

Strategic Improvement Plan 2021-2024

Liverpool West Public School 4161



School vision and context

School vision statement

Continuous school improvement with a focus on providing the highest quality education to uplift the performance of all students across a well-connected community which fosters life-long learners.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 715 students, including 43 Aboriginal students and a diverse population of 43 different nationalities. 24% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives RAM equity funding to support students from low-socio economic backgrounds, Aboriginal backgrounds, students with English as an Additional Language or Dialect and students requiring low level adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. The NSW Quality Teaching Framework is one important tool accessed to design lessons with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

Our priority areas entail evidenced-based teaching and learning, differentiation and data analysis. Our Situational Analysis highlighted great strength in differentiating for students who need additional support and an emerging priority to refine our differentiation practices to further support for students with high potential. We are continuing to build a positive, high-quality learning culture where students, staff and families collaborate to support student learning and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student performance and drive improvement of student outcomes through a whole school approach, including effective teaching and assessment strategies, and data analysis to inform differentiated classroom practice for all students.

Improvement measures

Target year: 2023

The proportion of students achieving expected growth in Reading to increase by 10% (System Negotiated Target).

Target year: 2022

The proportion of students in top two bands for Reading to increase by 8% (System Negotiated Target).

Target year: 2023

The proportion of students achieving expected growth in Numeracy to increase by 10% (System Negotiated Target).

Target year: 2022

The proportion of students in top two bands for Numeracy to increase by 8% (System Negotiated Target).

Target year: 2024

All Aboriginal students achieving at or above minimum national standards in Reading and Numeracy.

Target year: 2024

To increase the % of students achieving 'C' or above in English by 15%.

Target year: 2024

To increase the % of students achieving 'C' or above in Mathematics by 15%.

Initiatives

Literacy and Numeracy

Whole-school targeted professional learning approach where all teachers confidently implement current evidenced-based practices, including effective teaching and assessment strategies, and data analysis, in order to improve student progress and performance in Literacy and Numeracy.

- Instructional Leaders will deliver cyclic stage-based professional learning each term to address targeted areas identified through ongoing data analysis.
- Formative Assessment practices are embedded across all Key Learning Areas.

Curriculum Differentiation

All teachers have deep understanding and knowledge of curriculum differentiation demonstrated through collaboratively designed teaching and learning programs that ensure all students are challenged with all adjustments leading to improved learning across all curriculum areas.

- Ongoing in-class support from ILs and APs to consistently apply the professional learning to monitor and improve whole school classroom practice.
- Differentiated strategies are embedded across all Key Learning Areas.

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (Learning Domain: Curriculum - Differentiation)
- Assessment is used flexibly and responsibly as an integral part of daily classroom instruction where formative assessment is practised expertly by teachers. (Learning Domain: Assessment - Formative Assessment)
- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (Learning Domain: Student Performance Measures)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidenced-based teaching strategies. (Teaching Domain: Effective Classroom Practice)
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (Teaching Domain: Data Skills and Use)

Evaluation plan for this strategic direction

Question

What has been the impact of effective teaching and assessment strategies, and data analysis to inform differentiated classroom practice?

Data

We will use a combination of data sources. These include:

- Teacher observations
- Program Supervision
- Professional Learning Feedback through survey

Evaluation plan for this strategic direction

- Data analysis (NAPLAN, PLAN2, PAT Assessments, Check in Assessments, DoE online assessments and School-based data)
- Consistency of Teacher Judgement through student work samples

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring and an annual review will measure progress against the improvement measures determining the extent to which the purpose has been achieved.

Implications

Triangulation and analysis of data will determine next steps and future directions.

Strategic Direction 2: Engagement and Learning Culture

Purpose

To provide a positive quality learning culture underpinned by high expectations, meaningful challenge and innovative practice that meets individual student needs, increases student engagement and develops autonomous learners.

Improvement measures

Target year: 2022

The proportion of students with an attendance rate of 90% or more to increase by 5%.

Target year: 2024

By 2024 we will have successfully implemented the High Potential Gifted Education Policy as indicated by measuring the 7 statements against the School Excellence Framework at Sustaining and Growing or above.

Target year: 2024

To increase results of the student 'Tell Them From Me' survey in High Skill/High Challenge by 35%.

Initiatives

Learning Culture

Embedding a learning culture within an optimal learning environment where all students are challenged and engaged to achieve their educational potential.

- Whole-school community approach with mutual responsibility to increasing and monitoring student attendance, in particular lateness to school.
- Professional learning for all staff to develop systems and processes to identify student potential and develop their talent to make a difference.

