records of growth in reading and numeracy
- *Record of Collaborative Planning Days and consistent teacher judgement activities completed on these days

The Evaluation plan will involve:

- Regular professional discussion by staff
- Reviews within executive meeting times
- Term by term analysis and triangulation of data

After analysing the data a determination will be made as to 'Where to Next?'

Strategic Direction 2: Wellbeing for Learning

Purpose

To develop a whole-school planned approach to wellbeing in order to improve learning for all students so that they are able to connect, succeed, thrive and learn in a supportive and caring learning environment.

Improvement measures

Target year: 2022

- Increase the percentage of students attending >90% by 5% to at least 78.8% of our students.

Target year: 2024

Behaviour and Trauma Informed Practices

- Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.
- Decrease negative recorded behaviours and suspensions by 5% each year of our SIP, reaching a 20% in 2024 on the 2020 baselines.
- Increased percentage of students achieving their action plans.
- Evidence of programs embedded within teaching programs and behaviour management policies that focus on students' social and emotional wellbeing.
- Evidence of increased student involvement and opportunities to voice and implement their ideas and interests to increase engagement and motivation.

Target year: 2024

Aboriginal students

- Aboriginal students and their culture is valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving.

Target year: 2022

Initiatives

Initiative 1: Building Positive Behaviour and Learning Environments

Create positive, safe and supportive learning environments that aim to improve the social, emotional, behavioural and academic outcomes for all students.

This will be achieved through:

- professional learning in trauma informed practices such as The Berry Street Educational Model, Zones of Regulation.
- implementing strategies to improve students' self regulation
- reviewing current behaviour practices.
- professional learning in Positive Behaviour Learning Framework.
- collaborating with staff and forming a team to plan and implement PBL.
- scheduling regular meetings to create, review and revise a plan of action.
- through data collection used for decision making.

Initiative 2: Creating a culturally inclusive environment for learning and well being

Providing teaching and learning environments that allow all our students to feel respected, valued, encouraged, supported and empowered to succeed.

This will be achieved through:

- The Learning and Support Team working collaboratively with classroom teachers to support students' learning.
- regularly informing parents of their children's progress.
- liaising and connecting families with outside agencies so they can support their children's

Success criteria for this strategic direction

We have collaboratively designed a predictable learning environment where staff and students know what is expected so that effective practices are sustained over time.

There will be a consistent and systematic approach to behaviour management enabling teachers to be better equipped in handling challenging behaviours. This will lead to positive, respectful relationships and creating calm, safe and positive learning environments for all students across the whole school.

Consistently review planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Parents and the community engage and actively participate in supporting and reinforcing student learning and behaviour. There is demonstrated commitment within the school community that all students make progress.

Staff nurture positive relationships with students, colleagues and the wider community that are caring, safe and respectful in order to assist all students in reaching their full potential. They have high expectations for every student.

Our Aboriginal students are regularly attending as they feel their culture is valued and respected and as a result we have more Aboriginal and Torres Strait Islander students in the top 3 bands than our SSSG group. We are meeting the Premier's priority, increasing the number of Aboriginal young people reaching their learning potential.

Evaluation plan for this strategic direction

To what extent is our whole school approach to well being improving the learning of our students so they can succeed in a safe and supportive environment?

Strategic Direction 2: Wellbeing for Learning

Improvement measures

- TTFM Wellbeing data is at or above the lower bound system negotiated target of 78.1% to ensure a larger student population is reporting a greater sense of wellbeing within the school.

Target year: 2024

Attendance

- Consistently remain above our SSSG and Network for overall attendance over the course of our SIP, with a goal to surpass state average by 2024.
- Decrease the number of late arrivals from baseline measure of 160 partials per term in 2020, by 40% to 96 per term in 2024. (384 late partials annually)

Initiatives

- learning.
- monitoring, analysing and evaluating student behaviour and creating behaviour plans when necessary.
- tracking attendance of students.
- differentiating teaching programs through Individual Learning Plans (ILPs), Personalised Learning Pathways (PLPs).
- providing opportunities that focus on giving students voice and develop strong character qualities.
- providing opportunities for Aboriginal students to engage with their culture.
- support aboriginal students to increase their capacity to engage in learning and improve their literacy and numeracy results.
- providing a trusting and supportive workplace for staff.

