

Strategic Improvement Plan 2021-2024

Leichhardt Public School 7423



School vision and context

School vision statement

At Leichhardt Public School we have high expectations for all students to achieve academic and personal excellence, become a lifelong learner and a responsible citizen of the world. Students, teachers and parents foster this in an engaged and collaborative learning community where every student is known, valued and cared for and their learning is meaningful and engaging, meeting the highest educational and ethical standards.

School context

Leichhardt Public School is located in the centre of the suburb Leichhardt. It has had a long and distinguished history dating back to 1862. The school continues to be at the core of the Leichhardt community and caters for the enrolment of over 730 students across 29 mainstream and 3 support unit classes who are supported by a full time equivalent teaching staff of 44 plus 12 additional administrative and support staff. Leichhardt Public School has a long history of academic and extracurricular success built upon high expectations for all students and a commitment to engendering a genuine love of learning. Leichhardt Public School provides a variety of programs to enhance and extend student's learning and is supported by an enthusiastic and engaged parent body and an active P&C and its subcommittees.

To inform the creation of this Strategic Improvement Plan the school community completed a situational analysis to identify areas of focus and initiatives that will support ongoing growth and improvement for students, staff and community. Most of these areas build on the work undertaken in the 2018-2020 planning cycle with a sharper focus on the evaluation of the impact of each initiative at all stages of the improvement plan.

Strategic Direction 1: Student growth and attainment

When reviewing the student outcome measures for the school over the previous five year period it is evident that the school has historically achieved high student achievement results in both internal and external assessments. Student achievement has been recognised at network level (writing achievement) and at national level (high progress achievement in reading). A review of NAPLAN data indicates that areas of focus for growth include: Reading - Viewing, responding to and composing texts, and Numeracy - number (patterns), measurement (mass and distance) and statistics and probability (interpreting graphs). Additionally, it was identified that a large number of students achieved results just below the top 2 bands in reading and numeracy and an ongoing focus should be placed on ensuring student growth in reading and numeracy exceeds a year of growth for each year of learning. Additionally, all teachers will focus on embedding quality teaching strategies that are informed by student data. Finally, as the purpose statement outlines, the school will focus on developing and sustaining processes for collecting and analysing student data to inform quality teaching in all classrooms.

Strategic Direction 2: High expectations and a culture of continuous improvement

When undertaking the analysis of school achievement data and school excellence self-assessment information it was evident there is a disconnect between student achievement and the aspirations for excellence reported by students, teachers and parents in Tell them from me and internal survey data. It was also noted that whilst collaboration in planning of learning remains strong, formal collaborative practices in the classroom such as observations and collaborative reflection had dropped off in recent years. To support continued student growth we will focus on proven activities that promote educational aspiration, support teacher growth and development and strengthen the culture of collaboration and continuous improvement.

School vision statement

School context

Strategic Direction 3: Explicit systems for school wellbeing

Since initiating the bi-annual Tell them from me surveys in 2019, it has remained clear that student sense of belonging is an area of ongoing focus. Wellbeing literature and research points that a holistic approach to wellbeing, in partnership with our students, staff, families and broader educational community is critical to creating a learning community that encourages individuals to thrive as well as feel that belong. Whilst the school began its positive behaviour for learning (PB4L) implementation during the last plan, it was highlighted throughout the consultation period that a holistic model of school wellbeing, encompassing student, teacher and community wellbeing (including mental health) was required. A school focus on research based activities and initiatives, proven across a range of settings will underpin the explicit systems for school wellbeing as we progress through this planning cycle.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop, embed and sustain school wide systems for collecting and analysing data to ensure the implementation of curriculum provision that meets the needs of every student and is underpinned by evidence informed practice and evaluation.

Improvement measures

Target year: 2022

Improvement measure - Top 2 bands (2022 system negotiated target)

Increase top 2 band achievement in NAPLAN reading by 6% (or more)

Target year: 2022

Improvement measure - Top 2 bands (2022 system negotiated target)

Increase top 2 band achievement in NAPLAN numeracy by 6.8% (or more)

Target year: 2023

Improvement measure - Expected Growth (2023 system negotiated target)

Increase percentage of students achieving expected growth in NAPLAN reading by 1.84% (or more)

Target year: 2023

Improvement measure - Expected Growth (2023 system negotiated target)

Increase percentage of students achieving expected growth in NAPLAN numeracy by 2.6% (or more)

Target year: 2024

Improvement measure - Internal assessment

Initiatives

Personalised learning and support

Empower a learning community that enables students to achieve to their potential, receive feedback and exceed their learning goals.

