

# Strategic Improvement Plan 2021-2025

## Leonay Public School 4475



# School vision and context

## School vision statement

Leonay Public School community are working together to develop students who are resilient and demonstrate kindness and bravery in their daily lives. Creativity, curiosity and challenging thinking allow all students to strive to do their best. We are an inclusive school where high levels of engagement, mutual respect and supportive learning environments create happy and healthy, self-motivated learners.

## School context

Leonay Public School is part of a small close knit community situated at the base of the Blue Mountains. Current enrolment is 210, 8 classes and 7% Aboriginal student population. The school actively participates in a number of extra curricular activities in creative and performing arts across the Penrith Network and Western Sydney Region. Sporting representation across a variety of areas is significant and students have the opportunity to participate in a range of in-school and inter-school sporting events.

Leonay Public School is part of the Nepean Learning Community, developing close ties with its feeder high school and other local primary schools to ensure consistent and effective practices. The Leonay school community strongly promotes the teaching and learning opportunities that are provided for the diverse needs of all students. Not only learning across the six key learning areas as set out by the Department of Education but also as part of social and emotional wellbeing aspects. The school is currently reviewing welfare and wellbeing policies and procedures to ensure consistency, equity and fairness for all students. Each fortnight students work on demonstrating a selected area known as our Leonay Values.

Our school is focused on developing sustainable practices to better the environment. The school strongly focuses on developing literacy and numeracy skills across all areas of learning. Through extensive community consultation and the development of the Situational Analysis, our future directions will focus on collecting and analysing authentic data through scheduled assessments in reading, writing and mathematics to drive the teaching practices and maximise learning outcomes for all students at a given point in time.

The introduction of Visible Learning as part of the Lower Mountains Visible Learning Community (LMVLC), incorporating learning intentions, success criteria and effective feedback provides a scaffold for building reflective and responsive classroom environments. Technology is integrated into all learning experiences and enhances teaching practices across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order for students to reach their full potential, all staff will engage in evidence informed professional learning to build their teaching capabilities. Ongoing data collection and analysis, collaborative planning and explicit teaching practices will drive teaching and learning throughout the duration of this plan.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2023

School self-assessment of the School Excellence Framework (SEF) elements 'Data skills and Use' and 'Assessment' indicates improvement from Delivering to Sustaining and Growing.

## Initiatives

### Reading

In reading, build teacher capabilities to ensure consistent and sustainable whole school practices through:

- teacher professional learning
- collection and analysis of data to drive future teaching and learning
- collaborative planning and programming
- explicit teaching practices and feedback

### Numeracy

In numeracy, build teacher capabilities to ensure consistent and sustainable whole school practices through:

- teacher professional learning
- collection and analysis of data to drive future teaching and learning
- collaborative planning and programming
- explicit teaching practices and feedback

## Success criteria for this strategic direction

All lessons in reading and mathematics are systematically planned as part of a coherent program that has been collaboratively designed. SEF-Effective Classroom Practice

Teachers employ evidenced-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. SEF-Effective Classroom Practice

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. SEF-Data Skills and Use

Teaching and Learning programs show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. SEF-Curriculum

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. SEF-Assessment

## Evaluation plan for this strategic direction

How does the information from the data sources identified demonstrate student growth and attainment in reading and numeracy?

The following data sources will be used to evaluate student growth and attainment:

- NAPLAN
- PAT assessments- reading and numeracy
- Check In Assessment Data
- School Excellence Framework (SEF)
- Teaching and Learning Programs

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Teacher observations
- Student Work Samples

The evaluation plan will involve:

- Regular review of the data sources;
- Regular professional discussion around the School Excellence Framework (SEF) elements and themes; and
- Executive team and whole staff reflective sessions

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

## Strategic Direction 2: Consistent whole school wellbeing practices to develop resilient and self-directed learners

### Purpose

To develop students who demonstrate resilience and are self-directed learners. Leonay School community will conduct a rigorous audit of all existing welfare and wellbeing practices across the school. Then a review of researched and evidence informed wellbeing programs will be conducted and the appropriate program/s chosen for implementation.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Improve Tell Them From Me Wellbeing data in advocacy, belonging and expectations to meet the lower bound system-negotiated target.

#### Attendance >90%

Achieve by year: 2023

Working towards achieving lower bound system-negotiated attendance target.

