

Strategic Improvement Plan 2021-2025

Leppington Public School 2926



School vision and context

School vision statement

At Leppington Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning, collaboratively empowering all students to become confident, resilient, self-directed and successful learners ready to take their place as engaged members of society.

Leppington Public School... A place to gather, learn and grow.

School context

Leppington Public School is located in south-west Sydney and is a member of the Glenfield Network of Schools. The school was first established in 1923 and has a proud history within the local community. It is set in a semi-rural environment and includes students from surrounding residential areas including a number of new housing developments. Leppington Public School currently has twelve classes with a school population of two hundred and seventy students. The teaching staff is diverse ranging from new scheme teachers to more experienced teachers.

Leppington Public School serves a multicultural, socio-economically diverse community and has 70% Non-English Speaking Background (NESB) population, representing more than forty different nationalities. The majority of students come from India, Bangladesh, Nepal and Lebanon. To support the learning needs of our Non-English Speaking Background students the school has a full-time English as Additional Language/Dialect (EALD) Teacher and part-time teachers for three days per week. There is a small number of First Nations students who participate in a Koori Club each week where they are able to extend and broaden their knowledge of Aboriginal traditions and customs. Driven by our Aboriginal Education Committee, Aboriginal perspectives are included in all class units of learning and all students participate in National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations and Aboriginal learning workshops during the year. Our Stage Three First Nations students participated in a Junior Aboriginal Education Consultative Group (AECG) committee along with students from other schools.

There is a strong collaborative relationship with the parents of our students. Parents are very keen and interested in involving themselves in the many opportunities afforded them so as to be part of their child's learning journey and have strong aspirations for their child's learning and for the development of the school as a committed learning community. Our many school functions are always well supported and attended by parents, carers and grandparents.

Leppington Public School provides all students with a high quality education in a broad curriculum with a strong literacy and numeracy focus and with a technology and cultural emphasis. This is achieved through stage-based settings, providing for the broad range of learning styles in modern, flexible, learning environments. Students are developed as lifelong learners through cooperative learning strategies with highly committed teachers.

Students with additional learning, emotional and behavioral needs are supported by the Learning Support Team in partnership with parents and carers to ensure their needs are addressed with specialised planning and tiered interventions, ensuring that the needs of all students are addressed and catered for.

The school has established a strong focus on continual improvement of student learning outcomes in Literacy and Numeracy to ensure our students are achieving expected stage outcomes. The planned continued focus through a cycle of improvement is based on the findings of the situational analysis and will enable the school to work towards the achievement of system set and school identified targets.

School vision and context

School vision statement

School context

All students are afforded a variety of opportunities to participate in a wide range of extra-curricular activities including opportunities in sport, creative arts, science and technology. The school is a member of the Cowpasture Community of Schools and collaborates with the six neighbouring schools for many additional activities and opportunities. These include concerts, debating competitions, gala days and enrichment days.

The key initiatives of the school include developing all teachers through a continual process of high quality professional learning, future focused learning through sound pedagogical practices, differentiated mentoring and support, collegial discussions and collaborative planning.

Our aim is to ensure and foster a continual focus on the development of our students as life-long learners through developing a positive school culture of high expectations, collaboration in learning, critical thinking, creativity, communication and flexibility so as to become responsible global citizens.

Strategic Direction 1: Student growth and attainment

Purpose

To utilise evidence-based pedagogy to promote and sustain explicit teaching that is data driven, and aligned to individual student needs, building strong foundations for academic success.

Improvement measures

Student Growth K-2

Achieve by year: 2023

Minimum of **80%** of K-2 students have demonstrated growth in Literacy and Numeracy based on Learning Progressions using PLAN2, IFSA, Phonics screener and/or Phonological awareness diagnostic assessments.

Student Growth Yr3-6

Achieve by year: 2025

A minimum of **38%** students in Years 3-6 achieving at or above **67%** (top third of possible marks) in the Check in assessment.

Intervention Support

Achieve by year: 2025

90% of targeted students demonstrating growth in the Literacy and/or Numeracy Teaching Sprint learning intention after 5-week intervention cycle.

Reporting Scale

Achieve by year: 2025

80% of all students achieve a minimum of 'sound' in English and Mathematics scale for both Semester 1 and Semester 2 Student academic reports.

Initiatives

Literacy and Numeracy Practices

Focus on continuous improvement of teaching and learning through targeted instructional leadership and sustained implementation of researched-based pedagogies in literacy and numeracy.