- High impact professional learning on the High Potential and Gifted Education policy to support students via personalised learning and increased professional understanding.
- Expertly use student assessment data to reflect on program effectiveness and provide personalised, targeted and responsive learning opportunities.
- High impact professional learning on personalised support for student learning including educational adjustments, disability standards for education and curriculum provision.
- Foster support pathways and professional partnerships that promote individualised support and enriched/enhanced data informed practices.

Data driven classroom practices

Embed school wide data informed classroom practices where formative and summative assessment, analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use to identify and target student learning.
- Embed whole school processes for data collection, analysis, and monitoring to track student progress, growth and achievement over time.
- Identify and implement best practice formative and summative assessment strategies to ensure teachers are using data to monitor learning, assess progress and target future learning.
- Embed formative assessment and student feedback in every classroom.
- Establish systematic evaluation of data to ascertain

Success criteria for this strategic direction

- School-wide systems and an integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum)
- School-wide assessment practices for assessment are used to monitor, plan and report on student learning across the curriculum and combine formative and summative assessment practices. (SEF - Assessment)
- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing (SEF - Student performance measures)
- Student assessment data is regularly used by all teachers to identify student achievement and progress in order to reflect on teaching and inform future directions (SEF - Data skills and use)
- Learning support practices are responsive to students at all levels of educational need, support teachers to build skills to target learning and use data to inform future focus areas for support.

Evaluation plan for this strategic direction

Core Evaluative Question:

To what extent have the developed school wide systems for collecting and analysing data led to the delivery 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

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase & sustain achievement gap between school median and year norm from 4.74 to 8.5 (or more) in PAT-M

Target year: 2024

Improvement measure - Internal assessment

Increase & sustain achievement gap between school median and year norm from 8.16 to 12.0 (or more) in PAT-R

Target year: 2022

Improvement measure - SEF Growth

Curriculum - excelling, assessment - excelling, Student performance measures - excelling, Data skills and use - excelling

Initiatives

impact and review initiatives.

Evaluation plan for this strategic direction

- SEF SaS and external validation report
- 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: High Expectations and a culture of continuous improvement

Purpose

In order to foster a culture of high expectations and continuous improvement we will develop, embed and sustain high quality instructional leadership that highlights and targets quality teaching practices based on research and data, evidence based strategies and evaluative thinking.

Improvement measures

Target year: 2024

Student expectations for success

Increase the school mean for the number of students who believe that school staff emphasise academic skills and hold high expectations for student success to 9.2 (as measured in TTFM)

Target year: 2024

Teacher confidence

Teachers report year on year increased confidence and efficacy in implementing and evaluating the teaching strategies highlighted in What Works Best: 2020 update

Target year: 2023

Student value added

Student value added Best Start K to NAPLAN 3 moves from Working towards delivering to delivering (or higher)

Target year: 2022

SEF Growth

Learning culture - excelling (maintain), Professional standards - excelling, Learning and development - excelling, Educational leadership - excelling, School planning, implementation and reporting - excelling

Initiatives

Leadership Development and Instructional Leadership

- High impact professional learning with a continued focus to embed high impact teaching strategies in all teaching and learning programs in line with What works best.
- Embed consistent practices using PLAN 2 to track reading progress and inform differentiated teaching and individual learning goals across the school and improve the use of formative assessment data sources to monitor and reflect on effective teaching practice and student growth.
- Develop systems and professional capacity for analysis of data to identify and monitor improvement measures and target areas as needed via shoulder to shoulder instructional leadership.
- Support leadership development and growth in capacity of leadership team via participation in high impact professional development.
- Embed mentoring opportunities and promote a culture of distributed leadership and allow leaders to develop their skills as instructional leaders.

Quality Teaching

Embed high impact quality teaching practices resulting in improved student learning outcomes.

