

# Strategic Improvement Plan 2021-2025

## Lalor Park Public School 4191



# School vision and context

## School vision statement

### **'Nurturing a community of visible learners and empowering them to strive for continuous growth'**

To foster an inclusive, safe and nurturing learning environment that acknowledges and engages the diverse needs of our educators, students and community. So that every student has the foundational knowledge and skills to become lifelong learners and empowered individuals. All stakeholders engaging in effective communication and setting of shared and common goals for the improvement of student learning outcomes. As a school we endorse the importance of celebrating our successes and using critical reflection for continuous growth and attainment across the whole school. All stakeholders have high expectations and use differentiated approaches for teaching and learning by being collaborative practitioners and positive role models for all those they encounter.

## School context

Lalor Park Public School lies in the heart of Lalor Park in the Blacktown LGA. We are a comprehensive P-6 school, catering for the needs of students in their journey from the early years in Preschool and throughout their primary education. We cater for the diverse needs of our students by offering inclusive education classes for students with Autism and other disabilities, alongside 7 mainstream classes, all addressing the K-6 syllabus. A team of 12 specialist educators from LPPS support students who are Deaf, and Hard of Hearing and a Learning and Support Assistant Principal to build the capacity of educators to meet the individual needs through differentiated teaching and learning programs. This additional support ensures that students from LPPS and beyond are supported and assists us to build the team around the child in partnership with parents and carers.

### **Data Analysis and Consultation:**

- A variety of data sets both internal and external are used to inform and provide evidence-based decisions for school planning.
- Our school community is provided with the opportunity to provide feedback and guidance for planning for the school.
- Educators engaged with the school planning process on a regular basis and have access to a transparent decision-making approach from the school leadership team.
- Aboriginal Education Consultation Group (AECG) and regional Aboriginal Education team worked collaboratively with the school to reflect on policy implementation and 'Turning Policy into Action' to drive the individual goal development of students and school improvement to embed Aboriginal Culture and Education into daily practices.
- Students were involved in consultation through student voice meetings to outline their needs and school planning.

After these extensive evaluative practices and processes through the Situational Analysis, it was determined the following three areas would form the focus of the 2021-2024 School Improvement Plan.

### **Growth and Attainment**

Growth and Attainment is underpinned by building teacher capacity through professional learning, to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so learning is maximised for all. To ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery and tiered interventions to support students accessing differentiated teaching and learning programs that are reflective of their needs.

### **Well-being and Connectedness**

Well-being and Connectedness will support school leaders to actively engage in building the school by working in partnership with local community networks and through regular opportunities to address the school. By establishing a school wide focus on the importance

# School vision and context

## School vision statement

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## School context

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of forming partnerships with all significant stakeholders to have a positive impact on students' growth and attainment.

### **Professional Efficacy**

Professional Efficacy will support educators to deepen their pedagogical expertise to ensure teaching and learning has a positive impact on student outcomes, strengthening interpersonal skills and management skills. Educational leaders will use evidence based high-impact teaching strategies and practices as essential aspects of a comprehensive pedagogical model in all classrooms. This is achieved through continuing professional learning and collaborative practice to sustain authenticity and quality and consistency to improve student learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, all educators will use data to understand the learning needs of individual students and inform personalised learning that is differentiated in all teaching and learning programs and Learning Intentions.

## Improvement measures

Achieve by year: 2021

In accordance to the system negotiated targets LPPS will:

- Increase of 9.3% achieving Top 2 Bands in NAPLAN Reading.
- Increase of 8.8% achieving Top 2 Bands in NAPLAN Numeracy.

### Reading growth

Achieve by year: 2023

- Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts.

Achieve by year: 2025

An increased proportion of Aboriginal students achieving at or above expected outcomes in reading and numeracy as tracked on the sub-elements of Understanding Text and Quantifying Numbers on the progressions.

### Numeracy growth

Achieve by year: 2023

- Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts.

Achieve by year: 2025

An increase number of K-2 students achieving expected outcomes in reading against the sub-element 'Understanding Text' sub-element of the National Literacy Progressions.

## Initiatives

### Data skills and use

Growth and Attainment is underpinned by building teacher capacity through professional learning, to ensure data collection and analysis is used to maximise the impact learning has on all student's improvement measures.

