

Strategic Improvement Plan 2021-2024

Luddenham Public School 2431



School vision and context

School vision statement

Through an extensive Situational Analysis of our school's delivery of excellence, Luddenham Public School is committed to providing quality education in a nurturing and innovative learning environment, where all learners aspire to reach their potential. We will work together as a whole school community to prepare and inspire our students to be creative, engaged and confident participants in our ever-changing and challenging world. We believe that creating a strong partnership between the school, parents and the community is vital in building a successful and cohesive learning culture.

School context

Luddenham Public School is a small school situated 15 kilometres south of Penrith. The school is part of the Luddenham community in a semi-rural area. The school consists of a teaching principal and two permanent teaching staff, part-time staff for library and release from face to face, a teacher to support students with learning difficulties for one day a week and temporary teacher employed as part of the teaching principal allocation. Three multi-aged classes have been formed to accommodate the 53 students (including 20% Aboriginal) enrolled at the school. The school is committed to improving the literacy and numeracy achievements of all students. Luddenham Public School is an active participant in both the Nepean Valley Small School's Network and the Glenmore Park Learning Alliance. Our school community is supportive and we have an enthusiastic and committed P&C organisation who actively work in partnership with our school.

High Level Areas of Improvement

- Developing and applying current evidence based teaching practices throughout K-6.
- Using data from effective assessment sources that monitors the progress of all students.
- Implementing inclusive whole school and community practices to improve student outcomes and heighten engagement with all stakeholders.
- Develop capacity of all staff to implement best practice when teaching with a differentiated approach to literacy and numeracy.

Strategic Direction 1: Student growth and attainment

Purpose

Each child within our school will be known, valued and cared for through authentic and high quality teaching and learning. Luddenham Public School will be recognised as a place where a focus on excellence for all is embedded in the culture of the school.

Improvement measures

Target year: 2022

An increased uplift of 8.2% (from baseline) of students reaching the top 2 bands in Reading.

Target year: 2022

An increased uplift of 5.8% (from baseline) of students reaching the top 2 bands in Numeracy.

Target year: 2023

A minimum of 60% of Year 5 students achieving the Department of Education's small school lower bound target of expected growth in Reading.

Target year: 2023

A minimum of 60% of Year 5 students achieving the Department of Education's small school lower bound target of expected growth in Numeracy.

Initiatives

Teaching Excellence in Reading and Numeracy

An excellent teacher is viewed as one who contributes positively to the learning environment by providing exceptional energy, keen interest in students, and extraordinary strengths in the following:

Quality Teaching and Learning Programs

Understanding of Best Practice in Reading and Numeracy.

Differentiated support for students including formative assessment strategies.

Data Informed Practice

Using data in classrooms improves teaching and learning, and student wellbeing. High quality data is that which is complete, accurate, interpretable, coherent, accessible and timely.

Collecting purposeful data and evidence in a cohesive and collaborative manner.

Analysing and making informed decisions around quality data and evidence through reflection and next practice.

Success criteria for this strategic direction

School Excellence Framework

Student assessment data in reading and numeracy is collected on a regular and planned basis to identify student achievement and progress in order to reflect on teaching effectiveness and inform future directions.

Data and feedback inform quality teaching practice and direct learners and learning.

Teachers collaboratively use data to inform planning, identify interventions and modify teaching practice. All students articulate, understand and achieve their reading and numeracy learning goals such as learning intentions, success criteria and feedback are embedded practices in all learning spaces across the school.

High Impact Professional Learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation plan for this strategic direction

Question

To what extent have we ensured that every child will be known, valued and cared for through authentic and high quality teaching and learning where a focus on excellence for all is expected.?

What has been the impact of using both targeted interventions and providing effective quality differentiated learning experiences to all students? Have teachers effectively collaborated to evaluate and reflect on their teaching practice?

Data

The following data sources will be used to assess data

- NAPLAN

Evaluation plan for this strategic direction

- PAT
- Scout
- Sentral Markbook
- Student work samples
- Student PLPs
- Student focus groups
- Techer Feedback Survey
- SEF SaS

Analysis

Assess student learning, provide feedback to students on their learning, make consistent and comparable judgement, interpret student data and report on student achievement to gain a comprehensive understanding to determine future directions to achieve our school improvement measures.

Implications

Thorough analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth in learning.

The evaluation plan will involve:

- Gaining clarity around using effective data sources to determine whether or not we are on track for achieving the intended improvement and/or aspirational measures
- Reflective professional learning for all staff members.

Strategic Direction 2: Building a Cohesive Learning Community

Purpose

As a school, we will strive to build genuine and supportive partnerships with our community. Providing all stakeholders with the opportunity to be an active participant in the education of their child, will ensure a cohesive learning community. Building a holistic culture and shared understanding of learning and wellbeing outcomes at school will provide a positive outlook for every child.

Improvement measures

Target year: 2022

Increase the number of students attending school 90% of the time with an uplift of 5.9%

Target year: 2024

As a small school, TTFM Wellbeing data (advocacy, belonging, expectations) improves.

Initiatives

Collaborative Practices

In Collaborative Practices, connections that are rich and meaningful will be formed with all stakeholders to enable a clear and concise understanding of best practice for all students. This will be achieved by providing parents with support around understanding of our curriculum.

- Create a culture where the school community has a sound understanding of teaching and learning strategies and the role they play.
- Developing an understanding of community expertise that will offer a connection to learning experiences at school.
- Provide engaging and authentic learning experiences for all students by collaborating with external agencies.
- Develop a deep understanding of the Aboriginal culture that is significant to the area.

Community Engagement and Belonging

The school forms a positive reputation within the community and implements a culture where all stakeholders feel included in all aspects of school life.

- We are able to build a strong bond between parents, students and the community that ensure structures are in place for the continuity of learning for all students when achieving milestones.
- The school provides a holistic approach to support consistent and systematic processes ensuring the impact of learning is not affected by absences.
- The development of procedures that systematically provide and address feedback on school performance and events from all key stakeholders.
- Implementing a collective responsibility within the whole school for student learning and achievement, shared by the entire school community to embed a culture of continual improvement.

Success criteria for this strategic direction

School Excellence Framework

- **Educational Leadership - Instructional Leadership** - The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decreases.
- **School planning, implementation and reporting** - The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.
- **Wellbeing - A planned approach to wellbeing** - There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Question

Has a cohesive learning community with genuine partnerships been created with all stakeholders that develops the learning experiences and outcomes for all students through the implementation of wellbeing and engagement strategies?

Data

Data sources such as the following will be used:

- Tell Them From Me survey responses
- Evaluation responses from wellbeing activities
- Parent Surveys
- PBL Sentral referrals

Strategic Direction 2: Building a Cohesive Learning Community

Initiatives

- Embracing relationships within the whole school community that encourage student wellbeing to provide a learning environment that caters for lifelong learners.
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Evaluation plan for this strategic direction

- Markbook
- SCOUT
- SEF SAS
- Reflection statements from key stakeholders

Analysis

Response data will be triangulated through analysis of survey responses, progress monitoring evaluations and the analysis of internal student performance data using SCOUT to gain an exceptional understanding of our positive and inclusive performance culture to determine future directions to achieve our school improvement measures.

Implications

Thorough analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning. The school community are made aware of whole school wellbeing practices that are changed or developed to ensure consistency from school to home.

The evaluation plan will involve:

- Clarification around if we are on track for creating and developing a positive learning culture will be achieved through regular analysis of data sources.
- Reflective sessions to evaluate progress made on these initiatives.