

Strategic Improvement Plan 2021-2025

Mount Pritchard Public School 2648



School vision and context

School vision statement

We strive to create a culture of engagement, respect and high performance, to ensure personal, social and academic growth and wellbeing of all members of the learning community.

We aim to prepare all students to be responsible, confident, creative citizens and lifelong learners, who can contribute successfully in a complex and challenging world.

School context

Mount Pritchard Public School is a harmonious and culturally diverse school situated in South West Sydney and is part of the Fairfield School Network. The school enrolment is 318 including 5 Aboriginal students and 5 refugee students. Approximately 80% of students are from a language background other than English. The school has students from 26 different cultural backgrounds with the predominant backgrounds being Australian, Vietnamese, Samoan, Arabic and Serbian. The school currently has a Family Occupation Education Index (FOEI) of 148. This is reflected in the equity funding received for educational programs.

Mount Pritchard Public School has 32 teaching staff (20 permanent and 12 temporary) of which 36% are early career teachers and 74% teachers with 4-29 years or 30+ years' experience. There are 4 non-teaching staff that include a School Administration Manager /Business Manager, one full time and one part-time School Assistant Officer and a General Assistant that works 0.5 FTE. The school employs 3 SLSO staff that work part time to support our students in class and to operate Breakfast Club and Uniform Shop.

The school has a strong academic focus, achieving excellent student growth and value-added results. The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. These programs include Early Action for Success, Community Language, School Readiness Program, Wellbeing programs such as Rock and Water and Live Life Well, community and multicultural events, creative arts opportunities, public speaking, debating and various sporting activities. Students are provided with many leadership opportunities supported by dedicated staff preparing our young learners to connect, succeed and thrive. Links with partner primary and high schools are forged and maintained via initiatives such as the Western Liverpool Performing Arts Festival, the Aboriginal and Torres Strait Islander Program and weekly PSSA sport. Mount Pritchard Public School is also involved in working with local schools in the Fairfield, Cowpasture and Granville networks through @COSlead linking schools to improve quality teaching and learning through Instructional Rounds.

Mount Pritchard Public School has developed positive support programs such as Parent English classes, which have strengthened connections with the community. Communication has been enhanced through online platforms including Facebook and Schoolzine. The school has provided students with opportunities to excel in all areas and has been acknowledged by the school community for the Red-Carpet Event held at the Liverpool Event Cinemas and the whole school musical performance held in alternative years at Bonnyrigg HS, where almost 100% of students performed and were well received by large audiences.

The physical grounds are extensive and there is a mixture of multi-level and single level classroom buildings which have been refurbished internally. There have been improvements made to the school grounds with two fixed equipment playgrounds, an outdoor musical instrument garden and an Aboriginal garden.

As part of the process to create the 2021-2024 Strategic Improvement Plan, a detailed situational analysis was undertaken and involved feedback from the whole school

School vision and context

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community. After extensive analysis and evaluation of the 2018 - 2020 school plan, consultation with parent and student groups, as well as recommendations from External Validation, a number of areas for improvement have been identified. Student Growth and Attainment is a key focus area and targets for Literacy and Numeracy have been developed at a system and school level. School planning has identified initiatives to support the achievement of the targets. The Strategic Improvement Plan contains 2 other strategic directions for improvement - High Performance Culture and Connected Thriving Community. Initiatives have been set for both directions with attendance targets as part of Strategic Direction 3 and school-based targets for Strategic Direction 2.

In 2022 the school received additional funding to support students in their learning through the COVID ILSP initiative.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

A minimum of 63.9% - 67.9% of students achieve expected growth in reading, using internal and external data sources.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

A minimum of 63.9% of students achieve expected growth in numeracy, using internal and external data sources.

Achieve by year: 2025

A minimum of 80% of students in Years 1-6 will demonstrate growth when comparing start of year to end of year scaled score in PAT Reading.

Achieve by year: 2025

A minimum of 71% of students in Years 2-6 will demonstrate growth when comparing start of year to end of year scaled score in PAT Maths.

Achieve by year: 2025

A 15% increase from 2021 baseline data, in students K-6 achieving the literacy and numeracy school-determined targets using PLAN2 data for Understanding Texts, Quantifying Numbers and Additive strategies.

Achieve by year: 2025

Excelling in the element of Data Skills and Use as measured by the School Excellence Framework.

Initiatives

Differentiated learning delivered through effective classroom practice.

We will establish and embed sustainable, highly effective teaching and learning practices that focus on literacy and numeracy across the curriculum.

- Implementation of the most effective explicit teaching methods operating in all classrooms, with the highest priority given to evidence-based teaching strategies in literacy and numeracy.
- Implement a Professional Learning Model to strengthen teacher capacity in differentiating teaching and learning in all curriculum areas to achieve individual student learning goals.
- Development and implementation of comprehensive, high impact professional learning to build teacher capacity and pedagogical practice in literacy and numeracy.
- Development and implementation of highly effective programs and practices to engage and challenge high potential and gifted students in literacy and numeracy.

