

Strategic Improvement Plan 2021-2025

Lakemba Public School 2360



School vision and context

School vision statement

Lakemba Public School aims to develop the whole student by working with the community to provide a varied, contemporary and comprehensive curriculum. Improved educational outcomes for all students will position them to live fulfilling, productive and responsible lives in a fast paced, technological global world both now and in the future.

Lakemba Public School aims to provide a safe and supportive learning environment which values respect, cooperation and responsibility. We aim to develop resilient, empathetic, accepting and inclusive future citizens.

Quality teaching and quality partnerships will underpin *Excellence in Practice*.

School context

Lakemba Public School is located in South Western Sydney approximately eighteen kilometres from Sydney and has a current student enrolment of 400 students. The school culture is built on the values of respect, cooperation and responsibility. The students, staff, parents and the wider community work together to promote *Excellence in Practice*.

Our school is supported by a strong and vibrant culturally diverse and harmonious community. The largest cultural groups in our school speak Bengali, Urdu and Arabic. Our Community Language Program supports our Arabic students in maintaining and developing their home language. Ninety-eight percent of our students come from a language background other than English. They all require various levels of English as an Additional Language or Dialect (EAL/D) support. There are currently no Indigenous students enrolled.

Lakemba's Family Occupation Education Index (FOEI) of 85 (2023) indicates that our community is highly educated, values learning and has high expectations for the academic success of their children. The socio-economic backgrounds of our families are diverse however a significant number of our families are unable to work in their field of expertise. In many instances this results in lower economic standards.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high quality professional learning to deepen their pedagogical knowledge and understanding to support student learning and engagement.

The school has completed a situational analysis that has provided directions for this Strategic Improvement Plan. It is important to note that the areas of focus for this plan build on the work undertaken in the previous school planning cycle. The strong threads through the previous school plans focused on continual whole school improvement and the school learning community working collaboratively to support the learning and wellbeing of all.

We have identified through our situational analysis the need for a continued emphasis on embedding quality teaching practices in Literacy and numeracy. We plan that a focus on high impact teaching strategies in conjunction with improved data driven practices will provide, develop and strengthen teacher practice and ensure students achieve expected growth and attainment in learning. Collaboration based on high expectations and effective feedback will provide a strong basis for teachers to successfully plan and deliver quality differentiated instruction to all students including those identified as having high potential or gifted.

The purposeful assessment, collection, tracking and monitoring of K - 6 student Literacy and numeracy data and growth was also identified as an area that needed to be strengthened. An outcome of this will inform more accurate student transitions throughout the school and develop teachers knowledge of each others' work.

Our students' wellbeing and engagement remain a strong priority. Explicit processes and practices along with the development of productive partnerships will support the learning of all students and their development into future citizens.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy, we will develop whole school evaluative practices and use evidence informed strategies to ensure curriculum provision is responsive to the learning needs of individual students.

Improvement measures

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

An increase in the percentage of questions answered correctly in Year 5 Check-in Reading Assessment, compared to 2021 Year 3 cohort Check-in Reading assessment.

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

An increase in the percentage of questions answered correctly in Year 5 Check-in Numeracy Assessment, compared to 2021 Year 3 cohort Check-in Numeracy assessment

Initiatives

Responsive Curriculum Provision

Refine systems and structures to support data collection, monitoring, evaluation and analysis to inform and ensure that curriculum provision is responsive to student needs.

Evidence Informed Practices

Explicit evidence informed teaching practices are embedded across the school to maximise student learning outcomes.

Success criteria for this strategic direction

All teachers use student K - 6 assessment data and feedback regularly to identify student achievements, progress and growth.

All teachers collaborate to identify, understand and implement the most effective, evidence based, explicit teaching methods.

All teachers use an integrated approach to quality teaching, curriculum planning, delivery, assessment and continuous tracking of student progress and achievement.

Quality teaching practices are sustained through explicit systems of collaboration and feedback.

Students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

To what extent have we maximised student learning outcomes through whole school evaluative practices?

To what extent do we use evidence informed strategies to ensure responsive curriculum provision?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures and guide the school's future directions.

- Document analysis e.g. teaching programs.
- Student work samples.
- Classroom observations.
- Student focus groups.
- Formative and summative assessments.
- Teacher and student reflections.
- NAPLAN and Check-in Assessments.
- What Works Best Toolkit.

Data will be regularly analysed and triangulated by

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

teachers, Stage teams and the Leadership Team to determine the extent to which the purpose and improvement measures have been achieved.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning. Next steps and future directions will be determined from the analysis of the data.

Strategic Direction 2: Sustainable Learning Culture

Purpose

To maintain a sustainable learning culture where systems and processes support improvement in learning and engagement.

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

The attendance rate for the school is increased from 86.75% in 2023 to 88.3% by 2027.

Initiatives

Supportive Learning Culture

Systems and processes are used to create a shared culture of learning and positive wellbeing focused behaviours across the community.

Collaborative Practice

Enhance current systems and structures so that opportunities for collaboration between staff, students and parents engage the community in creating, monitoring, reflecting and communicating their own growth in learning.

Success criteria for this strategic direction

All staff engage in systems of collaboration and feedback that sustain quality teaching practices.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student attendance.

School wide processes support a collective responsibility for student learning and success, which is shared by parents and students.

All staff engage in whole school wellbeing processes that support the wellbeing of all students.

All staff have an integrated approach to quality teaching, curriculum, planning and delivery.

Evaluation plan for this strategic direction

To what extent have we created a sustainable learning culture that supports student learning?

To what extent have we created systems and processes to support improvement in learning and engagement?

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

- Internal assessment e.g. PB4L monitoring systems, Sentral data.
- External assessment, e.g. Tell Them From Me (TTFM)
- Work samples.
- Teacher surveys and focus groups.
- Student survey and focus groups.
- Document analysis e.g. teaching programs, reports.
- Wellbeing Framework
- High Impact Professional Learning (HIPL).

Strategic Direction 2: Sustainable Learning Culture

Evaluation plan for this strategic direction

- What Works Best Toolkit evaluations.

Data will be regularly analysed and triangulated by teachers, Stage teams and the Leadership Team to determine the extent to which the purpose and improvement measures have been achieved.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning. Next steps and future directions will be determined from the analysis of the data.

Strategic Direction 3: Partnerships for Learning

Purpose

To develop a connected learning community, where partnerships with students, staff, parents and the community enrich learning.

Improvement measures

Community of Schools

Achieve by year: 2025

Parent Partnerships

Achieve by year: 2025

Initiatives

Communities of Practice

Develop effective professional partnerships that are underpinned by a shared goal of leading improvement in teaching and learning to maximise student growth.

Positive Partnerships

Embed collaborative student, teacher, parent and community partnerships to enrich learning experiences and build a shared responsibility for student success.

Success criteria for this strategic direction

The school engages in strong collaboration between parents, students and the community that support continuity of learning for all students.

Learning alliances with other schools or organisations are established and maintained.

The curriculum is enhanced by learning alliances with other schools or organisations.

The leadership team establishes professional learning communities which are focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

To what extent have we developed connected partnerships with students, staff, parents and the community?

To what extent have the communities of practice impacted/built staff capacity?

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

- External assessment, e.g. Tell Them From Me (TTFM).
- Student work samples.
- Community surveys and focus groups.
- Staff surveys and focus groups.
- Meeting Minutes.
- What Works Best Toolkit evaluations.

Data will be regularly analysed and triangulated by teachers, Stage teams and the Leadership Team to determine the extent to which the purpose and improvement measures have been achieved.

Evaluation plan for this strategic direction

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning. Next steps and future directions will be determined from the analysis of the data.