Strategic Improvement Plan 2024-2027

Leichhardt Public School 7423

School vision and context

School vision statement

It could be said, you're being too vocal. We say, strong student voice and leadership initiatives.

It could be said, don't do that. We say, kindness and positive choices.

It could be said, we don't have time for that. We say, opportunities for learning - philosophy, art, music, drama, sport, technology, languages, First Nations education and sustainability.

It could be said, that's good enough. We say, high expectations, differentiation and personalised learning.

It could be said, we've always done it this way. We say, evidence-informed practice and deep curriculum knowledge.

It could be said, you're different. We say, inclusivity and diversity.

It could be said, we feel out of place. We say, community, wellbeing and belonging.

We say Leichhardt Public School.

School context

Nestled in the vibrant inner west of Sydney, Leichhardt Public School has a student enrolment of 583. The strong community connections on which Leichhardt Public School was established in 1862 are still core to our school culture of understanding, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Leichhardt Public School provides learning experiences which ensure every child has the opportunity to develop positive relationships and reach their potential while learning to participate as part of a community. Leichhardt Public School has high expectations of all our students and supports them to develop a genuine love of learning. Our students at Leichhardt Public School understand that successful learners extend themselves with new challenges and experiences and develop thinking skills that can be applied confidently at and beyond the school.

All members of our school community are supported to be safe, respectful and responsible.

Our school is supported by a diverse community, and our students come from a wide range of socio-economic backgrounds. 4% of students identify as First Nations. 33% of our students have a language background other than English, and 24% require some level of EAL/D (English as an Additional Language or Dialect) support. Our Italian Language Community Language Program supports cultural connection to the rich influences and contributions made by the Italian community to the Leichhardt area across the years.

Curricular and extracurricular opportunities in philosophy, art, music, drama, sport, technology, languages, First Nations education and sustainability, enable our students to excel through a range of different experiences.

The school, in consultation with the staff and community, completed a situational analysis that identified three areas of focus for the 2024-2027 School Improvement Plan. The focus areas build on our previous school planning cycle and are informed by the results of our external validation in 2023.

Our analysis has identified the following areas of focus:

Student Growth and Attainment

The school's external validation process identified consistent use of data analysis to reflect on teaching effectiveness within and across stage teams as a key opportunity for school improvement.

This area will focus on the analysis and application of relevant and consistent data practices that inform quality, high impact teaching and monitor student growth. The School Excellence Framework Teaching domain: *Data skills and use* identifies that teachers analyse, interpret and extrapolate data and collaboratively use this to inform student learning goals and planning, identify interventions and modify teaching practice. Regular team and whole school data discussions will ensure the delivery of responsive and

School vision and context

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reflective teaching and learning that meets the diverse needs and capabilities of every student to improve student learning outcomes in reading and numeracy.

Pedagogy and Curriculum Knowledge

After consultation with staff, embedding explicit systems to facilitate professional dialogue, collaboration, modelling of effective practice, and specific and timely feedback between teachers was identified as a theme for school improvement.

This area will focus on the consistency of teachers to engage in collaborative practices to embed evidence informed teaching practices, supported by strong curriculum knowledge and assessment strategies to improve teacher practice and student outcomes. With an understanding that teachers have the greatest influence on student performance, teacher collaboration is essential to sharing effective and innovative evidence informed practices and curriculum knowledge in teaching and learning. The School Excellence Framework Teaching domain: *Data skills and use* identifies that teachers should clearly understand, develop and apply a full range of formative and summative assessment strategies and the Teaching domain: *Learning and development* identifies that embedding explicit systems that facilitate professional dialogue and collaboration, are key themes of excellence to sustain quality teaching practice.

Wellbeing and Engagement

A review of whole school wellbeing data and practices indicated a need to continue to develop a whole school approach to wellbeing, consolidating existing practices and resources.

This area will focus on improving and maintaining whole school community wellbeing by using evidence-based mechanisms to build a positive school culture and amplifying mechanisms for student voice and agency so that each child belongs and is supported to reach their full academic, social and emotional potential. The School Excellence Framework Learning domain: *Wellbeing* identifies that an embedded school-wide and data-informed approach to support student and staff wellbeing, and ensuring positive, respectful relationships are evident throughout the school community, ensure optimum conditions for student learning and measurable improvements in wellbeing and engagement to support learning can be achieved.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Leichhardt Public School (7423) -2024-2027

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes, we will analyse and apply relevant and consistent data practices to inform quality, high impact teaching and monitor student growth.

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 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

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 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

Initiatives

Data informed practice

Develop and embed consistent quality data collection, analysis and monitoring protocols and data-informed teaching practices to support student growth and attainment.

Embed whole school processes for data collection, analysis, and monitoring to track student progress, growth and achievement over time.

Engage in high impact professional learning in data literacy, data analysis and data use to identify and target student learning.

Identify and implement best practice strategies to ensure teachers are using data to monitor learning, assess progress and target future learning.

Embed practices for teachers and school leaders to engage in structured professional dialogue around data and it's use to inform teaching and learning.

Establish systematic evaluation of data to ascertain impact and review initiatives.

Reading Assessment Reform

Embed the use of best practice reading assessment tools to assess, monitor and track students' reading to support data-informed reading instruction.

- Support the professional growth of all teaching staff to deepen teaching practice and assessment of reading for ongoing growth in student progress and achievement.
- Engage in high impact professional learning in evidence-based reading assessment to identify and target student learning.
- Identify and implement best practice reading assessment strategies to monitor learning, assess progress and target future learning in reading.
- Effectively utislise student progress and achievement data to systematically and collaboratively inform

Success criteria for this strategic direction

Learning Domain - Assessment: Whole school monitoring of student learning: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.