Engagement

Students are highly invested in their learning through access to quality, personalised learning opportunities that support self-regulation, and meet their individual needs and aspirations, allowing for student voice and ownership of learning.

- Teachers collaborate to design engaging and meaningful lessons which are responsive to student interest and need, including integrated learning experiences, such as ICT.
- Students understand the assessment approaches and their benefits for learning, and are given strategies and metalanguage to assess where they are at and where to next with their learning.

Success criteria for this strategic direction

- The whole school community demonstrates inspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (Learning Domain: Learning Culture - High Expectations)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Learning Domain: Learning Culture - Attendance)
- There is a school-wide collective responsibility for student learning and success, which is shared by parents and students, through planning for learning which is informed by sound holistic information about each student's wellbeing and learning needs. (Learning Domain: Wellbeing - Individual Learning Needs)
- Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimal conditions for student learning across the whole school. (Learning Domain: Wellbeing - Behaviour)
- Students and parents understand the assessment approaches used in the school and their benefits for learning, and feedback from students on their learning derived from assessments informs further teaching. (Learning Domain: Assessment - Student Engagement)
- Technology that supports learning is available and expertly integrated into lessons by teachers. (Learning Domain: School Resources - Technology)

Evaluation plan for this strategic direction

Question

To what extent have we met individual student needs, increased student engagement and developed autonomous learners?

Evaluation plan for this strategic direction

Data

We will use a combination of data sources. These include:

- CENTRAL Data - wellbeing and attendance
- Tell Them From Me Survey - Students and Teachers
- Internal Student Voice survey.
- Observations of student engagement.
- HPGE Evaluation Tool
- Student focus groups

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring and an annual review will measure progress against the improvement measures determining the extent to which the purpose has been achieved.

Implications

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Strategic Direction 3: Inclusivity and Belonging

Purpose

To build a school community in which all members (students, staff, parents/carers, community members) are feeling valued and connected as informed partners in providing authentic opportunities for all to be involved in, and contribute to, student learning and wellbeing.

Improvement measures

Target year: 2022

Student wellbeing to be between 91.5%-96.5% (System Negotiated Target).

Target year: 2024

To increase results of the student 'Tell Them From Me' survey in 'Sense of Belonging' by 20%.

Target year: 2024

To increase results of the parent 'Tell Them From Me' survey in 'Parents are informed' by 20%.

Target year: 2024

To increase results of the staff 'People Matter' survey in 'Inclusion & Diversity' by 20%.

Target year: 2024

By the end of 2024 to achieve 'Sustaining' across all seven dimensions of the School Assessment Tool Reflection Matrix.

Initiatives

Communication and Engagement

Strengthen school practices and community-building initiatives which embed a welcoming culture of inclusion and belonging that reflects and respects the diversity within the school community allowing all members opportunities to provide feedback and contribute to decision-making processes.

- Embed systems and processes that strengthen communication and home/school partnerships.
- The school has implemented evidence-based change to whole-school practices and programs promoting families as active and equal participants in decisions affecting their children in and out of school.
- School collaborates with families and community agencies representing all backgrounds to improve cultural understandings.

Community Learning

Families, the community and school staff communicate and share responsibility for student progress by collaboratively creating positive attitudes to learning, developing shared understandings of how children learn and learning programs, and building on families' capacity to positively impact on their child's learning and wellbeing.

- Using a variety of avenues, including workshops, digital platforms and classroom visits, to inform parent/carers of teaching and learning practices, assessment practices and their benefits and reporting to understand student progress.
- Staff increasingly using interactive technology that supports learning to create a shared accountability by engaging parents in their child's learning experiences.

Success criteria for this strategic direction

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (Learning Domain: Reporting - Parent 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 - Community engagement)
- High level, school-wide community satisfaction as evidenced through data collection which is shared with the community. (Leading Domain: Management Practices and Processes - Community satisfaction)

Evaluation plan for this strategic direction

Question

To what extent does the school community feel valued and connected as informed partners to contribute to student learning and wellbeing?

Data

We will use a combination of data sources. These include:

- Increased views and comments on LWPS digital platforms
- Tell Them From Me survey - parents and students
- People Matters Survey
- Data from Community Liaison Officers
- School Assessment Tool - Reflection Matrix

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring and an annual review will measure progress against the improvement

Strategic Direction 3: Inclusivity and Belonging

Evaluation plan for this strategic direction

measures determining the extent to which the purpose has been achieved.

Implications

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