

Strategic Improvement Plan 2024-2027

Lurnea Public School 4289



School vision and context

School vision statement

At Lurnea Public School, we are deeply committed to providing excellence in teaching and learning for all students, especially in Literacy and Numeracy in an inclusive and collaborative learning environment. We nurture the development of confident and creative individuals, active and informed citizens and successful lifelong learners with high levels of self-efficacy. We make careful decisions to provide learning equity for every student to ensure their individual learning potential is being achieved. Teachers, community and students work in partnership to ensure every student is known, valued and cared for.

School context

Lurnea Public School has a student enrolment of 447 students ranging from Preschool to Year 6 from diverse social and cultural backgrounds, including 27 Aboriginal students. 73% of students come from a language background other than English. The school is located in South Western Suburbs of Sydney and has a Family and Occupational Index (FOEI) of 164.

Staff work collaboratively to review data and strategically design, plan and implement quality differentiated teaching and learning programs.

All members of our school community are supported to be safe, respectful learners in a positive environment.

Lurnea Public School has a strong commitment to Aboriginal Education and ensures that teaching and learning programs have an Aboriginal perspective.

Findings from our situational analysis drive our strategic directions for the next 4 years. Our Strategic Directions include:

- * Student Growth and Attainment
- * Every student is known, valued and cared for
- * Engaging collaborative partnerships with families

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student is highly engaged and shows strong growth in their learning through explicit, evidence-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 4 to 6 for 2024 compared with Year 3 to 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 to 6 for 2024 compared with Year 3 to 5 in 2023.

Initiatives

Collaboration for School Improvement

Improve teacher practices and student outcomes by continually engaging in professional collaborative inquiry that fosters collective efficacy. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning and modify teaching practice.

Evolve the Collaborative Inquiry model to provide high impact opportunities for the development of aspirational expectations of learning progress and achievement for every student in reading and numeracy.

Targeted professional learning in data literacy, data analysis and data use in teaching to ensure a sound understanding of student assessment and achievement.

Maintain systematic data tracking practices and analysis to regularly monitor and check student learning in order to address individual student needs, ensuring that all students are challenged and all adjustments lead to improvement.

Highly effective teaching practices

Improve effective classroom practice through a focus on high expectations, explicit teaching practice and assessment.

Monitor and build teacher capacity through targeted co-plan, co-teach, co-reflect cycles to continually improve professional knowledge, practice and engagement

All teachers committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence informed inclusive teaching and assessment strategies.

Success criteria for this strategic direction

- Student assessment data is regularly updated through data cycles to identify teaching priorities, evaluate what works best and strengthen practice in response. (SEF*Learning -Assessment, *Teaching - Data skills and use)
- Explicit and cyclic systems facilitate robust collaboration, classroom observations, the modelling of effective practice and opportunities to receive and respond to high quality feedback. (SEF *Teaching - Professional Standards, Learning and Development, *Leading - Educational Leadership, WWB Collaboration)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback and teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF *Learning - Curriculum, *Teaching - Effective Classroom Practice)
- Explicit teaching practices in literacy and numeracy are sustained and embedded across the school by all teachers (SEF * Teaching - Effective Classroom Practice)

Evaluation plan for this strategic direction

Q: To what extent have we refined and improved explicit teaching practices to support student growth and attainment in reading and numeracy? To what extent have we improved data informed practices?

D: NAPLAN

Check in Assessments

Pre-post Student Assessments

Pre-Post Teacher Assessments

Teaching and Learning Program Evaluation

A: Analysis will be embedded within the initiatives through

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

I: The findings of the analysis will inform key future focused goals and annual reporting on school progress measures (published in the Annual Report each year).

Strategic Direction 2: Every student is known, valued and cared for

Purpose

To ensure every student can succeed, thrive and learn through a planned approach to whole school wellbeing that caters for individuals and nurtures positive and respectful relationships. An embedded school wide and data informed approach to support student wellbeing will create an optimal environment for learning.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 86.71% in 2023 to 87.81% in 2027.

Initiatives

A planned approach to inclusion and wellbeing

Productive community relationships and student voice mechanisms are used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Intervention is informed by robust and holistic information about student wellbeing and learning needs. Planning for intervention is developed in consultation with students and families.

Support teachers to develop a shared understanding of effective transition processes to enhance outcomes for every child through high quality professional learning.

Establish collaborative partnerships with students and families P-6 in order to understand the complex factors that influence student absenteeism promoting a positive attendance culture with students here every day on time.

Success criteria for this strategic direction

- Schools work with families and partners to develop learning and wellbeing plans that are responsive and cater for the diverse learning and wellbeing needs of students through learning and support processes. (SEF *Learning - Wellbeing, Curriculum)
- Pedagogical best practice is shared through whole school and targeted professional learning to ensure all teachers P-6 expertly gather, interpret and use evidence during transition points to support continuity of care and education for every student. (SEF *Learning - Learning culture, *Teaching - Learning and development)
- Teachers, students, families and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF *Learning - Learning Culture)

Evaluation plan for this strategic direction

Q: To what extent have we maximised opportunities to collaborate with students, families and community partners to support the wellbeing of all students so they can connect, succeed, thrive and learn?

D: Sentral and SCOUT data

Tell Them From Me survey

Student and teacher feedback surveys

Learning and Support reviews

A: Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

I: The findings of the analysis will inform key future focused goals and annual reporting on school progress measures (published in the Annual Report each year).

Strategic Direction 3: Engaging collaborative partnerships with families

Purpose

To support and empower positive parent engagement and bring together family resources to enrich student learning and wellbeing. Partnerships are based on mutual trust and respect, and the school directly collaborates with families to improve understanding of student learning and to strengthen student outcomes.

Improvement measures

Communication

Achieve by year: 2027

Embed and evaluate our communication strategy

Participation

Achieve by year: 2027

Embed and evaluate our participation strategy.

Initiatives

A shared approach to student engagement

Continue to build authentic relationships with parents and carers as they are the first and continuing educators of their children. As key collaborators, we will collectively support student learning and wellbeing outcomes.

Establish effective communication and collaboration with parents and carers to enhance student learning experiences and educational outcomes.

Increase family engagement through an intentional and collaborative strategy to improve student learning and wellbeing outcomes.

Success criteria for this strategic direction

- Consistent reciprocal communication processes that promote and support positive partnerships with families to create a sense of belonging. (SEF *Learning - Learning Culture)
- School wide mechanisms are used to provide families with a platform to engage in their child's learning and celebrate success in a way that is meaningful and solicits feedback to shape future learning goals and inform learning pathways. (SEF *Learning - Learning culture, Wellbeing, Curriculum, *Leading - Educational leadership)

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement made in building authentic relationships with families to enhance student engagement?

D: Seesaw analysis report

Tell Them From Me survey

Central Parent Portal reports

Attendance rates at school events

Parent focus groups

A: Analysis will be embedded within the initiatives through implementation and progress monitoring. Annually the school will review progress towards the improvement measures.

I: The findings of the analysis will inform key future focused goals and annual reporting on school progress measures (published in the Annual Report each year).