- Systematically use the Literacy and Numeracy Progressions, external and internal assessment data sources to personalise learning and differentiate teaching for all students whilst tracking their progress and growth.
- Authentic Self-Assessment processes to be embedded as part of the reflective practice for all school, teaching and learning practices.
- Provide feedback that has actionable steps so that students can improve their learning process to meaningful goals and enhance their understanding and performance of the task.
- Facilitate opportunities for students to reflect on and self-grade assessments. For example, students can reflect on the quality of the work by referring to the success criteria or assess to what extent they addressed the learning intention or goals.

### Personalised learning

Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery and tiered interventions to support students accessing differentiated teaching and learning programs that are reflective of their needs through:

- Professional learning to support educators to differentiate teaching and learning programs through the use of Literacy and Numeracy Progressions.
- Embed the practice of learning intentions and success criteria in all classrooms with students engaging in self-assessment and peer-assessment to achieve their literacy and numeracy goals.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit and responsive learning opportunities.

## Success criteria for this strategic direction

- Educators develop, implement and evaluate teaching and learning programs that show evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Formative and summative assessment is used flexibly and responsively as an integral part of daily classroom instruction, and practiced expertly by educators as a tool that supports learning across the school's P-6 setting and educators use them to capture information about student growth and future directions.
- Whole school analysis of student progress and achievement data is used to track and monitor student achievement across the Literacy and Numeracy Progressions. Learning Intentions, Success Criteria, Feedback and a range of other contextual information are an embedded practice in all learning spaces.
- Curriculum delivery is differentiated to meet the needs of students at all levels of achievement and supported by appropriate adjustments. This is reflected in the students ability to articulate their learning and how they can improve to both educators and parents.
- Educators provide personalised and comprehensive reports to students and parents that provides detailed and concise information about current learning, next steps and improvement measures that can be contextual and comparative to their peers internally and externally.
- Learning support team collaboratively builds the capabilities of all educators and are an integral component of whole school approaches.

## Evaluation plan for this strategic direction

The extent to which students are self-directed learners who are aware of their own progress along with data directing future learning, would be determined by using

# Strategic Direction 1: Student growth and attainment

## Improvement measures

An increase number of 3-6 students achieving expected against the sub-element 'Understanding Text' of the National Literacy Progressions.

Achieve by year: 2025

An increase proportion of K-2 students achieving expected outcomes in numeracy by the conclusion of Year 2 as tracked by the sub-element 'Quantifying Numbers' of the National Numeracy Progressions and the PAT-M standardised norms.

An increase proportion of 3-6 students achieving expected outcomes in numeracy as tracked on the sub-element 'Quantifying Numbers' of the National Numeracy Progressions.

Achieve by year: 2025

An increase of EALD students 25% achieving a year's growth or greater based on evidence on the EALD Learning Phases.

## Initiatives

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice in all classrooms. For example, the use of the "What Works Best" document.
- Expert Formative Assessment strategies such as Learning Intentions, Success Criteria are used to inform teaching practices and meet the learning needs of students and can be validated by summative assessment data.
- Engage all educators in high impact professional learning linked to the use of gap and skill analysis to improve their data literacy skills to enhance individual student outcomes.
- High functioning Learning and Support processes guide and assist educators and parents in actively supporting students.
- Responsively embed reliable formative and summative assessments into teaching and learning programs to support the analysis and evaluations of the data to promote students growth and achievement.

## Evaluation plan for this strategic direction

the following data sources to analyse the effectiveness of initiatives:

- Student progress checked and monitored against Literacy and Numeracy progressions
- School-based Formative and Summative Assessment across the P-6 setting.
- Standardised assessments and trend norms
- Teaching and learning programs
- Student work samples
- NCCD Data
- PLPs and PL&SPs
- Tell Them from Me
- Educator's Professional Development Plans
- Review meeting documentation.
- Family/community focus group
- Assessment rubrics
- Assessment Schedule.

This data is collected at regular intervals responsive to analysis need. Through the analysis of this data the future direction for this strategic direction will be formed.

## Strategic Direction 2: Wellbeing and Connectedness

### Purpose

To ensure as a school, there is a strategic and planned approach to developing the whole school's wellbeing that will support our students being connected to their learning, encourage them to succeed through the partnership between the school and their home and they can thrive to improve their learning.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Uplift trend for the target "Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School" to sit above the lower bound system negotiated target.