- Prioritise collaboration opportunities for data discussions, High Impact Professional Learning, collaborative inquiry and ongoing exchange of feedback to strengthen teacher expertise
- Sophisticated data analysis and use of quality, valid and reliable internal and external data to inform planning, identify interventions and modify teaching practice
- Implementation of whole-school evidence-based pedagogies to promote, implement and sustain high-impact practices in literacy and numeracy
- Effective use of the Literacy and Numeracy Learning Progressions and EALD learning progressions to explicitly plan, differentiate and evaluate, monitor and track student progress
- Utilise reliable formative and summative assessments practices

EAL/D Education Strategy

Drive a culture of continuous improvement with a strong understanding of the needs of EALD learners. Engage in ongoing professional learning in EALD School Evaluation framework, EALD progressions, ESL scales and effective strategies to best support student engagement and improve learning outcomes.

- Develop EALD Action Plan to address the learning needs of EALD students and a culture of continuous improvement.
- Engage EALD specialist to provide professional learning to increase teacher understanding and capacity to address and improve the needs of EALD students through the use of effective strategies
- Utilise the EALD literacy and numeracy progressions and ESL scales to track and set learning goals for

Success criteria for this strategic direction

Whole school approach to ensuring the most effective-evidence base teaching methods is evident.

Professional learning in literacy and numeracy programs is differentiated and its impact on the quality of teaching and student learning outcomes is evident.

Students articulate, understand and know how to work towards achieving learning goals.

Effective, sustained whole school English as Additional Dialect/Language (EALD) student support strategy is evident in all school programs.

Teachers are confident in using differentiated, effective EALD strategies and assess the progress of EALD students using EALD learning progressions and ESL scales.

English language proficiency is identified, supported and reported to parents as part of the school reporting process.

Evaluation plan for this strategic direction

- NAPLAN data/Online Check-ins
- PLAN 2 data entered following the assessment schedule developed
- Progressive Achievement Testing (PAT) for Years Two-Six
- Reading monitoring data- K-4 - using decodable text for Kindergarten and Stage 1 students still needing them
- Building Numeracy Leadership (BNL) assessments K-6
- Tell Them From Me surveys
- EALD progressions and ESL scales
- Language Background Other Than English (LBOTE) and EALD survey
- Phonemic Awareness Assessment and Phonics

Strategic Direction 1: Student growth and attainment

Initiatives

students

- Identify, address and support the needs of students and parents from culturally and linguistically diverse backgrounds including our First Nation families.
- Support the teaching of First Nation language within our Koori club

Future Focused Learning

To ensure our students are competent, responsible citizens, provide inquiry-based learning experiences that develop collaboration, communication, creativity and critical thinking skills.

- Develop student's ability to successfully use technology including coding, robotics and computer software to engage in, and enhance their learning competencies.
- Explicit teaching and hands-on exposure to new technologies to encourage students to create, manipulate and problem-solve
- Ongoing learning opportunities to develop each student's ability to collaborate, communicate and think critically and creatively
- Explicit professional learning for staff in the capabilities of new technologies to enhance the teaching and learning experience

Evaluation plan for this strategic direction

Diagnostic Assessment

- Interview for Student Reasoning (IFSR) numeracy assessment administered

The evaluation plan will include:

- Term review of all data sources.
- Regular professional dialogue of the School Excellence Framework and EALD School Evaluation Framework.
- Annual review of progress towards the improvement measures.
- Regular review of the Instructional Leadership model and its effectiveness in building teacher capacity.

Strategic Direction 2: Inclusion, wellbeing and engagement

Purpose

To ensure that all students feel a true sense of connection, value and aspiration. Students are supported to achieve and thrive in their learning, strengthen their self-confidence and contribute as an inclusive and valued members of the school community.

Improvement measures

Wellbeing

Achieve by year: 2023

Improvements in the student TTFM data in the areas of:

- participation in Post COVID extra-curricular activities increase to 50%
- positive sense of belonging increase to at least 80%, specifically in the Year 6 cohort
- advocacy at school increase to at least 8.1
- students who are victims of bullying to continue to decrease to 23%

Achieve by year: 2023

Maintain teacher TTFM data in the areas of:

- "Inclusive school" of 8.5 despite the significant increase of students and new staff. (Gov norm 8.2)
- Parent involvement" of 7.1 (Gov norm 6.8)

Achieve by year: 2022

An Increase in the amount of students with a cognitive or social/emotional disability that have an Individual Education Plan (IEP) that is created, implemented and regularly reviewed with parent involvement. This should be 100% of diagnosed students and 70% of identified support and high potential students have Individual Education Plan's.