Achieve by year: 2023

Improve Social and Emotional Wellbeing data (PAT) in the target areas of emotional awareness, resilience and self-directed learners by 5% from baseline data.

Achieve by year: 2023

School self-assessment of the School Excellence Framework (SEF) demonstrates the element of 'Wellbeing' to improve from Sustaining and Growing to Excelling.

### Initiatives

#### Wellbeing and Engagement-Review of current practices

Embed a whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved by:

- Reviewing current processes using the Wellbeing Self-assessment Tool to establish focus areas around whole-school wellbeing reform
- Engaging in a wide and deep consultation process with all stakeholders throughout the school community

#### Evidenced informed practices in wellbeing

The future directions for a whole school wellbeing approach will be achieved by:

- Utilising the Wellbeing Self-assessment Tool for Schools in developing a future systematic planned approach
- Exploring evidence informed practices in determining the best course of action in the development of a whole school wellbeing approach

#### Implementation of a school-driven wellbeing strategy

The new whole school approach to student wellbeing, engagement and attendance will be achieved by:

- Launching and implementing whole school practices with ongoing monitoring and continued consultative refinement, driven by data collection

### Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean that students are motivated, self-directed and continually improving. SEF-Learning Culture

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys to refine a whole school approach to wellbeing and engagement. SEF-Wellbeing

The school has implemented evidence-based change to whole school wellbeing practices, resulting in measurable improvements in wellbeing and engagement. SEF-Wellbeing

Teachers, parents and the community work together to support consistent and systematic processes that ensure students absences do not impact on learning outcomes. SEF-Learning Culture

### Evaluation plan for this strategic direction

How has the thorough review of current systems and research informed practices, driven the development and implementation of a whole school wellbeing approach?

The school will use the following data sources to regularly analyse the effectiveness of the initiative:

- Student, staff and parent surveys
- Discussion forums with all stake holders
- Tell Them From Me survey data
- Social and Emotional Wellbeing data (Progressive Achievement Tests)
- Student data and ongoing monitoring using Momentum

The evaluation plan will involve:

- Regular review of the data sources
- Regular professional discussion around the School Excellence Framework (SEF) elements and themes

## Strategic Direction 2: Consistent whole school wellbeing practices to develop resilient and self-directed learners

### Evaluation plan for this strategic direction

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- Reflective sessions with groups of community stakeholders

## Strategic Direction 3: Reflective and responsive classroom environments

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence-informed teaching practices. The teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and the use of whole school consistent data practices.

### Improvement measures

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) demonstrates the element of 'Effective Classroom Practice' at Excelling.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) demonstrates the elements of 'Data skills and use' at Excelling.

Achieve by year: 2023

100% of teacher observations demonstrate explicit Visible Learning teaching practices being implemented in reading, writing and numeracy.

### Initiatives

#### Explicit and Reflective Teaching Practices

Through explicit teaching practices, embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Embed and use High Impact Professional Learning structures to build teacher capabilities and collective pedagogical practice
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities and effective feedback

#### Consistent data collection and analysis to drive future teaching and learning

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- All staff complete Professional Learning in the forms of assessment
- Develop a central bank of student assessments that reflect assessment for, as and of learning
- Implement an assessment plan consistently across the school, collecting and collating data at regular intervals
- Analysis and triangulation of data to drive continuous school improvement

### Success criteria for this strategic direction

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. SEF-Effective Classroom Practice

Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. SEF-Effective Classroom Practice

A whole school approach ensures teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. SEF-Effective Classroom Practice

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. SEF-Effective Classroom Practice

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. SEF-Data Skills and Use

### Evaluation plan for this strategic direction

How do explicit and reflective teaching practices and; consistent data collection and analysis, improve student outcomes?

The following data sources will be used to evaluate teacher improvement and data collection practices:

- Teaching and Learning Programs
- Teacher observations
- Student Work Samples
- NAPLAN

## Strategic Direction 3: Reflective and responsive classroom environments

### Evaluation plan for this strategic direction

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- PAT assessments - reading and numeracy
- Literacy and Numeracy Plan 2 Data

The evaluation plan will involve:

- Regular review of the data sources
- Regular professional discussion around the School Excellence Framework (SEF) elements and themes
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

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