

# Strategic Improvement Plan 2021-2024

## Londonderry Public School 2421



# School vision and context

## School vision statement

---

At Londonderry Public School we believe in providing a quality teaching and learning environment that provides young people with the skills to become engaging and connected members of society. This will be achieved through a focus on wellbeing, high expectations, academic progress and social development and citizenship. The whole school community works as a partnership to maintain an environment of collective responsibility for developing confident, resilient self-directed learners.

## School context

---

Londonderry Public School is located in the semi-rural Hawkesbury region of Western Sydney and has a student enrolment of 232. The school numbers have steadily increased over the past 6 years and this has been due to increased residential development and employment opportunities in the local region. Currently 7% of enrolled students are Aboriginal and 12% are LBOTE.

In the last 12 months there has been high staff turnover with more experienced staff achieving promotion to executive positions and long-term temporary staff becoming permanent through merit selection. As a result, there is currently a high number of early career and beginning teachers employed at the school.

Londonderry PS is an Early Action for Success school (Phase 2) and employs an instructional leader - deputy principal 0.8FTE. The instructional leader supports teachers K-2 through delivering professional learning and the implementation of evidence-based pedagogies to support quality literacy and numeracy learning in K-2.

Student welfare and wellbeing programs have consistently been a priority at Londonderry PS, which is a Positive Behaviour for Learning School. The school receives funding from the National Chaplaincy Program and employs a school chaplain one day per week to support the implementation of student welfare programs.

The school has an active P&C Association and strong community involvement. Londonderry Public School has close ties with other schools in the Hawkesbury region being involved in the Hawkesbury PSSA and as a member of the Richmond Learning Community. Londonderry PS has a strong partnership with local primary schools, Richmond HS and the Centre for Excellence Richmond Agricultural College. The school also has a strong connection with the Local Early Childhood Centre to support the early years of education and transition to primary school.

Through our situational analysis we identified three Focus Areas. Student Growth and Attainment will focus on increasing the number of students achieving expected growth in educational outcomes by creating a whole school culture of high expectations and the pursuit of excellence. This will be achieved through the analysis of student wellbeing data to identify areas of need and improvement; improving whole school student attendance and reducing the number of partial attendances; building upon our existing school transition programs to support the continuity of learning and in providing programs for students who require additional support. Aboriginal Education is also a focus, in particular improving the school outcomes and engagement for Aboriginal students and deepening the school's understanding of Aboriginal culture and connection to Country.

Quality Teaching and Learning in Literacy will focus on increasing the number of students achieving in the top 2 bands in Reading and to reach school targets by 2024.

Quality Teaching and Learning in Numeracy will focus on increasing the number of students achieving in the top 2 bands for Numeracy and to reach school targets by 2024.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student engagement and learning, we will establish explicit practices that create a school culture and environment of high expectations and inclusivity that meets the diverse needs of our students, staff and community.

## Improvement measures

### Target year: 2024

#### Student Attendance and Wellbeing Data

Increased percentage of students attending school >90% of the time greater at 82% higher based on SCOUT targets.

Tell Them From Me data in SCOUT shows improved measures in the areas of Positive Sense of Belonging, Positive Homework behaviours and Motivation to learn to at least 92%.

### Target year: 2024

#### Student Learning Outcomes

Increased percentage of Aboriginal students achieving at or above expected growth in literacy and numeracy in NAPLAN compared to 2023 Scout Data.

By 2024 Value added growth for Year 3 and 5 students in NAPLAN Reading will be 63.1% ( system-negotiated network target).

By 2024 Value added growth for Year 3 and 5 students in NAPLAN Numeracy will be 60.99% ( system-negotiated network target).

### Target year: 2024

#### School Excellence Framework

Learning culture - progress from Sustaining and Growing to Excelling

## Initiatives

### Student Wellbeing and Attendance

Embed a whole school approach to student wellbeing and improving attendance where there is a collective responsibility for student learning and success.

This will be achieved through:

1. Reviewing current wellbeing practices and and levels of alignment with the Wellbeing Framework Self-Assessment Tool to establish focus areas for whole school wellbeing improvement and embed these into school wide practices..
2. Review and update whole school practices for monitoring student attendance, wellbeing and behaviour to ensure a consistent approach for collecting and analysing data and referral to Learning Support team and executives and consultation with parents and carers.

