School background 2018–2020

School context
LPS is situated near Campbelltown in South West Sydney. Our school has an enrolment of 611 students. Over 50% of our students are from language backgrounds other than English and 4.6% Aboriginal and / or Torres Strait Islander students. The school has 23 mainstream classes with an additional Opportunity Class. The department's High Performing Students Unit administers the opportunity class placement process.

LPS is high regarded by the local community as an enriching learning environment. Our students are responsive to the needs of others and dedicated to their learning. Teaching staff at LPS are dedicated to maintaining high standards in teaching and learning. The community is supportive of the school.

Our key priorities for 2018 and beyond are to have:
- Active and engaged learners
- Highly driven and creative professionals
- Leading effective, evaluative practices for impact.

School planning process
During the school planning process, the following steps were taken in 2017, to commit to working with our community to achieve strategic directions 2018–2020:

1. In small groups, teachers became familiar with the School Excellence Framework (SEF) and collected evidence to identify strengths and areas for development. These results were shared with all teachers.

2. Executive team used the 'Evaluations essentials' questions to guide strategic direction teams to evaluate the 2015–2017 plan.

3. Strategic direction teams reported back to staff, key achievements and data from the past three years.

4. The 'What works best guide' was used to facilitate staff feedback about what we should keep doing and what we should stop doing.

5. Data was gathered from focus groups of students from Years 2–6.

6. A Saturday parent forum was held:
   - Parents in groups collected their own data to support strategic direction areas.
   - Strategic direction teams provided a presentation of data and highlights from the past three years, along with student focus groups data.
   - Used the 'What works best guide' so parents could feedback about what we keep doing and what we should stop doing.

7. A focus group of teachers analysed the responses from students, staff and parents.

8. Staff engaged in professional readings focused on transformational change. Using these readings as a guide, staff identified future directions for LPS.
### School background 2018–2020

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9. Staff reflected on and answered questions such as, ‘How does LPS go from good to great?’</td>
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<td>10. Executive staff used the logic modelling process to determine possible areas for strategic direction committees, breaking down information into key ideas under three headings, learning, teaching and leading.</td>
</tr>
<tr>
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<td></td>
<td>11. Executive and leaders of strategic direction 2018 committee teams used the SEF and these key ideas to create purpose statements for three areas of the school plan.</td>
</tr>
</tbody>
</table>
School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Active & engaged learners

Purpose:
To empower students to be adaptive innovators who are motivated and engaged in authentic learning tasks. Students are confident, collaborative and creative, inspired by challenges and high expectations.

STRATEGIC DIRECTION 2
Highly driven & creative professionals

Purpose:
To enable teachers, through differentiated professional learning, to be agile practitioners who create engaging learning environments. Motivated by student success, teachers are innovative and highly responsible.

STRATEGIC DIRECTION 3
Leading effective, evaluative practices for impact

Purpose:
To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Strong and strategic leadership will drive effective evaluative techniques to determine the impact of school initiatives.
## Strategic Direction 1: Active & engaged learners

### Purpose
To empower students to be adaptive innovators who are motivated and engaged in authentic learning tasks. Students are confident, collaborative and creative, inspired by challenges and high expectations.

### Improvement Measures
- Increase students demonstrating active engagement with their learning by 5% each year for 3 consecutive years.
- Increase the number of students displaying confidence and creativity within authentic learning tasks.
- Increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 4% each year.

### People

#### Students
Through engagement and explicit teaching/instruction in authentic learning tasks, students are adaptive, creative, confident and collaborative problem-solvers with original ideas.

#### Staff
Staff are flexible, risk-taking practitioners who collaboratively set high expectations to provide a learning environment that inspires inquiry, leading to improved confidence and student success.

#### Parents/Carers
Parents and carers are active partners that advocate and support learning processes that foster their child’s 21st century skills and capabilities.

#### Community Partners
Staff members instigate and sustain communication with community partners and/or services to create authentic collaborative relationships that support the 21st century teaching and learning processes within the school.

#### Leaders
Leaders facilitate ongoing learning and support sessions for staff to increase teacher skill. They lay the foundation for building a school environment that promotes shared responsibility and a growth mindset.

### Processes

#### Draw on research and continually explore practices to support the development of learning environments that inspire engagement and inquiry.

#### A whole school commitment to provide daily opportunities for students to engage in and develop skills in communication, collaboration, critical thinking and creativity.

### Evaluation Plan
Progress towards improvement measures will be evaluated through: observation data, evaluation of classroom environments, teaching and learning programs, teacher professional learning data, focus groups, student and teacher feedback surveys and analysis of PLAN data.

### Practices and Products

#### Practices
- Students engage in authentic learning tasks focused on improving their 21st century learning skills and capabilities.
- Students receive and confidently provide feedback to actively reflect upon their learning to achieve success.
- Staff lead staff to build a sustainable learning culture that delivers inquiry-based environments.
- Teachers analyse, reflect and act upon internal and external data to improve reading and numeracy outcomes for students.

