

Strategic Improvement Plan 2021-2025

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 469 students, including 33% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It includes a preschool and five support classes for students with disabilities. An enthusiastic, committed and highly skilled staff provide engaging, personalised learning opportunities for all students in a caring, supportive, student centred learning environment. The school has a strong inclusive and collaborative culture of challenge, support and continuous learning for all students, staff, parents and the wider community. Lethbridge Park Public School is committed to delivering high quality, data driven, evidenced based teaching and learning programs that inspire students to become assessment capable learners. Lethbridge Park Public School became a Connected Communities School in 2022 (Connected Communities Strategy). In response, the school underwent a rigorous self-assessment using the School Excellent Framework at the beginning of 2022. Based on this self-assessment, and the key deliverables of the Connected Communities Strategy, the following areas have been identified and embedded in the 2021-2024 strategic improvement plan:

- High impact professional learning that enables all staff to personalise the learning needs of Aboriginal and all students and builds the cultural understanding and connection with the community
- Professional collaboration, inquiry and data informed practice that inspires a continuous learning culture
- Aboriginal families, and all families, are actively engaged in the life of the school and report that the school values their identity, culture, goals and aspirations
- Student leadership, citizenship and empowerment is evident across and beyond the school
- The school brings the community together, working in partnerships with government and non-government services to support students and families.

The school has a strong commitment to both promoting aspirational outcomes for students and the creation of an educational environment that supports full inclusion for all students in all aspects of the school.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, we will collaboratively collect, interpret and use reliable data and research to identify high impact professional learning to support the development and implementation of whole school reading and numeracy approaches that are responsive and inclusive to the needs of all students.

Improvement measures

Reading growth

Achieve by year: 2023

Reduce the average difference score between the school and state for Year 3 and 5 Check-In reading assessment by 2%, reducing the gap to 9.8% (Year 3) and 13.5 (Year 5).

Numeracy growth

Achieve by year: 2023

Reduce the average difference score between the school and state for Year 3 and 5 Check-In numeracy assessment by 2%, reducing the gap to 10.6% (Year 3) and 10.9% (Year 5).

Data Skills and Use (School Excellence Framework)

Achieve by year: 2025

A range of evidence to support the school's validation and self assessment judgement of *Excelling* in the element of Data Skills and Use, theme: *Data analysis*.

Check-In Assessment - Closing the Gap - Reading

Achieve by year: 2025

Reduce the average difference score between the Aboriginal and non-Aboriginal students in Year 3 and 5 Check-In reading by 0.5%, reducing the gap to 1.4 (Year 3) and 1.1 (Year 5).

Check-In Assessment - Closing the Gap - Numeracy

Achieve by year: 2025

Initiatives

Evidence Based, Quality Teaching Practice in Reading & Numeracy

Strengthen and embed high quality, contextualised, evidenced based teaching practices that respond to the identified needs of students in reading and numeracy.

- HIPL to strengthen teacher knowledge and pedagogical practice to create highly responsive, engaging and inclusive reading and numeracy programs that focus on explicit teaching and differentiation.
- Review, refine and embed data informed learning and support systems and processes ensuring all students are identified,

Data to Inform Practice

Develop and embed high quality summative and formative assessments in reading and numeracy, as well as whole school data systems and processes that enable teachers to work collaboratively to expertly analyse and use data to identify 'where to next' teaching strategies to inspire, motivate and engage students creating assessment capable learners.

- School wide assessment timelines, including summative and formative assessments for, as and of learning in reading and numeracy.
- School wide data systems, collaborative practice and analysis to strengthen curriculum knowledge, differentiation and develop assessment capable learners.

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.

Teaching Domain - Professional Standards - Literacy and numeracy focus: Excelling

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Reporting on school performance is based on valid and reliable data and analysis. **Teaching Domain - Data Skills and Use - Data literacy: Excelling**

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. **Teaching Domain - Lesson Planning - Effective Classroom Practice: Excelling**

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. **Teaching Domain - Data use in teaching: Excelling**

Evaluation plan for this strategic direction

Evaluation

Strategic Direction 1: Growth and Attainment Initiatives and improvement measures will be evaluated by gathering of the following:

Data

The school will use the following data sources to regularly

Strategic Direction 1: Student growth and attainment

Improvement measures

Reduce the average difference score between the Aboriginal and non-Aboriginal students in Year 3 and 5 numeracy by 0.5%, reducing the gap to 2.1 (Year 3) and 1.1 (Year 5).

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction: NAPLAN, SCOUT, Check in assessment, Best Start, Literacy and Numeracy PLAN 2, Phonics screener, lesson observations, teaching and learning programs, learning walks, staff, student and parent surveys, School Excellence Framework Self-assessment, Committee milestones, planning and evaluations, 5 weekly data days.

Analysis and Implications

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data sources will be used to determine impact, validate conclusions and updated into SPaRO. This will guide future school planning to ensure ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Continuous Learning Culture

Purpose

To maximise student learning outcomes, we will further strengthen and embed a professional learning, collaborative, high expectations culture that continuously empowers and inspires learning for all staff at all stages of their career, creating a shared sense of ownership, responsibility and collective efficacy.

Improvement measures

School Excellence Framework: Teaching Domain
Achieve by year: 2025

A range of evidence supports the school's assessment/validation in the element of *Learning and Development - Collaborative practice and feedback: Excelling*

School Excellence Framework: Leading Domain
Achieve by year: 2025

A range of evidence supports the school's assessment/validation in the element of *Educational Leadership - Instructional Leadership: Excelling*

School Excellence Framework: Leading Domain
Achieve by year: 2025

A range of evidence supports the school's assessment/validation in the element of *School Resources - Staff Deployment: Excelling*

Initiatives

Professional Learning Community

Strengthen and sustain a professional learning culture focused on the development of self and others by embedding reflective, collaborative and supportive practices that motivate and inspire ongoing improvement, not because we are not good enough, but because together we can be even better.

