

Strategic Improvement Plan 2021-2025

Leeton Public School 2386



School vision and context

School vision statement

Leeton Public School works in partnership with parents and community to deliver personalised quality education within a positive, high expectations environment where students feel safe to learn, connect, succeed and thrive. We will maintain a focus on whole school wellbeing, student academic growth and teacher professional growth to foster the development of respectful, responsible and resilient learners.

School context

Leeton Public School is located on Wiradjuri land in the Riverina area of NSW. Enrolment has remained steady over the previous five years with an average enrolment of 320 students, including 8% Aboriginal students and 15% English as an Additional Language or Dialect students. The school is well-resourced with excellent facilities and set on attractive grounds. We offer a broad curriculum to meet the needs of all our students to prepare them for a productive and successful future.

The Family Occupation and Education Index of the school has remained relatively consistent over the last five years with an average of 93.6. Leeton Public School delivers a broad curriculum to meet the needs of all students and prepare them for a productive and successful future. The school offers an extensive range of opportunities to pursue academic, social, sporting and cultural achievements. These include various dance groups, choir, debating teams, chess club, spelling competitions along with individual and team sporting opportunities.

Leeton Public School has a school leadership team comprising of the Principal, one Assistant Principal Curriculum and Instruction and three Assistant Principals. There is approximately 30 full-time and part-time staff, working collaboratively in the best interests of all students. The school values collaborative partnerships with the local network of schools and is a proud member of the Leeton Community of Public Schools.

Leeton Public School has strong relationships and connections with the Parents & Citizens Association as well as the broader parent and wider community. The school is developing connections with the local Aboriginal Education Consultative Group and is committed to strengthening this relationship to work towards common goals in Aboriginal education.

Through the school's recent external validation and situational analysis, the school has identified the need for a continued emphasis on supporting teachers to embed quality evidence-based teaching practices in literacy and numeracy and supporting the wellbeing and engagement of students. Ongoing analysis of progress in achieving the Strategic Improvement Plan will guide future decisions in supporting student growth and attainment.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes for all students in reading and numeracy teachers will use data informed, explicit evidence based strategies to deliver responsive differentiated teaching practice.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Effective Classroom Practice

The school will identify and consistently implement effective evidence-based teaching methods, optimising learning progress for all students.

Support will be provided to all teachers to develop skills in the explicit and sequential teaching of reading and numeracy.

Responsive Curriculum

Student assessment data is regularly used school wide to identify student achievement and progress. Data analysis supports effective delivery and differentiation of an evidence based, responsive curriculum.

Success criteria for this strategic direction

Teachers deliver an integrated whole-school approach to quality teaching, curriculum planning and assessment, responsive in meeting the needs of all students.

Teaching and learning programs and documentation show evidence of meeting system requirements, differentiation and individual learning needs.

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

Teachers identify, understand and implement the most effective explicit, evidenced-based teaching methods and strategies in reading and numeracy.

Evidence-based effective teaching strategies are consistently identified, promoted and modelled across the school and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

To what extent has the use of differentiated data informed curriculum had on student learning outcomes in reading and numeracy? How has consistent, explicit and sequential teaching of reading and numeracy impacted on student learning outcomes?

These data sources will be collected and analysed by relevant teachers, leaders and teams. These include external student performance measures; internal student performance measures; analysis of teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

Data is regularly collected to determine the extent to which the purpose has been achieved.

Rigorous analysis of the data to determine impact will guide ongoing implementation and future planning.

Strategic Direction 2: Continuous Improvement Culture

Purpose

To maximise the impact of quality teaching on student learning we will embed explicit whole school systems for collaboration, feedback and evaluation of teacher effectiveness so that quality classroom practice is consistent.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Data Skills and Use

School systems and structures support regular consistent school-wide use of data to identify student achievement and progress, reflect on teaching effectiveness and support teaching staff to engage in collaborative analysis and evaluation of data to inform practice.

Collaborative Improvement Culture

Professional learning aligns to the Strategic Improvement Plan and impact on the quality of teaching and student learning outcomes is evaluated.

School structures and processes facilitate teacher collaboration and reflective practice to achieve a common goal, leading to improved teacher quality and positively impacting student learning outcomes.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to monitor and evaluate student growth over time, implement changes in teaching that lead to measurable improvement and support reflection on teacher effectiveness.

The school has identified expected growth for students and has high expectations for students to achieve higher than expected growth on progress and achievement data.

School relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers

Evaluation plan for this strategic direction

To what extent do school systems and structures in collection and analysis of data have on teaching effectiveness and student outcomes? What impact has the effective delivery of professional learning had on teacher quality and student learning outcomes?

These data sources will be collected and analysed by relevant teachers, leaders and teams. These include internal data, external data, Tell Them From Me surveys, High Impact Professional Learning Self-Assessment Tool, School Excellence Framework assessments.

Data is regularly collected to determine the extent to which the purpose has been achieved.

Rigorous analysis of the data to determine impact will guide ongoing implementation and future planning.

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose

To build an aspirational school culture strongly focused on high expectations and growth for all students there will be a planned approach to developing whole school processes that support high levels of wellbeing, engagement and achievement.

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

Achieve an increase of 1% in the attendance rate, from 91.51% in 2023 to 92.51% in 2027.

Initiatives

Aspirational Learning Culture

An aspirational school culture strongly focused on learning is supported by the whole school community and challenges all students to continually improve.

Teachers hold high expectations of their students, using evidence based strategies to know and value them as learners and understand how to support their learning.

Wellbeing and Engagement

Embed a whole-school evidence based approach to student wellbeing and engagement where there is a collective responsibility for student success, shared by parents, students and the school community.

Optimum conditions for student learning across the whole school are supported by school-wide, collective responsibility for student learning and success.

Success criteria for this strategic direction

An aspirational school culture strongly focused on high expectations, learning progress and achievement for all students is evident across the school.

Students engage in productive learning as a result of learning environments where teachers consistently demonstrate a flexible repertoire of responsive evidence based strategies which promote positive student engagement.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

The whole school community work together to support consistent and systematic processes that maximise student engagement and attendance.

Effective relationships with the local AECG and other organisations are developed to facilitate an improved understanding of Wiradjuri culture amongst staff and students.

Evaluation plan for this strategic direction

How have the systems and processes for enhancing student wellbeing and engagement enhanced a culture of high expectations and promoted positive student learning?

These data sources will be collected and analysed by relevant teachers, leaders and teams. These include Wellbeing Framework Self-assessment, Internal student data, External data, Tell Them From Me survey, School policy and procedure documentation, School Excellence Framework assessments.

Data is regularly collected to determine the extent to which the purpose has been achieved.

Rigorous analysis of the data to determine impact will guide ongoing implementation and future planning.