

# Strategic Improvement Plan 2021-2024

## Lindfield East Public School 2404



# School vision and context

## School vision statement

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At Lindfield East Public School, we believe that it is a fundamental right of each and every child to receive an excellent education - an education that caters for the academic, social, emotional and physical needs of each individual and prepares each one for success in learning and in life.

We believe that an education worth having is one which equips our students for a successful future - a future where the key competencies of adaptability, effective communication, collegiality and intercultural understanding will be paramount. We aim to prepare students for this future by building the capacity of teachers and school leaders to be innovative and transformative, engaging our students, holding high expectations for them and inspiring them to succeed.

The wellbeing of all our students lies at the core of Lindfield East Public School's vision, and drives all our decisions and actions.

## School context

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Lindfield East Public School serves a diverse cultural student population with the support of a school community that places a high value on education. There are 585 students representing 31 language speaking backgrounds with Mandarin accounting for 25%. The school is highly regarded in the school community and the local area owing to its outstanding educational reputation. Strong and active P&C involvement has enabled the school to continue to make significant advances in its physical learning environment, its resource base and ability to offer wide ranging educational opportunities. The school maintains a safe learning environment with the core values of 'Care and Respect' underpinning our student welfare ethos. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning. Strategic directions include targeting quality teacher professional development, providing a range of innovative learning and extra-curricular opportunities and building unique educational partnerships through collaborative practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practices.

## Improvement measures

### Target year: 2022

82% of students achieving in top two Bands for Numeracy in Year 3 and 5 NAPLAN

Increasing from 75.5% (baseline) by 2022.

### Target year: 2022

82% of students in Top 2 Bands for Reading in Year 3 and 5 NAPLAN.

Increasing from 75.1% (baseline) by 2022. (System-negotiated target)

## Initiatives

### Numeracy

In numeracy we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- Instructional leaders co-teach K-6 inline with the Primary Mathematics Schools Initiative (PMSI) to embed differentiated, quality teaching and learning activities into programs.
- Instructional leaders collaborate with staff through targeted professional learning to drive student improvement and monitor student progress as part of the PMSI project.
- Whole school approach (PMSI) ensuring effective evidence-based teaching methods optimise learning progress for all students across a range of abilities. Effective teaching methods will be identified, promoted and modelled and students' learning will be monitored, demonstrating growth.
- Identify, monitor and evaluate strategic resourcing to optimise student engagement and learning.
- Implement high quality professional learning focusing on the explicit teaching of mathematical problem-solving strategies to ensure teaching and learning programs are both challenging and engaging.

The PMSI project is based on the research from Doug Clarke, Charles Lovitt and Peter Sullivan. Numeracy initiatives use the underlying research from the NSW Mathematics K-6 curriculum and support documents.

### Reading

In reading we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- Differentiated reading groups in Years K-6.
- Explicit teaching of comprehension skills K-6 through targeted professional learning.
- Systematic plotting of students on Data Walls and

## Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning in reading and numeracy.

Teaching and learning programs in reading and numeracy are dynamic and differentiated based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Provision of teaching and learning experiences that challenge and engage all students to achieve their educational potential and in addition to meet the advanced learning needs of high potential and gifted students.

(Success criteria has been derived from the School Excellence Framework, the What Works Best document and the High Potential and Gifted Education Policy)

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

The School Plan 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. This analysis will guide the school's future directions:

**Data:** These data sources will be collected and analysed:

- NAPLAN data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- PLAN2 to measure progress and inform future directions.
- Instructional leaders collaborating and co-teaching with staff to drive student improvement and monitor student progress.
- Effective teaching strategies, professional learning, programs and resourcing.
- Learning and Support teachers in their identification and support of students in Stage 2 who are not achieving expected growth.
- The Learning and support team to model and guide teachers in differentiating reading in Stages 2 & 3.
- The implementation of initiatives at Lindfield East Public School through collaboration with leaders and teachers in local schools that reflect high levels of student growth in NAPLAN.

The research used for the reading initiatives are based on the work of Lyn Sharratt, Irene Fountas and Gay Su Pinell and the NSW DoE literacy hub.

## Evaluation plan for this strategic direction

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- Check in assessment data
- Scout - Value added data
- Student work samples
- PLAN2 data for literacy and numeracy
- Student personal learning plans
- Teaching and learning programs
- Classroom observations and Quality Teaching Rounds records

**Analysis:** Data is analysed to determine the extent to which we have improved our purpose and improvement measures.

**Implication:** The findings of the analysis will inform future directions through:

- Regular review of data sources to ensure intended improvement measures are demonstrating planned impact.
- Ongoing monitoring and reflection of practices and data by executive team and teaching staff.
- Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 2: Student Wellbeing

## Purpose

To strategically develop and sustain a whole school planned approach to wellbeing processes that support all students so they can connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2022

Increase student attendance rate from 90.4% baseline to 94.5% (lower bound system negotiated target.).

### Target year: 2022

Increase the number of students recording Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM survey of 86.3% baseline to 89.9% lower bound target.

## Initiatives

### Whole School Wellbeing Program

Develop strategies to proactively teach healthy coping strategies, resilience and self-regulation. This will be done through:

- Implementation of the Smiling Mind Program.
- Introduction and implementation of the Safeminds Program.
- Use of collaborative strategies shared with staff across the school, the community and other agencies to support the wellbeing of students.
- A revitalised Peer Mediation Program K-6.

