

Strategic Improvement Plan 2021-2024

Lethbridge Park Public School 4408



School vision and context

School vision statement

At Lethbridge Park Public School, learning opportunities are inclusive, challenging, personalised and facilitated by dedicated educators.

We are committed to a culture of high expectations, collaboration, data-informed practice and continuous improvement within a safe, respectful learning environment.

We promote excellence, attendance and engage learners through rich, innovative experiences driven by current research and quality practice.

School context

Lethbridge Park Public School has an enrolment of 460 students, including 30% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It includes a preschool and four support classes for students with autism and mild intellectual disabilities. An enthusiastic and committed staff provide a nurturing environment with differentiated learning experiences to meet the needs of individual students. The school has a strong inclusive and collaborative culture where the expertise and contribution of staff at all levels is highly valued and respected. Lethbridge Park Public School is committed to delivering high quality, innovative programs, including Early Action for Success and Positive Behaviour for Learning.

In 2021 Lethbridge Park Public School's had a Family Occupation and Education Index (FOEI) of 174 and attracted a total of \$6466590 funding, including a base school allocation of \$4847942 and \$1618648 in equity loading.

At the end of 2020 a situational analysis was conducted to review areas of student achievement based on a range of academic and wellbeing measures and the school was self assessed against the School Excellence Framework, identifying a range of school priority areas for consideration in the 2021-2024 strategic improvement plan including:

- An increased focus upon overall student achievement to build upon a traditional record of solid student growth.
- A need to continue to focus upon student attendance as a key way to enhance student outcomes.
- The importance of maintaining positive wellbeing outcomes as noted in the Tell Them From Me survey.
- A considered approach to professional learning, including linking to standards and setting a differentiated and cohesive direction to further enhance effective teaching.
- The importance of further developing embedded educational leadership across all levels of the school to ensure sustained school improvement.

The school has a strong commitment to both promoting aspirational outcomes for students and of creating an educational environment that supports full inclusion for all students in all aspects of school. Lethbridge Park Public School remains well connected with a range of allied organisations including partner public schools, community organisations and performs a range of coordinating functions for the community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, Lethbridge Park Public School will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

1. Reading - Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 16.93%. (System negotiated target)

Target year: 2022

2. Numeracy - Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands to be above the school's lower bounds system target of 11.31% (System negotiated target)

Target year: 2022

3. Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated trajectory target of 31.14% (System negotiated target)

Target year: 2023

4. Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 59.1% (System negotiated target)

Target year: 2023

5. Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 59.4% (System negotiated target)

Initiatives

Effective Classroom Practice in Reading

The school will research and develop a repertoire of effective strategies for teaching reading that are contextually relevant have a high degree of efficacy. Professional learning will be linked to effective teaching of reading as a priority area and will be:

- Evidence based
- Outcome linked
- Data driven
- Accountable.

Staff will be supported to further refine teaching practice to strategically and systematically teach student to read efficiently and with confidence across all key learning areas.

Effective Classroom Practice in Numeracy

The school will research and develop a repertoire of effective strategies for teaching numeracy that are contextually relevant have a high degree of efficacy. Professional learning will be linked to effective teaching of numeracy as a priority area and will be:

- Evidence based
- Outcome linked
- Data driven
- Accountable.

Staff will be supported to further refine teaching practice to strategically and systematically teach student to understand stage appropriate mathematical concepts, to create the ability to draw upon prior knowledge to support new understandings and to use numeracy skills efficiently and with confidence across all key learning areas

Success criteria for this strategic direction

All teachers understand and explicitly teach reading and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (Schools Excellence Framework - Teaching/professional standards/literacy and numeracy focus).

Students are achieving higher than expected growth on internal school progress and achievement data. (Schools Excellence Framework - leading/student performance measures/student growth).

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures (Schools Excellence Framework - leading/student performance measures/student growth/excelling).

Classroom observations provides evidence of the modelling of effective practice and the provision of specific and timely feedback between teachers. (Schools Excellence Framework - teaching/learning and development/excelling).

Learning progression data demonstrates students achieving age and stage appropriate outcomes.

Evaluation plan for this strategic direction

Question - to what extent has student growth and attainment improved?

Data: We will use a combination of data sources:

- Check in assessment
- NAPLAN growth and achievement results
- Annual review of school based assessment data
- Reflection upon Schools Excellence Framework self-assessment via online survey, reference to teaching/effective classroom practice.

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

To improve the proportion of students in the top two bands for reading and numeracy and reduce the proportion of students in the bottom 2 bands on check in assessment (Schools Excellence Framework - learning/student performance measures/student growth) when compared to the 2022&2024 average scores.

Target year: 2024

7. A range of evidence supports our assessment/validation in the element of student performance measures/internal and external measures against syllabus standards at excelling (Schools Excellence Framework - learning/student performance measures - internal and external measures)

Target year: 2022

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated trajectory target of 24.43% (System negotiated target)

Evaluation plan for this strategic direction

- Classroom observational data
- Student learning progressions

Analysis:

- Analysis will be embedded within the project through progress and implementation monitoring. The school will monitor progress each 5 weeks to determine progress.

Implications:

- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Continuous improvement culture

Purpose

Continuous improvement culture at Lethbridge Park Public School requires all teachers to commit to collaboration, high expectations and innovation, to develop the next generation of problem solvers and global citizens.