Evaluation plan for this strategic direction

The school will regularly use the following data sources to evaluate the effectiveness of the initiatives in achieving the improvement measures;

- Attendance records
- Access behaviour records on sentral (number of incidents, suspensions etc)
- NAPLAN results
- Analysis of PBL data
- Reflection of PL
- Survey teachers
- Teacher PDPs
- ILPs, Action plans, PLPs and Behaviour plans
- TTFM results
- Parent surveys
- Student focus groups

The Evaluation plan will involve :

- Regular professional discussion by staff
- Reviews within executive meeting times
- Term by term analysis and triangulation of data

Strategic Direction 3: Community and Innovation

Purpose

To ensure that our community are partners in learning, there will be genuine consultation and involvement in all aspects of the school. There will be a planned approach to ensure that innovation will be at the forefront of teaching and learning.

Improvement measures

Target year: 2024

Increased community involvement in all aspects of the school.

Target year: 2024

All students having access to STEM-based learning on a regular basis with a demonstrated improvement in problem-solving skills.

Target year: 2024

Increased access/opportunity for extracurricular activities for all students as evidenced by the relevant component of the Department's Tell Them From Me Student Survey.

Target year: 2024

A greater focus on the communication of learning and teaching dispositions to our community.

Target year: 2024

An increase in the opportunities for community involvement in events.

Target year: 2024

An increase in the level of responsibility and decision making for School Leaders.

Target year: 2024

A growth in involvement with all community of schools.

Target year: 2024

Initiatives

Connecting Community

- Community consultation on all aspects of Positive Behaviour for Learning.
- A focus on all aspects of communication to the community with an emphasis on teaching and learning dispositions.
- A wide variety of community events, both onsite and offsite, to create an inclusive environment.
- Increased opportunities for student leaders to lead.
- Strengthen the existing connections with the Community of Schools.
- Increase the involvement of the community in contributing to the school garden and environment.

Innovation In Learning

- Provide a wide variety of extracurricular activities to increase student engagement as evidenced by the relevant component of the Department's Tell Them From Me Student Survey.
- Focus on the provision of an environment that is flexible, focused and challenging to empower students to take ownership of their learning.
- Development of a rich STEM program with a goal to create students who are critical and creative thinkers.
- Professional Development of staff in the area of giftedness in order to increase their capacity to differentiate learning.
- Ongoing utilisation of garden program to enhance the learning outcomes of the newly developed STEM program.

Success criteria for this strategic direction

Surveys and meetings occur with the community regarding the implementation of PBL. Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

There is a scheduled class focus and examples of teaching and learning dispositions in Community newsletters. Communications are streamlined and effective. There is a whole school approach to improving service delivery and customer experience.

An increase in the number of events to which community members are invited. The school collaborates with the local community on school assets and resources, delivering benefit to both the school and community.

Evidence of Community of Schools initiatives in practice. The school engages in strong collaborations to support continuity of learning at key transition points. Inter school relationships provide mentoring and coaching support to ensure the ongoing improvement of all teachers.

Regular events, such as working bees and Community Garden workshops are held, which include community members and organisations.

Trial and implementation of Interest Group Days, Chess club, debating and sport. The school is organised so that all students have regular opportunities to meet up with identified staff members who can provide advice, support and assistance to help students fulfill potential. Students indicate in the relevant component of the Department's Tell Them From Me Student Survey that participation in art, drama, or music groups, extracurricular activities or a school committee has increased, bringing greater social emotional outcomes for students.

Students using design, making, creating, modifying and problem-solving skills within STEM lessons and transferring these skills to other KLA's. There are timetabled STEM sessions with a focus on critical and creative thinking skills across the school.

Evidence of differentiation in teaching and learning

Strategic Direction 3: Community and Innovation

Improvement measures

Teachers have an improved capacity to differentiate for gifted students in their classrooms.

Target year: 2024

A stronger connection to our community of schools gardening group with a stronger focus on the involvement of community members.

Success criteria for this strategic direction

programs with an emphasis on giftedness which is informed by current research and best practice. Teaching and learning programs across the school show evidence they are adjusted to address individual student needs.

Timetabled garden program with STEM integration. The leadership team takes a creative approach to the use of the physical environment to ensure it optimises learning.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. Data sources will include:

- Evidence of professional learning in the area of STEM in Biannual PDP's
- Annual parent and community school satisfaction survey
- Staff programs collected Week 6 Terms 1 and 3 showing implementation of skills developed in creative and critical thinking
- Weekly newsletter and Social Media data analysis
- TTFM survey results and comparisons with previous years
- Term by term records of attendance by the community at events

The Evaluation plan will involve:

- Regular professional discussion by staff
- Reviews within executive meeting times
- Term by term analysis and triangulation of data

After analysing the data a determination will be made as to 'Where to Next?'