

Strategic Improvement Plan 2024-2027

Lethbridge Park Public School 4408



School vision and context

School vision statement

At Lethbridge Park Public School the needs of our students, and community, are at the centre of all that we do. Our students are inquisitive and intrinsically motivated to set aspirational goals, to lead and make decisions that positively influence the culture of the school and community.

Our team of dedicated staff inspire a culture high expectations and continuous improvement through active engagement in collaborative, data informed practices, deep inquiry into student learning, high impact professional learning, self-reflection and feedback and a collective belief that 'together' we can be even better.

We walk hand in hand with our families and community members creating a culturally supportive learning environment, building authentic partnerships with our local community, so all students can thrive educationally and in all facets of life.

School context

Lethbridge Park Public School has an enrolment of 482 students, including 31% Aboriginal and Torres Strait Islander and 32% English as an Additional Language or Dialect. It includes a preschool and seven 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). Based on this, and gaining a deep understand of the key deliverables of the Connected Communities Strategy, the following areas have been identified and embedded in the 2024-2027 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 use data informed practices to measure student growth and attainment, to deliver high impact professional learning for all staff, underpinned by evidence based practices and the new syllabus, to implement whole school reading and numeracy approaches that are responsive and inclusive to the needs of all students.

Improvement measures

Achieve by year: 2027

Initiatives

Evidence Based, Quality Teaching Practice in Reading and Numeracy

Strengthen and embed high quality, contextualised, evidence based teaching practices, *underpinned by the new English and mathematics syllabus*, that respond to the identified needs of students in reading and numeracy.

* High Impact Professional Learning (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 effective differentiation.

Data Informed Practice - Visible Learning and Differentiation

Strengthen data informed practices and school wide systems, creating data literate teachers who routinely gather, analyse, interpret and leverage student data to collaboratively set visible learning goals, enabling students to become assessment capable.

- HIPL to enhance teacher knowledge and pedagogical skills in a range of data informed practices, including visible learning, to map out clear pathways for student improvement in numeracy.

Success criteria for this strategic direction

Learning Domain - Curriculum - Teaching and learning programs - Excelling

Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.

Learning Domain - Curriculum - Literacy and numeracy - Excelling

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.

Learning Domain - Curriculum - Differentiation - Excelling

Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes.

Learning Domain - Assessment - Student engagement - Excelling

Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Teaching Domain - Effective classroom practice - Feedback - Excelling

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

Teachers review learning with students 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. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Teaching Domain - Data skills and use - Data literacy - Excelling

All teachers have a sound understanding of student assessment and data concepts (e.g., causality, bias). They are able to identify the most relevant data for a particular purpose. They analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

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 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 TTFM 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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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: Inclusive Learning Community

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 students and staff, creating a shared sense of ownership, responsibility, collective efficacy and agency.

Improvement measures

Sense of Belonging

Achieve by year: 2027

TTFM Student Sense of Belonging equal to NSW Govt Norm of 78% (uplift of 10%)

Initiatives

A Community of Learners

Strengthen and sustain a professional learning community focused on the development of self and others by embedding reflective, collaborative and supportive practices that motivate and inspire ongoing improvement because together we can be even better.

- *Refine* and strengthen school wide data driven systems to inspire peer and self-reflection, creating a feedback culture that drives a collaborative community of learners *for all staff*.

Amplifying Student Voice

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

- Implement a range of student led initiatives, capturing and embedding student voice and providing authentic opportunities to lead and improve the school culture to inspire a sense of citizenship, self-belief, confidence and empowerment.
-

Success criteria for this strategic direction

Learning Domain - Learning culture - High expectations - Excelling

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

Teaching Domain - Professional Standards - Improvement of practice - 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 - Learning and development - Collaborative practice and feedback - Excelling

The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.

Leading Domain - Educational leadership - Performance management and development - Excelling

A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. All students are taught by high performing teachers. Leadership capability is developed by identifying, inspiring and enabling potential leaders. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.

Strategic Direction 2: Inclusive Learning Community

Evaluation plan for this strategic direction

Evaluation

Strategic Direction 2: Connect, Succeed and Thrive Initiatives and improvement measures will be evaluated by gathering of the following:

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction: NAPLAN; Check-in assessments; 5WDD data; TTFM staff, student and parent surveys; SRC, JAECG and student voice feedback; SCOUT attendance data; People Matter survey; SIP team termly milestone monitoring and evolutions and collection of evidence and impact; planned SIP team celebration and communication afternoons.

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 learning outcomes, attendance and the overall wellbeing of the school community, we will work *'together'* to create a school culture where students, staff and community members feel trusted, supported and valued in a safe, respectful and inclusive school. We will work alongside government and non-government agencies to create genuine supportive relationships to ensure all Aboriginal students and all families are actively engaged in the school and feel their identify, culture, goals and aspirations are valued.

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

An uplift of 1.6% in attendance improvement measure, aiming to increase the school's attendance rate from 87.45% to 89.05% by 2027

Initiatives

Student and Staff Wellbeing

To build a school culture based on purpose and trust, where students and staff thrive through the provision of a safe, respectful and inclusive school, with safety and wellbeing underpinning optimal working and learning outcomes for the whole school community.

- Expertly use a range of student wellbeing data to strengthen Positive Behaviour for Learning (PBL) systems that promote student voice, attendance, emotional and social wellbeing and a sense of belonging (PAX Good Behaviour Game).
- Strengthen engagement, consultation and collaboration of all staff, ensuring access to wellbeing programs and services that support individual wellbeing, and all staff in the workplace.

A Connected School Community

Strengthen supportive partnerships with the Lethbridge Park community, including government and non-government agencies, to reinforce a sense of 'community' where all families belong, including Aboriginal families, embedding a sense of inclusiveness, support and high expectations.

- HIPL to strengthen staff knowledge of, and ability to embed Aboriginal history, culture and language into teaching and learning programs.
- Strengthen partnerships across the community 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

Learning Domain - Learning culture - Attendance - Excelling

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers, and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Learning Domain - Wellbeing - A planned approach to wellbeing - Excelling

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Learning Domain - Wellbeing - Behaviour - Excelling

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

Leading Domain - Educational leadership - Community engagement - Excelling

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.

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:

Evaluation plan for this strategic direction

Data

SCOUT attendance data, Positive Behaviour for Learning data, suspension data, NAPLAN and Check-in, Tell Them From Me student, parent and teacher surveys, People Matter survey, School Excellence Framework Self-assessment, professional learning reflections, teaching and learning programs, classroom walk throughs and Personalised Learning Pathways.

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.