These programs will be embedded into the PDHPE K-6 school scope and sequence and teaching and learning programs.

Our initiatives will be supported by The Wellbeing framework for schools, the Schools Excellence Framework and What Works Best.

### Implementation of the PDHPE Syllabus

Develop and implement a K-6 PDHPE scope and sequence that systematically builds student skills, knowledge of concepts and understanding.

Provide targeted professional learning to enable all teachers to effectively:

- Plan, implement and evaluate teaching and learning programs in PDHPE that describe expected student progression in knowledge, understanding and skills and the assessments that measure them.
- Teach movement skills and concepts explicitly to enable students to participate in a range of physical activities - confidently, competently and creatively.
- Develop students' ability to respond confidently, competently and creatively in a variety of physical activity contexts.

## Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual students needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Students, teachers, staff and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Strategies to build a positive environment in the classroom characterised by supportive relationships and regular contact with each student.

Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

(Success criteria has been derived from the School Excellence Framework, the Wellbeing Framework and the What Works Best document.)

### Initiatives

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Our initiatives will be supported by the PDHPE K-10 syllabus (2018)

#### Student Attendance

Develop and implement proactive strategies to increase student attendance K-6. This will be done through:

- Professional learning on Department of Education attendance practices, policy and legislation to develop and strengthen consistent school wide processes for monitoring and marking attendance.
- Student engagement in all key learning areas.
- Offering a differentiated curriculum that caters for the needs of all students.
- Working collaboratively with parents and carers and providing accurate and clear communication about attendance requirements and expectations.
- Strengthen the Learning and Support processes to monitor and support students with identified attendance concerns and create personalised attendance approaches for students of need.
- Providing a range of extra curricula activities to engage all students.

A case management process will be used to monitor and support students with attendance concerns. This will involve:

- The Learning and Support team
- Home School Liaison Officer
- Parents and Carers

Our initiatives will be supported by research presented in What Works Best as well as the Schools Excellence Framework.

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### Evaluation plan for this strategic direction

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**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement in student wellbeing?

**Data:** We will use a combination of data sources. These will include:

- Tell Them From Me survey
- Student, teacher and parent focus groups
- Student work samples
- Student personal learning plans
- Teaching and learning programs
- Classroom observations and Quality Teaching Rounds records
- Attendance data

**Analysis:** To regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

#### Implications:

- The analysis will guide the school's future directions.
- Review of data sources to ensure intended improvement measures are demonstrating planned impact.
- Ongoing monitoring and reflection of practices and data by executive team and teaching staff.

# Strategic Direction 3: Collaborative Practices

## Purpose

To engage in effective collaboration that explicitly aims to improve teacher practices and student outcomes. To build strong collaboration between students, teachers, parents and the community to enable a collective responsibility for student learning and success.

## Improvement measures

### Target year: 2024

100% of teachers embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback between teachers.

### Target year: 2024

100% of teachers understand, develop and apply a full range of assessment strategies in determining teacher directions and assessing student progress and achievement.

## Initiatives

### Collaborative Practice and Feedback

The school will develop our collaborative learning culture by improving the quality with which teachers engage in professional dialogue to evaluate and modify teaching strategies and programs. This will be achieved through:

- Regular participation in structured lesson observations (QTR) and team teaching that focuses on how different teaching approaches impact on student learning.
- Increased time for collaboration. When teachers share responsibilities and participate in classroom observations, collaborative programming and engage in professional learning communities inside and outside the school there will be evidence of effective collaboration which is a key aspect of building a culture of continuous improvement.
- Having high expectations of students. When teachers differentiate instructions and provide individualised feedback, they can promote high expectations in order to challenge students and encourage continuous improvement.

Our initiatives will be supported by the Department of Education NSW Quality Teaching Framework and Quality Teaching Rounds, the What Works Best document and John Hattie's influences and effect sizes related to student achievement.

### Formative Assessment

Teachers will establish and commit to high expectations of learning progress for all students. This will be achieved through:

- The inclusion of complex tasks that consider prior knowledge and the ability of students.
- Open-ended questioning in class and assessment to observe evidence of higher-order thinking.
- A range of formal and informal assessment procedures conducted by teachers during the

## Success criteria for this strategic direction

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All staff will engage in professional learning to build knowledge and understanding of collaborative and differentiated classroom practice.

Success criteria has been derived from the School Excellence Framework and the What Works Best document.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of collaborative practice between students, teachers, parents and the school community?

**Data:** We will use a combination of data sources. These will include:

- Tell Them From Me teacher survey
- WWB Survey pre and post comparison
- Teacher focus groups
- Student work samples
- Student personal learning plans
- Teaching and learning programs
- Classroom observations and Quality Teaching Rounds records
- Personal Development Plans (PDPs)

# Strategic Direction 3: Collaborative Practices

## Initiatives

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learning process in order to inform future directions.

- Incorporating student self-assessment and learning intentions to ensure learning is meaningful.

Our initiatives will be supported by the What Works Best document and Dylan Wiliam embedding formative assessment.

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## Evaluation plan for this strategic direction

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**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**Implications:** The findings of the analysis will involve:

- Review of data sources to ensure intended improvement measures are demonstrating planned impact.
- Ongoing monitoring and reflection of practices and data by executive team and teaching staff.