- High impact professional learning to define quality teaching and build a contextual model that drives professional practice at Leichhardt Public School, framing curriculum knowledge and transference to planning and teaching practice.
- Embed consistent practices for teacher collaboration, planning and reflection to support a school wide culture of high expectations, engagement and rigor.
- Embed explicit systems for teacher observations of practice and feedback employing What works best and the professional standards for teachers as the driving framework for quality teaching.

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community (SEF - Learning culture)

All staff demonstrate a personal responsibility for maintaining and developing their professional standards and use professional standards as a reference point for whole school reflection and improvement (SEF - Professional standards)

Professional learning is aligned to the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. Explicit systems for collaboration and feedback sustain quality teaching practice (SEF - Learning and development)

The principal and leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement (SEF - Educational leadership)

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities (SEF - School planning, implementation and reporting)

Evaluation plan for this strategic direction

Core Evaluative Question:

To what extent do whole school systems support the development of a culture of high expectation and continuous improvement where quality teaching practices promote student growth and achievement?

Data Sources:

- Surveys, SEF SaS and external validation report
- Observation of practice
- PIVOT survey data

Strategic Direction 2: High Expectations and a culture of continuous improvement

Initiatives

Evaluation plan for this strategic direction

- 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: Explicit systems for school wellbeing

Purpose

In order to improve school wellbeing explicit systems that promote holistic wellbeing will be initiated, embedded and sustained to ensure our school community experiences positive wellbeing outcomes and fulfil their potential and flourish as learners and people.

Improvement measures

Target year: 2022

Wellbeing (2022 system negotiated target)

Increase the percentage of students reporting positive wellbeing in the TTFM survey by 3.6% (at least)

Target year: 2022

Attendance (2022 system negotiated target)

Increase the percentage of students attending school more than 90% of the time by 4% (at least)

Target year: 2024

Teacher confidence and awareness

Teachers express a sustained (year on year) increase in confidence and awareness in implementing positive education to support student mental health and wellbeing

Target year: 2022

SEF Growth

Learning culture - excelling (maintain), Wellbeing - excelling, Data skills and use - excelling, Learning and development - excelling, School resources - excelling

Initiatives

Positive Education & staff and community professional partnerships

Embed an explicit holistic approach to school wellbeing that promotes physical and mental wellbeing and allows learners to flourish.

- High impact professional learning in positive psychology and positive education to promote the implementation of a school-wide wellbeing curriculum
- Establish quality community partnerships to support students, teachers and families to access high quality personalised support and advice that supports and promotes wellbeing.
- Embed school wide systems and practices that foster belonging, advocacy and expectations to promote student wellbeing and connection to the school.
- Embed consistent home/school communication strategies that empower parents and carers to be part of their child's learning and contribute positively to school wellbeing.

Positive behaviour for learning (PB4L)

Embed an explicit holistic systems based approach to school positive behaviour that allows learners to flourish.

- Establish, promote and maintain a consistent safe, responsible, and respectful learning environment for all students, staff and community members by establishing explicit school-wide expectations for each context within the school.
- Establish consistent reward systems strategically aligned to school Positive Behaviour for Learning expectations scope and sequence planning.
- Expertly use student data to identify student needs, reflect on the effectiveness of initiatives and inform future directions.

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF - Learning culture)

A strategic and planned approach to develop whole school wellbeing processes supports the wellbeing of all students so they can connect, succeed, thrive and learn (SEF - Wellbeing)

Student learning and behaviour data is regularly used to identify student needs and reflect on the effectiveness of initiatives and inform future directions (SEF - Data skills and use)

Professional learning is aligned with the school plan and its impact on student outcomes is evaluated and explicit systems encourage collaboration and feedback (SEF - Learning and development)

School resources are strategically used to improve student outcomes and ensure high quality service delivery (SEF - School resources)

Evaluation plan for this strategic direction

Core Evaluative Question:

To what extent do whole school wellbeing initiatives support students, teachers and families to experience positive wellbeing outcomes at school that foster positive wellbeing in the learning environment.

Data Sources:

- Tell them from me surveys
- SEF SaS and external validation report
- Observation of practice
- Document (program/procedure/policy) reviews
- Stakeholder Consultation (interviews, survey, focus group)

Strategic Direction 3: Explicit systems for school wellbeing

Initiatives

Evaluation plan for this strategic direction

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.