Teaching Domain - Data skills and use: Data analysis: Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid, and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Teaching Domain- Effective Classroom Practice: Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Core Evaluative Question:

To what extent do school wide systems for collecting and analysing data, reflecting and responding to adjust teaching and learning lead to demonstrated student achievement and growth in reading and numeracy?

Data Sources:

- External assessment data - NAPLAN
- Internal assessment data - PAT-M, PAT-R, DoE check in assessment, Whole school writing assessment, phonics check in, phonological knowledge assessment
- Tell them from me student and teacher survey data

Initiatives

planning and programming.

Evaluation plan for this strategic direction

- SEF SaS
- Observation of practice
- Document (program/procedure/policy) reviews
- Consultation (interviews, survey, focus group)

Monitoring and identification of future actions:

Implementation and progress measures will be embedded within each initiative. Bi-annual (or term) progress monitoring will inform the annual review of progress towards the defined improvement measures. Annual reviews will be used to inform reporting and future directions for each initiative.

Strategic Direction 2: Pedagogy and Curriculum Knowledge

Purpose

To enhance quality targeted teaching and learning we will strengthen pedagogy and deepen curriculum knowledge through authentic collaborative and reflective practices.

Initiatives

Collaborative quality teaching

Embed high impact collaborative quality teaching practices resulting in improved teacher confidence and student learning outcomes.

- Embed consistent practices and explicit systems to facilitate professional dialogue, collaboration, modelling of effective practice, and specific and timely feedback between teachers to support quality teaching and school improvement.
- Engage in high impact professional learning to support quality teaching, building curriculum knowledge, and motivating transference to planning and teaching practice.
- Embed evidence informed teaching practices, supported by strong curriculum knowledge to improve teacher practice and student outcomes.

Effective assessment practices

Embed the use of best practice reading assessment tools to assess, monitor and track students' reading to support data-informed reading instruction and improve learning outcomes.

- Support the professional growth of all teaching staff to deepen teaching practice and assessment of reading for ongoing growth in student progress and achievement.
- Engage in high impact professional learning in evidence-based reading assessment to identify and target student learning.
- Identify and implement best practice reading assessment strategies to monitor learning, assess progress and target future learning in reading.
- Effectively utislise student progress and achievement data to systematically and collaboratively inform planning and programming.

Success criteria for this strategic direction

Learning domain - assessment - formative assessment: Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency.

Teaching domain - Effective classroom practice: Explicit teaching: Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teaching domain - data skills and use - data use in teaching: Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

Teaching domain - Learning and development: Collaborative practice and feedback: 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.

Evaluation plan for this strategic direction

Core Evaluative Question:

To what extent do collaborative teaching and effective assessment practices improve teacher confidence promote student growth and achievement?

Data Sources:

- Pre, during and post staff survey data

Leichhardt Public School (7423) -2024-2027

Strategic Direction 2: Pedagogy and Curriculum Knowledge

Evaluation plan for this strategic direction

- SEF SaS
- Observation of practice
- Document (program/procedure/policy) reviews
- Stakeholder Consultation (interviews, survey, focus group)

Monitoring and identification of future actions:

Implementation and progress measures will be embedded within each initiative. Bi-annual progress monitoring will inform the annual review of progress towards the defined improvement measures. Annual reviews will be used to inform reporting and future directions for each initiative.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To improve and maintain school community wellbeing and engagement we will build a positive school culture where each child belongs and is supported to reach their full academic, social and emotional potential. We will appreciate and celebrate differences, diversity and richness and continue to develop relationships that are based on trust, where our students thrive through the provision of a safe, resilient and respectful school.

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

The attendance rate for the school is increased from 92.68% in 2023 to 93.78% by 2027.

Initiatives

Whole school wellbeing framework

Embed a framework for school wellbeing to ensure optimum conditions for student learning and measurable improvements in wellbeing and engagement.

- Embed evidence based, school wide systems and practices that foster gratitude, empathy, mindfulness and understanding of emotional literacy as the foundation to support student wellbeing and belonging.
- Engage in high impact professional learning to support the implementation of a school-wide wellbeing framework.
- Establish quality community partnerships to support students, teachers and families to access high quality personalised support and advice that supports and promotes wellbeing and engagement.
- Continue to support a consistent safe, responsible, and respectful learning environment for all students, staff and community members through the consistent and ongoing delivery of Positive Behaviour for Learning (PB4L).

Amplifying student voice and agency

Embed mechanisms to amplify student voice and agency to ensure optimum conditions for student learning and measurable improvements in wellbeing and engagement.

- Embed evidence based, consistent practices for students to develop and use critical, creative, collaborative and caring learning and communication skills.
- Engage in high impact professional learning to support the implementation of mechanisms to amplify student voice and agency.
- Embed consistent mechanisams to amplify student voice and agency so that each child belongs and is supported to reach their full academic, social and emotional potential.

Success criteria for this strategic direction

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

Learning Domain-Learning Culture: High expectations: 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: Attendance: Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

Evaluation plan for this strategic direction

Core Evaluative Question:

To what extent do whole school wellbeing and engagement initiatives and mechanisms to amplify student voice and agency support students, teachers and families to build a positive school culture where students thrive?

Data Sources:

Strategic Direction 3: Wellbeing and Engagement

Evaluation plan for this strategic direction

- Tell them from me survey data
- Resilient Youth Survey data
- Attendance data
- Reconciliation Action Plan review
- SEF SaS
- Observation of practice
- Document (program/procedure/policy) reviews
- Stakeholder Consultation (interviews, survey, focus group)

Monitoring and identification of future actions:

Implementation and progress measures will be embedded within each initiative. Term progress monitoring will inform the annual review of progress towards the defined improvement measures. Annual reviews will be used to inform reporting and future directions for each initiative.