- Develop school wide innovative systems and conditions that enable and promote peer and self-reflection, collaboration and feedback to strengthen a continuous learning culture. (Spirals, QTSS - Coaching and Mentoring, APC&I)
- Development and alignment of a 'narrow and deep', responsive, whole school High Impact Professional Learning schedule that embeds inquiry, collaborative practice and feedback (What Works Best)

A Pipeline of Leaders

Strengthen and inspire a school community to foster a culture of high expectations and a shared sense of collective responsibility and accountability that successfully delivers ongoing, measured improvement in student engagement, wellbeing and academic achievement.

- Develop school wide, self-evaluative systems to achieve and monitor the progress of school improvement measures that promotes all staff actively participating in teams that pose questions, collect and analyse data, implement practices and evaluate (School Excellence Cycle).
- Strengthen a culture of continuous learning, challenge and support by empowering learning across the school and network (Mount Druitt Beginning Teacher Network, Aspiring Leader Program, Assistant Principal & Assistant Principal Curriculum Instruction Networks, Bidwill PS learning partnership)

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. **Teaching Domain - Learning and Development - Collaborative Practice and Feedback: Excelling**

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **Leading Domain - Educational Leadership - High Expectations Culture: Excelling**

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes and creates a culture of shared accountability to achieve organisational best practice. **Leading Domain - School Resources - Staff Deployment: Excelling**

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. **Teaching Domain - Professional Standards - Improvement of practice: Excelling**

Evaluation plan for this strategic direction

Evaluation

The strategic direction Continuous Learning Culture, initiatives and improvement measures will be evaluated by gathering of the following:

Data

Evaluation plan for this strategic direction

Tell Them From Me staff, student and parent surveys; People Matters survey; termly milestone monitoring and collection of evidence and impact; Performance and Development Plans; Coaching and Mentoring surveys, observations and feedback; APC&I videos and planning; professional learning check in and exit slips; Aspiring Leader surveys; School Excellence Framework Self-assessment

Analysis and Implications

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data sources will be used to determine impact, validate conclusions and updated into SPaRO. This will guide future school planning to ensure ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To maximise student learning outcomes, attendance and overall wellbeing, we will strengthen partnerships with students, parents, community members and government and non-government agencies to create genuine supportive relationships based on trust and mutual respect to ensure all Aboriginal and all students and families feel a sense of belonging and connection to the life of the school.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time to be at or above the school's lower-bound system negotiated target.

Attendance (<80%)

Achieve by year: 2023

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)

Wellbeing

Achieve by year: 2023

Tell Them From Me student survey wellbeing data improves to be at or above the lower bound system-negotiated annual trajectory target.

Achieve by year: 2025

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.

School Excellence Framework: Learning Domain

Achieve by year: 2025

A range of evidence supports the school's self-assessment in the element of *Learning culture - High expectations: Excelling*

Initiatives

Inspired, Empowered Learners

Strengthen and embed a student-centred culture where students are actively inspired and self-motivated to make positive contributions to their learning, the learning of others, their school, community and society.

- Expertly use a range of student wellbeing data to strengthen Positive Behaviour for Learning (PBL) systems that promote attendance, emotional and social wellbeing and a sense of belonging (Wellbeing for School Excellence)
- Research, survey, develop and implement a range of student led initiatives, embedding student voice and leadership to inspire all students to positively contribute to their school and community.

A Connected School Community

Strengthen and build genuine partnerships with the Lethbridge Park community, including government and non-government agencies, to create a sense of 'community' where Aboriginal families and all families feel a sense of belonging, embedding a sense of inclusiveness, support and high expectations

- HIPL for all staff embedding Aboriginal history, language and cultural understanding, establishing and sustaining positive partnerships with the AECG and local Aboriginal elders and community, to improve student wellbeing and academic outcomes (Aboriginal Education and Training Policy -Turning Policy into Action)
- Strengthen and build effective partnerships in learning between the school, students, parents, government and non-government agencies to support the needs of the diverse community, creating and fostering an educationally connected community.

Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. **Leading domain - Educational Leadership- Community engagement: Excelling**

The school collaborates with the local community where appropriate on decisions about − and access to - school assets and resources, delivering benefit to both the school and the community. **Leading domain - School Resources - Community use of facilities: Excelling**

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. **Learning domain - Wellbeing - A planned approach to wellbeing: Excelling**

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **Learning domain - Learning culture - High expectations: Excelling**

Evaluation plan for this strategic direction

Evaluation

The strategic direction Connect, Succeed and Thrive Initiatives and improvement measures will be evaluated by gathering of the following:

Data

SCOUT attendance data, Positive Behaviour for Learning data, suspension data, Tell Them From Me student, parent and teacher surveys, School Excellence Framework Self-assessment, professional learning reflections, teaching and learning programs, visible learning articulation videos, classroom walk throughs,

Strategic Direction 3: Connect, Succeed and Thrive

Improvement measures

School Excellence Framework: Leading Domain

Achieve by year: 2025

A range of evidence supports the school's self-assessment in the element of *Educational Leadership - Community engagement: Excelling*

Evaluation plan for this strategic direction

Personalised Learning Pathways, NAPLAN Aboriginal students top 3 bands

Analysis and Implications

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data sources will be used to determine impact, validate conclusions and updated into SPaRO. This will guide future school planning to ensure ongoing improvement to maximise student learning outcomes.