Achieve by year: 2025

Achieve at least the lower band target of the Premiers Priority target for Attendance.

Initiatives

Inclusive and supportive learning

Ensure greater teacher awareness and professional learning to support students with academic and behavioural disabilities.

Continue to strengthen creation, application and review of IEP and PLP as partners with student and parent, ensuring that each document clearly identifies support strategies and student goals.

Continue to strengthen Learning and Support Team (LaST) procedures as well as attendance tracking and HSLO support to ensure all students are monitored and support strategies are implemented, tracked and evaluated.

Drive the improvement of student attendance through the promotion of attendance matters, recognition of improved attendance and close tracking and monitoring of attendance data. Establish processes to monitor and improve overall attendance rates, by regularly reviewing data, actioning school support strategies and incentives and engaging with HSLO interventions.

Embrace the diverse cultures within our school community and create learning opportunities that allow all students exposure to other cultures, beliefs and celebrations including that of the Australian Indigenous culture.

Positive mindset and environment that supports learning

Engage in whole-school based wellbeing programs that teach and model positive relationships and mind set. This includes growth mindset, Friendology, Emmy and Friends with an overarching Positive Behaviour for Learning approach. Ensure consistent language, approach and transparent consequence. Strengthen the use of PBL awards within the classroom.

Establish and commence a Kindergarten/Stage 3 buddy system and possibly playground buddy system.

Success criteria for this strategic direction

All staff will have an understanding of the disability standards and catering to student academic and behavioural needs.

IEP's and PLP's will be created, implemented and evaluated as a partnership with teacher, student and parent.

LAST procedures are clear, consistent and communicated to all staff, ensuring full access to support for students.

Cultural celebrations and beliefs of our students are explored in class as a unified learning community.

Whole-school well-being programs are valued, implemented, celebrated and reviewed as a collaborative community.

Kindergarten and stage 3 buddy system is operating and promoted as an additional support system for kindergarten students.

The SRC is established as a strong, collaborative group of students who communicate the thoughts and ideas of the student body.

Cool-down spaces and support groups are created, promoted and effectively used by students in need.

Evaluation plan for this strategic direction

- feedback from the disability Professional learning course
- regular updates of IEPs and PLP's are saved in LaST folder and include progress statements and reflections to drive future goals
- evidence of referral, discussion, implementation (including testing and/or observation), support strategies and closing of student LAST referrals
- lessons plans include student diverse cultural learning and celebration
- Sentral behaviour data

Strategic Direction 2: Inclusion, wellbeing and engagement

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Wellbeing

Achieve by year: 2023

Initiatives

Student voice is promoted through the strengthening of the student representative council. It aims to develop leadership capacity in students and encourage student involvement in school reviews and decisions.

Establish support groups and cool down space to support students with additional social/emotional needs.

Updating the school playground to include a safe and innovative play and learning space.

Improved attendance to support engagement

Establish processes and initiatives to increase the student attendance rates of all students including Aboriginal and vulnerable students.

Drive awareness and importance of attendance as a united group of students, staff and families.

Through the establishment of an attendance team, the school has allocated human resources to provide a greater focus on the monitoring and support of students flagged as attendance concerns. In partnership with classroom teachers, the team will have clear roles and responsibilities to ensure all students connect, succeed and thrive, everyday.

Evaluation plan for this strategic direction

- TTFM student well-being data
- kindy verbal feedback
- review of SRC discussion and action
- tracking data of student use of support group and cool-down space

Strategic Direction 3: Partners in learning

Purpose

To encourage a welcoming and positive extended school community to further sustain partnerships with parents and the community to inform and support continuity of learning for all students.

Improvement measures

Achieve by year: 2025

- Strong, transparent partnerships between the school, parents and the wider community

Parent Involvement in School Events

Achieve by year: 2025

At least 40% of parents and community members **attend** school organised events, information sessions and special days throughout the year.

Tell Them From Me Parent survey scores **parents feel welcome** at a measured level of at least 7.0 and above the government norm.

Parent Involvement in Student learning

Achieve by year: 2025

Tell Them From Me Parent survey shows at least 60% of parents **talk to the teacher** at least 2 times per week.