### Aboriginal Education

Embed a whole school culture of improving educational outcomes for Aboriginal students and deepening the understanding of culture and connection to Country. This will be achieved by:

1. Whole staff professional learning on Aboriginal culture and connection and embedding Aboriginal perspectives in teaching and learning programs.
2. Community consultation and connection with the AECG , Aboriginal parents/ carers and community services for Aboriginal people.
3. Whole school reconciliation action plan and for ATSI education and improving educational outcomes for Aboriginal students.

### Transition programs

Increase student learning outcomes and wellbeing by Improving the effectiveness of school transition programs at key educational points ( P-K and Years 6-7). This will be achieved by:

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student 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.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school uses research-based, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully deliver ongoing, measured improvement in student progress and achievement.
- The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its success.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

## Evaluation plan for this strategic direction

Are the improvement measures being met for each initiative within the relevant time frame? To what extent is the data showing improved student attendance and

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Wellbeing - progress from Sustaining and rowing to excelling

## Initiatives

1. Review the current preschool transition and kindergarten orientation programs with local preschools and K-2 teachers and executive.
2. Engage with High school transition programs with local high schools and Richmond Learning Community and Centre for Excellence.
3. Identify at risk students who require additional support to transition to P-K, Years 6-7. Consult with parents and carers as well as school staff to support students.

### High Performing and Gifted Students

Improve the learning outcomes and wellbeing for students identified as High performing and gifted by providing high quality educational programs catering for their needs. This will be achieved by:

1. Implementing the High Potential and Gifted Education Policy Evaluation and Planning Tool and develop a whole school action plan.
2. Staff Professional learning on identifying HPAG students and catering for their needs.
3. Analysing student achievement data to identify areas of strength and target areas for growth and improvement.
4. Identifying underachievement by monitoring student and identifying areas of strength and talent in students.

## Evaluation plan for this strategic direction

wellbeing? Is the data showing improved Literacy and Numeracy outcomes for Aboriginal students and an overall deeper connection to culture across the whole school community?

To evaluate this direction the following data sources will be used to determine success:

- SCOUT - value added data
- IEPs and PLPs
- Attendance data
- Tell Them from me surveys
- HPGA tool results
- Wellbeing framework tool
- Parent surveys and feedback

These measures will be used to:

- Regularly review the data sources to evaluate the effectiveness in achieving the intended improvement measures.
- Regularly engage in professional dialogue around the initiatives in relation to the School Excellence Framework

# Strategic Direction 2: Quality Teaching and Learning in Literacy

## Purpose

To build strong foundations for academic success in Reading and Writing through further development and refinement of data driven teaching practices to maximise student learning outcomes.

## Improvement measures

### Target year: 2024

#### NAPLAN top two bands

By 2022 a minimum of 32.2% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading. (Lower bound system-negotiated network target).

All teachers are familiar with and using the revised English Syllabus 2022.

By 2024 a minimum of 37.2% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading. (Higher bound system-negotiated network target).

### Target year: 2024

#### Learning Progressions

At least 90% of students completing kindergarten will have achieved within Level 4 of the Understanding Texts sub element of the Literacy Progressions.

At least 85% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts sub element of the Literacy Progressions.

At least 85% of students completing Year 5 will have achieved within Level 9 of the Understanding Texts sub element of the Literacy Progressions.

At least 90% of students completing kindergarten will have achieved within Level 4 of the Creating Texts sub element of the Literacy Progressions.

At least 85% of students completing Year 3 will have achieved within Level 6 of the Creating Texts sub element

## Initiatives

### Initiative 1 Professional Learning

School professional learning is driven by identified student needs through analysis of current data about progress and achievement. Identified priorities for professional learning are -

- the effective use of the Literacy Progressions Understanding Texts sub-element
- Evidence based practices of phonemic awareness, phonological processes and best practice in the teaching of spelling to support reading and writing
- Embed and use High Impact Professional Learning models to build teacher capabilities to improve pedagogical practice in reading
- Collaboration between teachers to strengthen the applied practice and consistency of teaching and assessment across the school
- Professional learning in revised English syllabus 2022.

### Initiative 2 Assessment and Data Driven Practices

- Use IL positions and LaST positions to work with teachers to effectively use data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Teachers use formative and summative assessment tasks to analyse student progress, evaluate growth and report student achievement.
- Provide students with clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process
- Provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.

### Initiative 3 Communication with Community

- Regularly inform parents and carers of their child's

## Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- Teachers respond to trends in student achievement, at individual, group and whole school levels.
- All teachers understand and explicitly teach literacy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been in response to feedback received.