#### Attendance (>90%)

Achieve by year: 2023

In accordance with the system negotiated targets LPPS will achieve an uplift of 4.7% for attendance.

Achieve by year: 2025

*Tell Them from Me well-being data (advocacy, belonging, expectations) is maintained at >90-95% for students participating in the survey.*

Achieve by year: 2025

*School Excellence Framework assessment indicates improvement in SEF theme: parent engagement (reporting) from Delivering (D) to Sustaining and Growing (S&G)*

Achieve by year: 2025

*School Excellence Framework assessment indicates improvement in SEF theme: Community Engagement (Educational Leadership) from Sustaining and Growing (S&G) to Excelling (E).*

Achieve by year: 2025

### Initiatives

#### Engagement

A school wide focus on the importance of forming partnerships with all significant stakeholders to have a positive impact on students growth and attainment, by ensuring the engagement with the school is authentic and responsive to the school and student's needs.

- Establishing whole school processes for review, current well-being processes and their levels of alignment with the data from the Well-being Framework Self-assessment findings to establish focus areas around whole-school engagement and connection.
- Updating the whole-school approach for measuring students, parents and educators understanding of assessment approaches used in the school and the benefits it has on students learning and connectedness to their educational setting.
- Strategic planning to ensure a whole school focus to regularly analyse and use attendance data to support whole and individualised attendance approaches, ensuring student absences have minimal impact on learning outcomes and ensure all students have a sense of belonging through their positive attendance being acknowledged.
- Embedding differentiated and targeted support for well-being and engagement into practice across teaching programs, behaviour systems, interventions and adjustments, ensuring strategies are regularly reviewed through the consultation with all significant stakeholders.

#### Learning Partnership

School leaders actively engage in building the school and educators capabilities to work in partnership with families and local community networks to enhance learning outcomes for all students.

- Establishing innovative processes including the effective use of technology to communicate and gather feedback from families and our local

### Success criteria for this strategic direction

- All stakeholders work proactively to establish systematic processes to ensure student absences do not impact on learning outcomes and maximises their engagement within school.
- The criteria of all formative and summative assessments are used to create opportunities for students to receive effective and timely feedback on their learning both in verbal and written forms to support learning and future goal setting.
- Parents/Carers are provided with clear information of what and how well their children are learning and receive regular information in accessible formats that support them in assisting their child's progress.
- Community engagement programs are responsive to needs of the school and reflect a culture of high expectations and address equity issues within the school.
- Planning and provision for learning is informed by the collection of holistic information about each student's needs in consultation with families and significant stakeholders.
- Embedded processes are aligned to enable the monitoring, analysis, consultation and evaluation of whole school and individual student behaviour, attendance, well-being, learning and engagement, responding appropriately through review processes of PL&SPs, PLPs, attendance and management plans and sharing of data where appropriate to all significant stakeholders.
- School has a regular schedule for updating the whole-school approach for measuring students, parents and educators' understanding of assessment approaches and effectively embeds the information obtained to benefit the school and student learning outcomes.

### Evaluation plan for this strategic direction

The effectiveness of the Instructional Leadership Model can be seen through the setting of high expectations and evidence based practices. This can be measured in whole

## Strategic Direction 2: Wellbeing and Connectedness

### Improvement measures

School Excellence Framework assessment indicates improvement in attendance from delivering to sustaining and growing.

### Initiatives

community that can be systematically used to drive decisions and future direction in the school.

- Embedding processes to support three-way conversations with educators, students and families to develop responsive and measurable learning goals based on the students, academic, behavioural, cultural, spiritual and emotional needs, which is reflected in PL&SPs, PLPs and teaching and learning programs.
- Systematically develop procedures and regular opportunities for students to provide feedback on school and educator performance, to support their ongoing growth and sense of belonging.

### Evaluation plan for this strategic direction

school improvement that is identified through

- meeting minutes
- parent engagement at school events
- PBL data
- student attendance data
- Learning Support data and records
- Personalised Learning and Support Plans
- Personal Learning Pathways

This data is collected at regular intervals responsive to analysis need. Through the analysis of this data the future direction for this strategic direction will be formed.



# Strategic Direction 3: Professional Efficacy

## Purpose

To build a team model of instructional leadership in the school led by the principal and school leadership by setting high expectations resulting in a sustained and measurable whole school improvement and parent satisfaction that is supported by evidence based practice.

