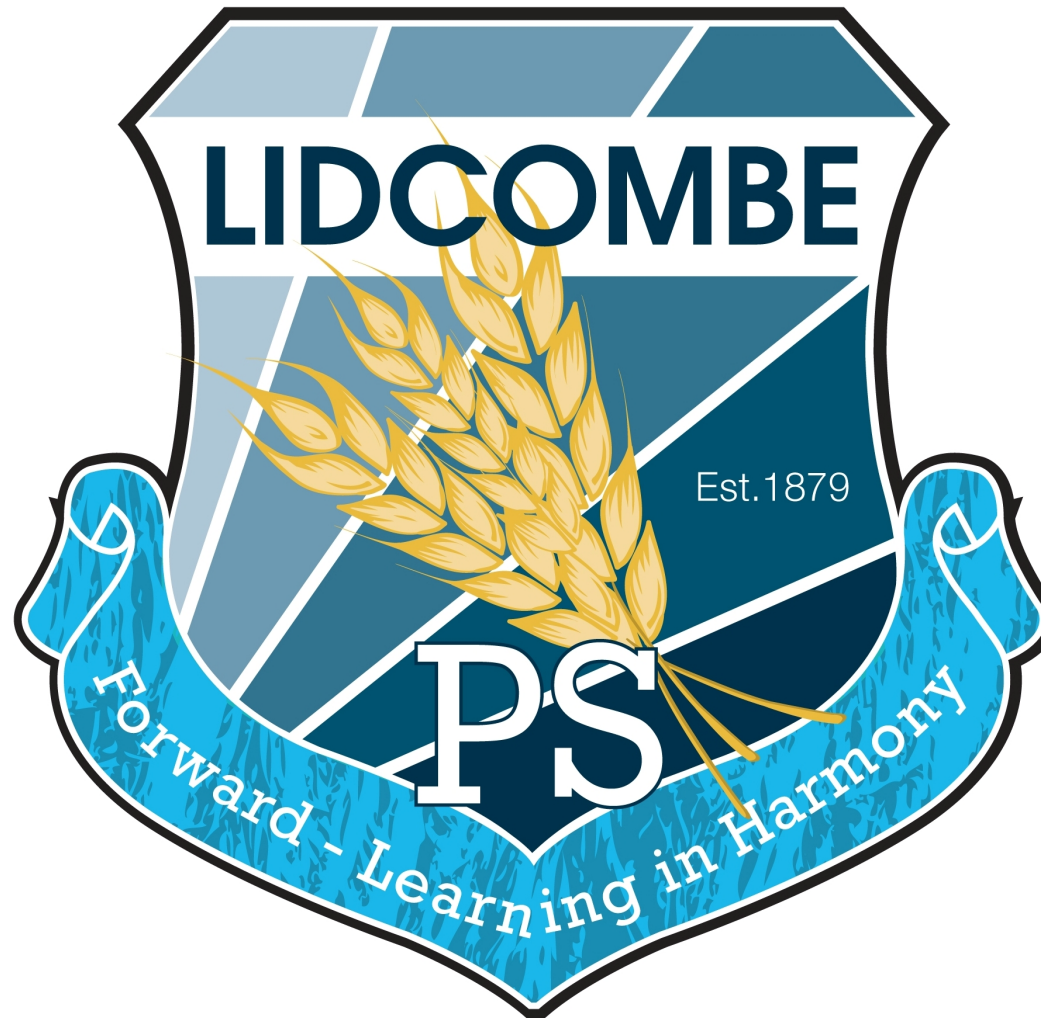


# Strategic Improvement Plan 2021-2024

## Lidcombe Public School 2394



# School vision and context

## School vision statement

Lidcombe Public School is an innovative, caring and inclusive learning community with a holistic educational focus. Our students will be confident, resilient, compassionate, collaborative and socially responsible global citizens.

## School context

Lidcombe Public School is located in Western Sydney and has a student enrolment of 868. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The school comprises of 37 mainstream classes and 3 special education classes. Specialist programs include Reading Recovery, Learning and Support, English as an Additional Language/Dialect, and Community Languages in Arabic, Chinese, Korean and Turkish. The school community is highly multilingual (94% LBOTE) with at least 42 different languages being represented. The most predominant languages spoken at home (March 2019) are: Chinese (26%), English (18%), Korean (14%); Turkish (10%) and Arabic (10%).

Within our school population, 94% of our students have a language background other than English, and 97% of the 94% of students require some level of EAL/D (English as an Additional Language or Dialect) support. 2 students identifying as Aboriginal. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, STEM and Creative and Performing Arts and Public Speaking enable our students to excel through a range of different experiences.

