

# Strategic Improvement Plan 2021-2025

## Padstow Park Public School 2826



# School vision and context

## School vision statement

At Padstow Park we provide engaging and innovative learning opportunities to fulfill every student's personal growth. Staff and our community in partnership, embrace diversity and create an inclusive environment where students are known, valued and cared for.

## School context

Padstow Park Public School, is located in South Western Sydney and has an enrolment of 356 students. It was established in 1928. Our students are representative of the diverse religious, cultural and socio economic groups within our local community with 63% coming from a language background other than English. The largest cultural groups are Arabic speakers, Chinese and Vietnamese. We have 2% of our students identifying as Aboriginal. There are 3 support classes on site.

Many families share a strong cultural heritage with the school with some families having attended throughout three and four generations. The school has quite extensive, well appointed and maintained grounds offering large spaces for playing, exercising, and enjoying the outdoor physical environment. The playground also contains a purpose built tennis court, basketball court, sensory garden and fixed climbing equipment.

Padstow Park Public School strives to create an inviting and engaging learning environment focused on robust Visible Learning, quality learning and teaching programs and strong wellbeing structures enabling our students to succeed and thrive. Positive Behaviour for Learning (PBL) is being relaunched in this school plan cycle with the values of being safe, being respectful and being a learner.

The school has an extensive Music program taught by a specialist Music teacher, incorporating instrumental tuition in recorder, violin, vocal ensembles, drumming groups and choir. There is also regular and ongoing participation in the NSW Public Schools State Music Festivals as well as involvement in many high profile performances from the Arts Unit and local community events. We also enjoy strong traditions of extensive involvement and success in a range of sporting programs, debating, public speaking and dance. 2021 has seen the introduction of a Student Representative Council (SRC) and a cultural student group for students who identify as Aboriginal or Torres Strait Islander, to encourage student voice within our school.

There is also a purpose built school kitchen which is utilised to provide students with the opportunity to engage in the preparation of food and meals linked to school events and learning opportunities within specific Key Learning Areas. There is a before and after school care service on site for families run by the YMCA Revesby.

Family and community involvement is welcomed and encouraged and parent participation at all levels is highly valued by students and staff. The school is a dynamic hub within its community with consistent and varied use of its facilities and grounds by several local businesses, groups and organisations. Future focused learning is supported by a diverse range of technology and equipment, enhancing pedagogy within classrooms K-6. 2021 has introduced the use of Bring Your Own Device (BYOD) into Stage 3. The school is exploring diversity in community relationships and increasing participation of males within the school community through engagement in the Fathering Project.

A thorough Situational Analysis has been conducted to determine future directions for our school community. Some high level areas emerged and form the basis of our Strategic directions within the 2020-2024 School Plan. These processes were done through strong

# School vision and context

## School vision statement

---

## School context

---

community consultation.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student outcomes in Reading and Numeracy, we will scale up whole school processes for collecting and analysing data, and ensure quality teaching is underpinned by evidence informed strategies.

## Improvement measures

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

An uplift of 6.8% of students achieving top 2 bands in Naplan Reading.

### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

An uplift of 6.5% of students achieving top 2 bands in Naplan Numeracy.

### NAPLAN expected growth - Reading

Achieve by year: 2023

90% of students can demonstrate reading growth and achievement from Term 1 to Term 4 using PAT assessments as a key data point.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

90% of students can demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT assessments as a key data point.

Achieve by year: 2025

Internal measures indicate improvement of student outcomes in literacy and numeracy

## Initiatives

### Data Informed Practices in Reading and Numeracy

In Reading and numeracy, the school will embed sustainable whole school processes for collecting and analysing data. This will occur in 5 weekly cycles to inform professional learning for staff and school resourcing choices. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning in our stage data days & ALART meetings
- comparing and contrasting assessment data from internal and external sources
- defining expected student progress in knowledge, understanding and skill and the assessments that measure them within teaching and learning programs
- sharing criteria for student assessments with students and provide opportunities for students to receive feedback on their learning

These elements will inform further teaching and develop processes to support teachers consistent evidence base judgement and moderation of assessments.

### Evidence informed quality curriculum delivery

In Reading and Mathematics, the school will embed an integrated approach to quality teaching, curriculum planning and delivery and assessment strategies that promote learning excellence and responsiveness in meeting all students needs. All teachers will identify, understand and implement the most effective, explicit teaching methods, prioritising those that are evidence-based teaching strategies. Evaluation of ongoing reflections of how teaching impacts learning success will inform the effectiveness of-

- unpacking syllabus content in Reading and Mathematics
- unpacking syllabus learning progression in Reading and Mathematics

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. (SEF Learning Culture)

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

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs. (SEF Curriculum)

Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF Curriculum)

Provide curriculum and evidence-based teaching practices that provide a high expectation framework .

Monitor and review curriculum provision to meet changing requirements of the students. (SEF Curriculum)

Most students can articulate their learning and understand what they need to learn next, to enable continuous improvement. (SEF Curriculum)

Collaborate across stages to share curriculum knowledge, data, feedback, other information on student progress and achievement and inform the development of evidence-based programs and lessons, which meet the needs of students. (Effective Classroom Practice)

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved students learning. (SEF Effective Classroom Practice)

## Evaluation plan for this strategic direction

To what extent have we improved student outcomes through scaling up processes for collecting and analysing data?