## Improvement measures

Achieve by year: 2021

School Excellence Framework assessment indicates improvement in SEF theme: Performance Management and Development (Educational Leadership) from Delivering (D) to Sustaining and Growing (S&G).

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in SEF theme: Instructional Leadership (Educational Leadership) from Delivering (D) to Sustaining and Growing (S&G).

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in SEF theme: Expertise and Innovation (Learning and Development) from Sustaining and Growing (S&G) to Excelling (E).

## Initiatives

### Evidence Based Practices

Educators will strengthen their knowledge of establishing where students are in their learning, deciding on appropriate research-based strategies, monitoring student progress and evaluating the effectiveness of their practice. This will lead to positive impacts on student outcomes, strengthening interpersonal skills and management skills.

- Using external expertise to identify and implement best practice models to support student growth and collaboration between educators.
- Embedding opportunities for all educators to engage in decision making with the school leadership team to ensure a more accurate and balanced judgement of school practices and identify areas for school improvement.
- Increasing educators' awareness of practices occurring within their school to build whole-school sense of accountability for the quality of teaching and learning and to encourage improvement through openness and shared evidence based practices.
- Supporting educators to improve their pedagogical practice through evidence-based practices to positively impact student outcomes when they collaboratively reflect on and receive feedback based on their practices.
- Increasing educator's access to research literature that shares evidence-based drivers for school improvement.

### High Impact Leadership

Educational leaders will be guided by a high-expectations framework to assist educators to strive for continuous improvement. This will be achieved through implementing evidence-based approaches to change and innovation, establishing and maintaining collaborative practices and targeted professional learning at teachers' needs in order to sustain quality teaching and consistent improvement in student learning outcomes.

## Success criteria for this strategic direction

- Distributed instructional leadership is embedded by the leadership team to maintain a focus to sustain a culture of effective, evidence-based teaching and learning from ongoing improvement for measurable progress for every student.
- School has a culture of high expectations, performance and high quality systems to support educational expertise and management to deliver the greatest impact on the progress and achievement of educators and students.
- Teaching and learning programs are evidence-based and provide a high expectations framework, within which all students can effectively develop their knowledge, understanding and skills. Programs are monitored and reviewed to meet changing requirements of the students.
- Professional learning activities and collaboration are embedded and evaluated to identify and systematically promote and implement the most effective strategies to improve teaching and learning evidence-based, future-focused practices and trial innovative processes to support growth in all stakeholders. .
- Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.
- AITSL self-reflection tool and peer observation notes support educators in developing their Professional Development Plan and to drive personal and school improvement.
- Evidence of best practices models from What Works Best and other external sources embedded in programs and collaboration between educators.
- Enabling educators to practice in a culture of professional learning and growth, where they work with others to develop and share expertise, establish goals and expectations and involve staff and others in the process.



## Strategic Direction 3: Professional Efficacy

### Initiatives

- Implementing quality teaching initiatives from ATSIL and "What Works Best", to provide the opportunities for educators to engage in professional discussions across the school and their network of schools to support a focus on continuous student improvement and share high-quality pedagogical strategies.
- Embedding a culture of high expectations that focus on the professional qualities of educators to impact on teaching and learning outcomes for all students in a positive way.
- Building high-quality school systems to embed educational expertise and management to deliver the greatest impact on the progress and achievement of learners.
- Strategically allocating resources to make teaching goals a priority in planning, coordinating and evaluating teaching and the curriculum, by promoting and participating in both formal and informal professional learning.
- Implementing professional dialogue within the school and/or the professional learning network(s) that is informed by feedback, analysis of current research and evidence based practices to improve the educational growth and attainment of students.
- Emphasis on embedding effective, instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a school succession plan for aspiring leaders.
- Establishing collaborative activities such as Professional Learning Communities (PLCs) to increase collective efficacy, teacher morale and improvements in student learning outcomes.

### Evaluation plan for this strategic direction

The effectiveness of the Instructional Leadership Model has been in setting high expectations and evidence-based practice which can be measured and is evident in whole school improvement and can be identified through:

- LEED Project guides
- Performance and Development Plans
- PDP Analysis
- Meeting Agenda and Minutes
- MyPI
- Professional Reading Logs
- Professional Learning Schedules and Exit Slips

This data is collected at regular intervals responsive to analysis need. Through the analysis of this data the future direction for this strategic direction will be formed.