Improvement measures

Target year: 2024

1. For Schools Excellence Framework self assessment to show an on-balance judgement of excelling in the theme teaching/learning and development/professional learning. (Schools Excellence Framework - Teaching/professional standards/improvement of practice).

Target year: 2024

2. Whole staff Schools Excellence Framework self assessment survey to indicate Leading/Educational Leadership on balance judgement at excelling.

(Schools Excellence Framework - Educational Leadership).

Target year: 2024

3. All staff actively engaged in the school's effort to improve teaching, learning and holistic student outcomes. (teachers supporting each other, a genuine commitment to always doing things better, staff know and are committed to the strategic improvement plan). The school to have a genuine learning culture. (Schools Excellence Framework - Leading/school planning).

Target year: 2024

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

- Effective partnerships in learning
- Strong collaboration between parent, students and community

Initiatives

Quality Instructional Leadership & Targeted Professional Learning

Design and implementation of a systematic approach to professional learning.

1. Creation of consistent approach to assessing professional learning objectives, needs and opportunities.
2. Identification of evidence based and school priority direction for professional learning - intrinsically linked to outcomes.
3. Performance Development Plan approach to be rigorous, planned, predictable and authentic.

Contemporary Curriculum Design and Delivery

To review, revisit and implement contemporary curriculum design across all classrooms P-6:

1. Investigation into project based learning opportunities and how this can promote engagement and self motivated learners.
2. Research, assess and review opportunities for non-traditional learning environments as a way for promoting enhanced engagement and student outcomes.
3. Research, assess, trial and implement (as appropriate) an increased level of flexibility in the design of curriculum to promote student voice, contextually relevant and self sustained learning.

Success criteria for this strategic direction

1. The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (Schools Excellence Framework - Teaching/professional standards/improvement of practice).

2. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (Schools Excellence Framework - Leading/Educational Leadership excelling descriptor)

3. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools (Schools Excellence Framework - leading/school planning).

4. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

5. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (School Excellence Framework - teaching/learning and development/expertise and innovation/excelling)

6. A culture of high expectations for all students P-6 is evident, and embedded (What Works Best 2020 update page 10).

Evaluation plan for this strategic direction

Strategic Direction 2: Continuous improvement culture

Improvement measures

- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

(Schools Excellence Framework - Learning/learning culture/excelling).

Target year: 2024

Students make greater than one year's progress for each school year on internal measures.

Evaluation plan for this strategic direction

Questions: To what extent has a continuous improvement culture been enhanced, embraced and embedded?

Data:

- Annual Schools Excellence Framework self assessment.
- Anecdotal survey and observation.
- Focus group discussion.
- Internal and external growth measures.
- Teaching programs

Analysis

- Analysis of Schools Excellence Framework self assessment to determine a continuum shift from "working towards" in the direction of Excelling, with the proportionate values for each descriptor being measured to determine progress.
- Unpacking of data in relation to SEF descriptors and success criteria.

Implications

- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning.

Strategic Direction 3: Wellbeing and attendance

Purpose

Wellbeing and attendance at Lethbridge Park Public School connects all students, staff, parents and the wider community in supportive and caring ways to ensure all our learners attend school every day, thrive and succeed.

Improvement measures

Target year: 2022

1. Increased (uplift) percentage of students attending school more than 90% of the time by 4.5% or above to be above the school's lower-bound system negotiated target of 68.6% (System negotiated target)

Target year: 2022

2. Decrease the % of students attending less than 80% of the time to achieve a minimum of the system-negotiated lower bound target (System negotiated target)

Target year: 2022

3. Tell Them From Me survey wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated trajectory target of 93.39% (System negotiated target)

Target year: 2024

4. For measures of sense of belonging at school to meet the lower bound system negotiated target of 86.36% as measured on the Tell Them From Me survey.

Initiatives

Improvement in Attendance

Initiation of a critical self reflection into students attendance practices at Lethbridge Park Public School to include a review of, and recommendations of future actions, including :

- Whole school processes
- Communication with families and raising both the profile and engagement with attendance improvement.
- Compliance with system requirements
- Initiatives to support improved attendance.

Enhancement of Wellbeing

A review of wellbeing practices at Lethbridge Park Public School to include reflection and recommendations regarding strengthening the approach to wellbeing including:

- Positive Behaviours for Learning practices, implementation and professional learning.
- The impact of transition to kindergarten to high school and between mainstream and support settings.

Success criteria for this strategic direction

1. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (Schools Excellence Framework -Learning/learning culture/attendance).
2. 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 (Schools Excellence Framework - Learning/Wellbeing/A planned approach to wellbeing).
3. The school self assesses itself as meeting all elements of the wellbeing framework (Wellbeing Framework for Schools)

Evaluation plan for this strategic direction

Questions:

How has well being and attendance been enhanced, and how has this improved student outcomes, both current and predicted?

Data:

- Tell them from me survey data (via online tool and Scout)
- School based attendance data (Sentral report)
- System attendance data (Scout)
- Observational data

Analysis:

- Analysis will be embedded within the project 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 -

Strategic Direction 3: Wellbeing and attendance

Evaluation plan for this strategic direction

published in the annual report and published on the school website at the end of Term 1 each year.