Data informed planning in Literacy and Numeracy

We will embed sustainable whole school processes for collecting, analysing and evaluating student data to drive student improvement in literacy and numeracy.

- Assessment data is collected in literacy and numeracy on a regular basis and used in the planning and selection of strategies to meet the needs of all students.
- School leaders will monitor student progress and design future learning on a whole class, group and individual level.
- High impact professional learning in data literacy and analysis to drive teaching and learning including the use of PLAN2 and SCOUT data.

Success criteria for this strategic direction

Data informed planning in Literacy and Numeracy

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. (Student Performance Measures - NAPLAN)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within school is equivalent to the progress and achievement of all students in the school. (Student Performance Measures - Internal and External measures)

Data is used to inform planning, identify interventions and modify teaching practice. Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student achievement and reflecting on teaching effectiveness. Staff collaborate with the school community to use student progress and achievement data, informed by analysis of internal and external student progress to identify strategic priorities and develop and implement plans for continuous improvement. (Data Skills and Use - Data Use in Teaching and Planning)

Differentiated learning delivered through effective classroom practice.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas with success that can be measured by improved student progress and achievement data. (Professional Standards - Literacy & Numeracy focus)

Teaching and learning programs across the school are adjusted to address individual student needs. Teachers involve students and parents in planning to support learning and share expected outcomes. (Curriculum - Differentiation)

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled and student learning improvement is monitored

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2025

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Success criteria for this strategic direction

to demonstrate growth. (Effective Classroom Practice - Explicit Teaching)

Teachers demonstrate quality skills in explicit teaching and differentiation to engage all students including high potential and gifted students. (High Potential Gifted Education)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate impact and improvement of student outcomes in reading and numeracy?

Data

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

- Internal Assessment (including PAT and PLAN2)
- External Assessment (NAPLAN, Check In Assessments)
- Student & Staff Surveys
- Observations of teaching and learning
- Student & Staff Focus Groups
- Student Assessment Analysis
- School Excellence Framework
- Student Report Analysis

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures twice per year.

Implications

The findings of the analysis will inform:

- Future actions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Annual reporting on school progress measures

Strategic Direction 2: High Performance Culture

Purpose

Our purpose is to instill a high performance culture. Our school community will proactively seek to grow through innovative, collaborative performance development and continuous monitoring of improvement.

Improvement measures

Achieve by year: 2025

Excelling in all themes within each of the elements of **Professional learning is driven by identified student needs, School leadership teams enable professional learning and Professional Learning is Continuous and Coherent** in the High Impact Professional Learning model.

Achieve by year: 2025

Excelling in the theme of Coaching and Mentoring as measured by the School Excellence Framework.

Achieve by year: 2025

A minimum of 90% of students achieve stage level benchmarks or beyond in Critical & Creative Thinking capability as evidenced by the General Capability Continuum and school-wide feedback processes.

Achieve by year: 2025

Excelling in the theme of Feedback as measured by the School Excellence Framework.

Initiatives

Innovative Learning and Development

We will build teacher capacity and collective pedagogical practice through quality leadership.

- Formal coaching and mentoring structures for beginning teachers, experienced teachers and aspiring leaders, closely linked to school-wide PDP processes.
- Focused and innovative professional learning model that is underpinned by evidenced-based pedagogies, and aligned to the High Impact Professional Learning policy.
- Develop and embed knowledge of the High Potential and Gifted Education Policy to strengthen pedagogical practice.

Continuous Improvement and Fostering Potential

We will embed a culture of continuous improvement and high expectations, ensuring quality assessment and feedback practices that foster potential and cultivate a growth mindset in staff and students.

- Strengthen formative assessment practices to ensure teaching effectiveness and provide individualised, differentiated and responsive learning opportunities for all students.
- Enhance current teaching and learning practices to embed explicit teaching and assessment of the Personal & Social and Critical & Creative Thinking capabilities and routinely track evidence of impact on student learning.
- Develop and implement feedback practices through quality leadership that include, teacher to student, student to student, student to teacher and teacher to teacher to support school-wide continuous improvement.
- Strategically implement the High Potential and Gifted Education Policy to ensure all students are provided with opportunities to maximise their potential.