Tell Them From Me Parent survey measures at least 6.4 and above government norm in the area of **parents are informed**.

Tell Them From Me Teacher survey measures at least 7.1 and above government norm in the area of **parent involvement**.

At least 70% of student, parent and teacher partnerships were evident in the creation, implementation and review of **Individual Education Plans** and Personal Learning Pathways.

Achieve by year: 2025

Initiatives

Sustaining learning partnerships

Partnerships with parents and students support clear improvement aims and planning for learning through -

- Consistent communication across the school using the online platform Class Dojo as the main means of communicating to families.
- Continue to provide opportunities for families to participate in school activities and events to develop positive relationships - special days, parent meetings and planned events.
- Encourage First Nation students to participate in Koori Club and foster relationships with Cowpasture Community of Schools (CCOS) Consultative Aboriginal Education Committee (CAEC) planned activities, and Junior Aboriginal Consultative Education Group (AECG).

Collaborating and connecting within the school and beyond

The school engages in strong collaboration between parents, students and the wider community that inform and support continuity of learning for all students. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community by providing:

- opportunities for parents and carers to have a greater knowledge and understanding of the learning processes happening within our classrooms through Class Dojo, newsletters, videos and the school Facebook page.
- learning opportunities for parents to attend information sessions on key learning areas across our school.
- opportunities for parents and carers to attend " Peek into Learning" twice a year by visiting classrooms to engage with their children and their learning. These sessions will foster a strong, cohesive partnership between home and school.

Success criteria for this strategic direction

- 99% of families are connected to their child's class on Class Dojo, enabling them to be kept updated on school notifications, communication from class teachers and class programs.
- Increased numbers of parents, carers and community members participating in planned school activities and events.
- Increased number of parents of First Nation students involved in Personalised Learning Pathways (PLP) process.
- First Nation students actively participate in planned Koori Club activities.
- External Providers re commence relationships with the school.
- Staff and school to re establish professional relationships with Cowpasture Community of Schools (CCOS) and Glenfield Principal Network
- P&C recommence monthly meetings, fundraising and organising school events
- Parents regularly attend information sessions organised by the school and through newsletter articles to learn about student learning and how they can support their child's learning learning at home

Evaluation plan for this strategic direction

- 99% parents regularly access the online platform Class Dojo as their main form of communication for school information. Notices are able to be translated as needed by parents.
- Increased number of parents attend school organised events as per COVID guidelines. These parent meetings, social events, educational workshops, school assemblies and sporting events.
- First Nation students actively represent our school at Cowpasture Community of schools (CCOS) events, Junior Aboriginal Consultative Education Group (AECG) and regularly attend Koori Club.
- Wider school community relationships recommence Cowpasture Community of Schools (CCOS) through

Strategic Direction 3: Partners in learning

Improvement measures

- Increased staff satisfaction as measured by Tell Them From Me survey, school surveys and focus groups.

Parent Involvement in creating high expectations and school culture.

Achieve by year: 2025

Tell Them From Me Parent survey measures at least 7.2 and above government norm in the area of **school supports learning**.

Tell Them From Me Parent survey measures at least 7.5 and above government norm in the area of **school supports positive behaviour**.

Tell Them From Me Teacher survey measures at least 7.1 and above government norm in the area of **inclusive school**.

Achieve by year: 2025

- 95% of parents and carers engage in digital communication with the school and/or their child's classroom teacher via Class Dojo.

Initiatives

- Teachers collaborate and consult with the school community to use student progress and achievement data to identify strategic direction priorities, and to develop and implement plans for continuous school improvement.

The school leadership team establishes a culture of professional learning which is focused on continuous improvement of teaching and learning by:

- enabling teachers the opportunity to participate in Instructional Rounds within the school and other Cowpasture Community of Schools (CCOS) schools to observe best practice, reflect on their teaching expertise and to engage in collegial discussions to improve their teaching practice in order to improve student outcomes.

Evaluation plan for this strategic direction

combined events such as gala days, debating and chess competition and a concert.

- Relationships with external providers recommence and further develop. These programs include First Foot Forward with Western Sydney University, South West Connect, Big Yellow Umbrella and Eat Up.
- Parent feedback sought through surveys and Tell Them From Me on the range of opportunities to attend information sessions and in class learning sessions and their effectiveness in providing information and strategies for parents on how to assist their child in learning at home.