#### Products
- 100% of students engage in authentic learning tasks daily, focused on improving their 21st century learning skills and capabilities.
- 100% of students receive and confidently provide feedback daily, to actively reflect upon their learning to achieve success.
- All staff engage in varied professional learning to develop skills in inquiry and explicit instruction. This is reflected in teaching programs and classroom practice.
## Strategic Direction 2: Highly driven & creative professionals

### Purpose
To enable teachers, through differentiated professional learning, to be agile practitioners who create engaging learning environments. Motivated by student success, teachers are innovative and highly responsible.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Draw on research to implement high quality, differentiated professional development for staff focused on improving student engagement and learning environments.</strong></td>
<td><strong>School culture consistently celebrates teacher innovation and success.</strong></td>
</tr>
<tr>
<td>Build skills to provide and receive feedback in order to engage and progress their learning.</td>
<td><strong>Implement a whole school integrated approach to feedback in which students and teachers provide timely and relevant feedback to each other.</strong></td>
<td>Teachers facilitate opportunities to systematically provide and receive feedback with students.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Build a school culture that enables innovative teaching and learning practices focusing on maximising student engagement.</strong></td>
<td>School resourcing allows for regular collegial opportunities for feedback.</td>
</tr>
<tr>
<td>Teachers participate in differentiated PL, to become motivated, reflective and innovative practitioners with a risk-taking mindset.</td>
<td><strong>Evaluation Plan</strong></td>
<td>Differentiated professional learning structures focus on teachers developing reflective practices and risk taking mindsets to improve student engagement.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Progress towards improvement measures will be evaluated through: PLAN data, observation data, evaluation of classroom environments, teaching and learning programs, teacher professional learning data and feedback, focus groups and student and teacher surveys.</td>
<td><strong>Products</strong></td>
</tr>
<tr>
<td>Develop an understanding of why engaging learning environments are essential and support school implementation.</td>
<td><strong>Practices</strong></td>
<td>100% of teaching and learning programs provide lessons, maximising student engagement.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>School culture consistently celebrates teacher innovation and success.</td>
<td>All teachers are engaged in differentiated professional learning and consistently receive feedback to reflect on and improve pedagogical practices focused on student engagement.</td>
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<tr>
<td>School executive provide PL opportunities and encourage and celebrate innovative pedagogical practice.</td>
<td>Teachers facilitate opportunities to systematically provide and receive feedback with students.</td>
<td>100% of students receive and provide feedback to improve learning and engagement.</td>
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<td><strong>Community Partners</strong></td>
<td><strong>Practices</strong></td>
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<td>Community partners support and engage in our process for developing teacher learning and building student engagement.</td>
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<td><strong>Students</strong></td>
<td><strong>100% of teachers have made an innovational change to their pedagogy/teaching environment.</strong></td>
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<td>Build skills to provide and receive feedback in order to engage and progress their learning.</td>
<td>Teachers use feedback to improve their teaching practice to engage students (teacher to teacher, student to teacher).</td>
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<td><strong>Staff</strong></td>
<td><strong>100% of teachers are responsible for engaging in their own differentiated, purposeful PL.</strong></td>
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<td>Teachers participate in differentiated PL, to become motivated, reflective and innovative practitioners with a risk-taking mindset.</td>
<td>Teachers use feedback to improve their teaching practice to engage students (teacher to teacher, student to teacher, teacher to student).</td>
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Leumeah Public School 4058 (2018-2020)

Printed on: 12 April, 2018
**Strategic Direction 3: Leading effective, evaluative practices for impact**

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<th>Purpose</th>
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</table>
| To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Strong and strategic leadership will drive effective evaluative techniques to determine the impact of school initiatives. | **Students**  
Have high expectations of themselves and are focused on being engaged in their learning.  
**Staff**  
Collaboratively evaluate, using assessment tools, to become reflective practitioners who have a collective sense of responsibility and a shared understanding that high expectations and student engagement positively impact on student achievement.  
**Leaders**  
Understand and lead effective evaluative practices. They collaboratively and systematically apply these to continually determine impact and share this information with the wider community. | **Implement pilot initiatives, underpinned by research.**  
**Systematically and collaboratively evaluate initiatives to develop a shared responsibility for student achievement and positive impact.**  
**Evaluation Plan**  
Progress towards improvement measures will be evaluated through monitoring the effectiveness of school initiatives and its effect on student engagement, development and success. Self-assessment, observations, focus groups and interviews. small focused interviews with | **Practices**  
School initiatives adopt a range of evaluative assessment tools to drive continual improvement.  
**Evaluative processes, data and decisions are shared with the school community.**  
**Pilot projects are incubated to determine impact prior to whole school implementation.**  
**Purposeful decision-making, quality teaching and learning and community engagement creates shared school-wide responsibility.**  
**Strategic leadership and professional learning facilitates an understanding of high expectations that empowers student growth.**  
**Products**  
Culture of systematic evaluation of school initiatives.  
**All staff understand that high expectations and shared responsibility positively impact on student achievement.**  
**Triangulation of data from pilot projects informs whole school initiatives.**  
**Improved data collection and collaborative practices underpin school decisions.**  
**Student engagement is demonstrated through active involvement in learning.** |
| **Improvement Measures** | **People** | **Processes** | **Practices and Products** |
| Growth in understanding of the impact that high expectations, shared responsibility and student engagement have on student achievement. | **Parents/Carers**  
Support school evaluation and student achievement by celebrating student and school success, valuing high expectations and actively engaging in initiatives. |  
| Systematically and collaboratively evaluate initiatives to develop a shared responsibility for student achievement and positive impact. | **Community Partners**  
Provide critical and reflective feedback and insights to support evaluative processes. |  
| Improve systematic and effective evaluative processes across strategic directions to determine success and ongoing positive impact. |  
| 100% of school initiatives effectively evaluated by leadership teams. |  
|  |  
|  | **Implement pilot initiatives, underpinned by research.**  
**Systematically and collaboratively evaluate initiatives to develop a shared responsibility for student achievement and positive impact.**  
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