Success criteria for this strategic direction

Innovative Learning and Development

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. (Learning and Development - Coaching and Mentoring)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (Learning and Development - Collaborative Practice and Feedback)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Educational Leadership - High Expectations Culture)

Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students. (High Potential and Gifted Education Policy)

Professional learning is designed to meet student needs which are identified through an analysis of data. (Professional learning is driven by identified student needs - High Impact Professional Learning Model)

Leaders create the culture and structures that build a cycle of professional learning that enables growth in every teacher. (School leadership teams enable professional learning - High Impact Professional Learning Model)

Professional Learning supports teachers and school leaders to deepen their practice by focusing on sustained learning and evidence-informed approaches. (Professional Learning is Continuous and Coherent - High Impact Professional Learning Model)

Continuous Improvement and Fostering Potential

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative

Strategic Direction 2: High Performance Culture

Success criteria for this strategic direction

assessment is practiced expertly by teachers.
(Assessment - Formative Assessment)

Feedback from students on their learning, derived from assessments, informs further teaching. (Assessment - Student Engagement)

Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (Effective Classroom Practice - Feedback)

The school demonstrates a high performance culture, with a clear focus on student progress and achievement.
(Educational Leadership - Performance Management and Development)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a culture of high performance and impact on student learning?

Data:

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

- Internal formative assessment data
- Student work samples across curriculum areas
- Evaluations of Professional Learning
- Evaluations of PDP processes
- Observation of teaching and learning
- General Capabilities Continuums data
- High Impact Professional Learning School Self-Assessment Tool
- PLAN2 Data

Strategic Direction 2: High Performance Culture

Evaluation plan for this strategic direction

- Teaching and learning programs and assessment documentation

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures twice per year.

Implications:

The finding of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 3: Connected Thriving Community

Purpose

Our purpose is to foster a school community where all members are cared for, valued and engaged. We will achieve this by having a planned approach to whole school wellbeing processes and practices that support high levels of wellbeing and engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

A minimum of 82% of students attend school greater than 90% of the time.

Achieve by year: 2025

Excelling in the element of Wellbeing as measured by the School Excellence Framework.

Wellbeing

Achieve by year: 2023

A minimum of 80% of students indicate Advocacy at School and 77% indicate a Sense of Belonging in the student Tell Them From Me Survey.

Achieve by year: 2025

Sustaining in the key dimensions of **Communicate** and **Connect learning at home and at school** using the Family - School Partnership Framework.

Achieve by year: 2025

A minimum of 90% of students are placed at or above stage expectations on the Personal and Social Capability continuum using teacher evidence.

Initiatives

Thriving Community

We will embed a whole school integrated approach to wellbeing to ensure all students reach their potential.

- Building and embedding a deep understanding of the Wellbeing Framework.
- Implementing research based Wellbeing programs.
- Fostering a deeper understanding and implementation of the Personal and Social capability to support students in improving self management, self awareness, social management and social awareness.
- Designing and implementing an Aboriginal Education strategy to effectively support Aboriginal students and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.

Connected, Engaged Community

We will strengthen parent partnerships and community engagement in order to maximise student learning outcomes.

- Embed rigorous systems and processes to analyse and monitor student attendance, implementing strategies responsive to the data and strengthening commitment of the whole school community.
- Build and foster connections between families and the school that promote student learning and high expectations and that will contribute to student success at school.
- Engaging with other school communities in Professional Learning during Instructional Rounds as well as other creative, sporting and cultural activities.

Success criteria for this strategic direction

Thriving Community

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Wellbeing - Caring for Students)

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

The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning. (The Wellbeing Framework)

Aboriginal culture and identity is valued, respected and promoted throughout the whole school community. There are high expectations for the educational achievements of Aboriginal students with Aboriginal students achieving outcomes that match or better the outcomes of all students.

Connected, Engaged Community

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

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (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. (Educational Leadership - Community Engagement)

The leadership team measures school community (parent

Strategic Direction 3: Connected Thriving Community

Success criteria for this strategic direction

and student) satisfaction and shares the analysis and actions in response to the findings with its community. (Management Practices and Processes - Community Satisfaction)

Learning environments which support the social-emotional development and wellbeing of high potential and gifted students enables them to connect, succeed and thrive. (High Potential and Gifted Education Policy)

Regular communication between families and the school, using a range of strategies that effectively seek, contribute to and share information about student achievement and learning needs, practices and community initiatives. (Family School Partnership Framework - Communicate)

Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn, learning programs and build on families capacity to support learning at home. (Family School Partnership Framework - Connect learning at home and at school)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate the impact and improvement of student attendance, wellbeing and community connection?

Data

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

- Parent and student focus groups
- Surveys - Parents, students, teachers
- See Saw/ Schoolzine Data
- Goal setting interview data
- General Capabilities tracking

Strategic Direction 3: Connected Thriving Community

Evaluation plan for this strategic direction

- Tell Them From Me data - Parents, students, teachers
- School Excellence Framework self assessment
- Family -School Partnership Framework self assessment
- Attendance data using SENTRAL and SCOUT

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures twice per year.

Implications:

The finding of the analysis will inform:

- Future actions
- Annual reporting on school progress measures