The school prides itself on forging strong links with the local community and has a growing, highly committed P & C Association whose members are actively involved in consultative decision making, included on panels for filling staff vacancies through the merit selection process, school self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions.

The school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this will build upon the work undertaken in the previous school planning cycle and the SEF committees for the past three years.

### 1. Student growth and attainment

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 evaluation practice. We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Deputy Principals will be developed as Instructional leaders in English and Mathematics.

### 2. Evidence Informed Practice.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole

# School vision and context

## School vision statement

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## School context

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school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

### 3. Positive partnerships in learning

Our school community have always been very supportive of LPS. Community satisfaction was an area we explored differently through extraordinary remote learning conditions forced by COVID-19. To maintain and build on these relationships, we are going to have a four year focus strengthening community satisfactions by engaging parents in student learning and school life. When conducting the analysis of the school wellbeing areas, it was evident that all three areas of Advocacy, Sense of Belonging and High Expectation show a decline over the last three years, but still sits above the state averages. While PBL is well embedded into our school culture, a renewal of PBL lessons and school matrix. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from evidence based can be grouped broadly into 'promoting social and emotional learning' and 'creating a safe environment'.

# 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 evaluation practice.

## Improvement measures

### Target year: 2023

- Top 2 bands (or equivalent) NAPLAN reading increases (uplift) of 5.7% from baseline.

### Target year: 2023

- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 4.4% from baseline.

### Target year: 2023

Expected Growth in Reading:

Uplift of 5.4 % in student growth from the baseline.

### Target year: 2023

Expected Growth in Numeracy:

Uplift of 2.9% in student growth from the baseline.

### Target year: 2024

School Excellence Framework targets:

## Learning

**Element: Student Performance Measures(E )**

## Teaching

**Element: Effective Classroom Practice (E)**

## Initiatives

### Effective Classroom Practice - Literacy

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

\* PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

\* Establish and use IL positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

\* Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

### Effective Classroom Practice - Numeracy

Sustained learning in specialising in mathematics, with the goal of collaboratively building the capacity of teachers in their own school setting.

- PL in mathematical content knowledge, pedagogical content knowledge, and effective leadership strategies.
- PL in data numeracy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- PL in best practice and evidence based teaching practices.
- Establish and use IL positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth

## Success criteria for this strategic direction

Specificity that DPs will be Instructional Leaders targeting English or Mathematics.

DPs will be embedding and implementing best practice for English lessons, committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. DPs will be embedding and implementing new mathematical pedagogy specifically looking at how students work mathematically and using an evidence based approach to teaching mathematics in classrooms.

DPs will be Primary Mathematics Specialists, leading and developing Mathematics programs catered to our students learning needs. Implementation of new evidence based literacy practices that reflect student learning outcomes and needs.

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF- Student Performance Measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

## 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 numeracy and reading?

Data:

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

- Internal assessments eg PLAN2 and school designed assessment programs.

# Strategic Direction 1: Student growth and attainment

## Initiatives

over time and report student achievement.

## Evaluation plan for this strategic direction

- External assessments, eg NAPLAN
- Survey
- Observation
- Focus groups
- Student voice
- Interview
- Document analysis
- SEF committee evidence sets

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 inform:
- Future actions

Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year)

## Strategic Direction 2: Evidence Informed Practice

### Purpose

Explicit systems are embedded for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.

### Improvement measures

#### Target year: 2024

10% uplift in TTFM 2019 Data Informed practice - staff data survey

#### Target year: 2024

10% uplift in TTFM 2019 Data Learning Culture - staff data survey

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Learning

Element: Learning and Development (E)

#### Teaching

Element: Data Skills and Use (E)

### Initiatives

#### Using data to inform teaching practice

Embed the importance of using a range of learner achievement and multiple measures of data in an ongoing cycle of improvement. To unpack the purpose of presenting and analysing data at the classroom level in order to influence change and drive improvement. This will be reflective in 5 weekly data collection cycles and data conversation had with leadership teams.

#### Professional Learning

Engage staff with quality, planned and innovative professional learning that generates student feedback about learning, clearly aligned to the School Excellence Framework and attainment of accreditation of the Australian Professional Standards.

### Success criteria for this strategic direction

#### Implications:

The leadership team establishes a culture focused on continuous improvement using research, best practice and innovative thinking, where all students are taught by high performing teachers.

Using data in teaching and data use in planning will ensure teachers clearly understand and develop the full range of assessment strategies and use them to determine teaching directions, assess progress and reflecting on teaching their own practice. The implementation of a whole school data system is needed to ensure CTJ and correct analysis of assessments is maintained. This has raised areas of improvement in assessment rubrics, curriculum knowledge, the use of ALAN (PLAN2), using Sentral to access tracking systems.