## Evaluation plan for this strategic direction

To evaluate this direction, the school will continually evaluate the effectiveness of the initiatives through:

- NAPLAN data
- PLAN2 data
- BSKA
- SCOUT - value added data
- Student work samples
- IEPs and PLPs
- Targeted intervention groups
- Classroom observations
- Teaching programs.
- Tell Them from me surveys

These measures will be used to:

- Regularly review the data sources to evaluate the

# Strategic Direction 2: Quality Teaching and Learning in Literacy

## Improvement measures

---

of the Literacy Progressions.

At least 85% of students completing Year 5 will have achieved within Level 10 of the Creating Texts sub element of the Literacy Progressions.

**Target year: 2024**

### School Excellence Framework

By 2022

Assessment - progress from delivering to sustaining and growing.

Effective classroom practice - progress from delivering to sustaining and growing.

Professional Standards - progress from Sustaining and growing to Excelling

Reporting - progress from delivering to sustaining and growing.

By 2024

Assessment - progress from sustaining and growing to excelling.

Effective classroom practice - progress from sustaining and growing to excelling.

Professional Standards - progress from Sustaining and growing to Excelling

Reporting - progress from sustaining and growing to excelling.

---

## Initiatives

---

progress and learning goals as well as learning expectations via methods such as meetings, video/phone calls, emails and online apps.

- Partner with parents and carers to support their child's learning at home. Provide parents and carers with advice, tools and information about how students learn.
- 

## Evaluation plan for this strategic direction

---

effectiveness in achieving the intended improvement measures.

- Regularly engage in professional dialogue around the initiatives in relation to the School Excellence Framework.

# Strategic Direction 3: Quality Teaching and Learning in Numeracy

## Purpose

Maximise the learning outcomes of all students in Numeracy across Kindergarten to Year six. Staff will build capacity through internal and external professional learning to improve the teaching and learning of Mathematics across the school.

## Improvement measures

### Target year: 2024

#### NAPLAN top two bands

A minimum of 25.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system-negotiated network target).

### Target year: 2024

#### Community Engagement

Improve engagement of the community in their child's numeracy education by increasing participation of the school community to 65% of community educational events.

### Target year: 2024

#### Progressions

All students will achieve within the expected end of year progression for Additive Strategies.

All students achieve or exceed expected growth in Numeracy using the progressions and PLAN2 Data

### Target year: 2024

#### Self Directed Learning

Embedded practice of learning intentions exhibited in all classrooms with students engaging in self assessment and peer assessment using success criteria and articulation of learning in all numeracy lessons.

## Initiatives

### Initiative 1 Professional learning and Practice

Build teacher capacity in teaching of Mathematics through in school professional learning and external professional learning opportunities. Professional learning should focus on

- the development of evidence based teaching of numeracy skills
- problem solving and multi step problem solving through Newman's Analysis
- additive and multiplicative strategies
- automatic recall of number facts

Improve teacher practice and effectiveness through explicit systems for collaboration and feedback, including consistent teacher judgement in assessment of student learning.

Review of whole school Mathematics scope and sequence to ensure curriculum content is being taught in each stage/ grade.

### Initiative 2 Assessment and Data skills and use

Monitoring of student performance through collection and analysis of student assessment data

Monitoring of student performance K-6 using PLAN2 every 5 weeks.

Professional learning on the use of data analysis to support the development of quality differentiated teaching and learning programs

### Initiative 3 Community Engagement

Work with the wider school community to educate parents and carers and provide them the skills to support their child's Numeracy learning at home. This will be done through

## Success criteria for this strategic direction

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

Valid teacher judgement is evident across the school

Data and feedback inform Mathematical teaching practice

All students are able to articulate their learning

All students are able to articulate, understand and achieve a termly goal in Numeracy.

Mathematical lessons involve number talks, metalanguage, basic facts and scope and sequence content and this is evident in teacher programming.

## 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 this strategic direction. this analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Internal assessments
- Student work samples demonstrate success criteria and build on prior learning
- Plan 2 Data
- Student PLP's give evidence that learning goals are updated regularly.
- Student focus groups
- Community engagement surveys and attendance statistics
- Student voice evidenced in goal setting



## Initiatives

---

- on site workshops for parents
- 3 way goal setting interviews
- social media posts of Mathematical skills to up-skill parents.

### Initiative 4 Self Directed Learning

A clear scope and sequence for Mathematics across the year.

Through explicit teaching, students learn to articulate their learning in Mathematics and share these with staff through numerous platforms. (ie in person or through filming and sharing)

Improve teacher judgement and align whole school teacher practice through professional learning and stage collaboration time.

Expert use of Formative Assessment strategies such as Learning intentions and success criteria utilising the Work Works Best Document and Instructional Leaders.

---