We also need to provide opportunity for teachers to collaborate on lesson design and provide feedback through supportive peer observations.

All staff use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Professional learning is aligned with the school plan, 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.

(SEF- Learning and Development)

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. . (SEF- Professional Learning)

### Evaluation plan for this strategic direction

#### Question:

## Strategic Direction 2: Evidence Informed Practice

### Evaluation plan for this strategic direction

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What extent have we achieved our annual progress measures? What lessons have we learned to inform next steps? What adjustments need to be made to the Strategic Direction?

#### Data:

- Collection and feedback of teaching and learning programs
- PDPs
- Classroom observations
- Team meeting minutes
- Staff meeting minutes
- Assessment tasks / rubrics
- Professional learning data
- Annual school report data collection
- TTFM data
- Whole school data tracking system
- Minutes from data cycle conversations.
- Reflect and Reset
- SEFSaS
- SEF
- Student staff and community consultation

#### Analysis:

The analysis will consider the evidence produced by the data collected.

#### Implications:

The implications will be informed by the analysis. The implications will provide insights into:

\* 2022 activities

\* Appropriateness of improvement measures.

## Strategic Direction 3: Positive partnerships in learning

### Purpose

To maintain and strengthen our strong links with the local community and create a culture of excellence, we will continue to build community satisfaction by engaging parents in student learning and school life.

### Improvement measures

#### Target year: 2023

Attendance rate uplift of 2.5% from baseline system negotiated targets.

#### Target year: 2023

Wellbeing rate uplift of 4.5% from baseline 2019 TTFM student survey.

#### Target year: 2024

Uplift of 2 teachers recognised as HAT or LEAD through the Australian Professional Standards Accreditation process.

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

#### Teaching

**Element: Professional Standards (E)**

#### Learning

**Element: Learning Culture (E)**

**Element: Wellbeing (E)**

### Initiatives

#### Sustaining culture of high expectations and continuous improvement.

The school values and respects collaborative feedback from students, parents and the community to promote and generate learning and innovation. The introduction of 3 way interviews, to ensure students are goal driven, visible learners who have leadership and extra-curricular opportunities. Establishment of students conferences to articulate their student voice and articulate their learning strengths and needs. To enhance our culture of high expectations and continuous improvement the school educational leadership team will continue to building capacity in others and encourage HAT and LEAD accreditation and provide opportunities for leadership position.

#### Building collective capacity of the whole school community

Embedding of school process so as to meet and exceed system negotiated targets for Attendance and Well being. Establish a whole school mindfulness approach that provides training, resources and materials to support educator and student wellbeing. This program will provide a positive, preventative and proactive approach to support students and parents to develop foundational personal and social capabilities. The initiative will provide a comprehensive social-emotional learning (SEL) framework and aligns with the PDHPE syllabus.

### Success criteria for this strategic direction

Increased positive, constructive feedback to strengthen and enhance school community partnerships. Through use of 3 way interviews, showcasing student voice, and learning goals. This will strengthen our partnership of working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. and student well being.

Positive respectful relationships and consistent, systematic processes are evident and promote student wellbeing to ensure optimal learning and engagement across the whole school community. This will be evident through the Smiling Minds program demonstrating how mindfulness practice can help primary-aged children to develop emotion and behaviour regulation skills, improve attention and concentration and facilitate optimal environments for learning. Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Opportunities exist to extend and build the capacity of teachers through HAT and LEAD accreditation processes.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF Learning Culture)

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF Wellbeing)

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. (SEF Professional Standards)

## Strategic Direction 3: Positive partnerships in learning

### Evaluation plan for this strategic direction

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#### Questions:

Can all students voice their learning goals and are we providing clear criteria for success which embeds high expectations? Do our students demonstrate high levels of general wellbeing, resulting in optimal learning and productively engaged with the whole school community?

#### Data:

TTFM and other survey data

P and C meeting minutes

School newsletters

School communication strategy data

Professional learning data

PBL and learning support team data

Student assessment tasks and teaching & learning programs.

Attendance at meetings / parent workshops

Student attendance rates

Smiling Minds workshops / PL

All PDPs identify professional and personal learning goals that demonstrate reflective teaching practice, using data to improve student learning, in line with Australian Professional Standards and the School Excellence Framework

#### Analysis:

The analysis will consider the evidence produced by the data collected.

#### Implications:

The implications will be informed by the analysis. The

## Strategic Direction 3: Positive partnerships in learning

### Evaluation plan for this strategic direction

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implications will provide insight into:

- \* 2022 activities
- \* appropriateness of improvement measures