# Strategic Direction 1: Student growth and attainment

## Initiatives

- unpacking EaLD progressions in reading
- demonstrated personal responsibility by all staff to improve their teaching practice
- shared commitment to high quality teaching
- engaging dynamic learning opportunities derived from evidence based teaching strategies

**These elements will inform further teaching and develop processes to support teachers consistent evidence based judgement and moderation of assessments.**

## Evaluation plan for this strategic direction

To what extent have we ensured quality teaching is underpinned by evidence informed practices?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- \* NAPLAN data
- \* Scout - Value added data
- \* Learning sprint data analysis
- \* Student work samples
- \* Literacy and numeracy PLAN2 data
- \* Student Personalised Learning Plans
- \* Student focus groups
- \* Internal data sources

The evaluation plan will involve:

- \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Executive team and whole staff reflective sessions.
- \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 2: High Expectations through Collaborative Practice

### Purpose

To ensure student success, teachers will engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes. Deep knowledge of curriculum is implemented and differentiated for all students.

### Improvement measures

Achieve by year: 2025

All teachers engage in and participate in internal collaborative inquiry practices that demonstrate direct impact on student learning outcomes.

Achieve by year: 2025

Increased % of students attain an effect size growth of 0.4 or greater effect within internal assessments from the 2023 progress measure.

### Initiatives

#### Collaborative Practices to Improve Literacy and numeracy

In literacy and numeracy, the school will embed explicit systems for collaboration and feedback to sustain quality teaching practices. Professional standards are a reference point for whole school reflection and improvement. Professional learning and its impact on the quality of teaching and student learning outcomes will be evaluated in 5 weekly cycles and inform

- strategies that support a shared understanding and responsibility to consistently challenge all students to learn
- selection and development of strategies to guide and support students towards meeting expectations
- strategies that utilise data to inform collaborative inquiry practices, instructional leadership and strengthen evidence based teaching practices
- collaboratively planned teacher development pathways aligned to individual teacher needs, school targets, mentoring and coaching opportunities to develop teachers expertise, knowledge and skills

These elements will inform processes that have high level impact on collaborative practices to maximise student learning in literacy and numeracy.

#### Differentiation

In literacy and numeracy the school will embed processes that enable teachers to identify, understand and implement the most effective explicit teaching methods to optimise learning progress for all students across the full range of abilities.

- a whole school approach to curriculum delivery within which, individual student needs are supported and challenged
- select, develop and analyse data sources and school based assessment data sets to effectively meet student learning strengths and needs

### Success criteria for this strategic direction

- Utilise embedded and explicit systems that facilitate professional dialogue. (SEF Learning & Development)
- Utilise embedded and explicit systems that facilitate collaboration. (SEF Learning & Development)
- Utilise embedded and explicit systems that facilitate classroom observation. (SEF Learning & Development)
- Utilise embedded and explicit systems that facilitate the modelling of effective practice. (SEF Learning & Development)
- Utilise embedded and explicit systems that facilitate the provision of specific and timely feedback between teachers (SEF Learning & Development)
- Identify expertise within the staff and draw upon this to further develop a professional learning community. (SEF Learning & Development)
- Areas for development in teacher expertise is identified and addressed.(SEF Learning & Development)
- Teachers are supported to trial innovative or evidence-based, future-focused practices. (SEF Learning & Development)
- The whole school community demonstrates aspirational expectations of learning progress. (SEF Learning Culture)
- Implement whole school mentoring and coaching. (SEF Learning and Development)
- The schools curriculum provision and evidence based teaching practices in literacy and numeracy provide a high expectations framework. (SEF Curriculum Provision)
- Teaching and learning programs show evidence of revisions based on feedback on teaching practices, through planned observations, learning walkthroughs and collaborative inquiries. (SEF Teaching and Learning Programs)
- Feedback from students on their learning, derived from assessments informs further teaching. (SEF Assessment)

## Strategic Direction 2: High Expectations through Collaborative Practice

### Initiatives

---

- provide a high expectations framework to build a holistic data hub where effective tracking and monitoring of learning progress is reflectively analysed and guides teaching and learning programs

These elements will have high level impact on differentiation to support and challenge student learning and continuous tracking of student progress and achievement.

---

### Success criteria for this strategic direction

---

- Teaching and learning programs show evidence of adjustments aligned to student needs, including to support learning or provide challenge. (SEF Differentiation)
- Teachers involve students and parents in planning to support learning. (SEF Differentiation)
- Teachers share expected outcomes with students and parents. (SEF Differentiation)

### Evaluation plan for this strategic direction

---

To what extent have we improved student outcomes through scaling up teacher quality through collaborative practices focused on co-planning, co-teaching, co-debriefing and co-reflecting?

To what extent have we ensured quality teaching includes differentiation underpinned by evidence informed practices?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- \* NAPLAN data
- \* Scout - Value added data
- \* Student work samples
- \* Literacy and numeracy PLAN2 data
- \* Internal data measures
- \* Teacher focus groups
- \*PAT data effect size tracking
- \*SEF Self Assessment annually

## Strategic Direction 2: High Expectations through Collaborative Practice

### Evaluation plan for this strategic direction

---

The evaluation plan will involve:

- \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Executive team and whole staff reflective sessions.
- \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'



## Strategic Direction 3: Interconnected Relationships and Student Identity

### Purpose

To ensure students have strong advocacy towards their learning we will create supportive environments that encompass cognitive, social, physical, emotional and spiritual wellbeing. At Padstow Park Public School, wellbeing is cohesively planned and supported by practices that foster students' sense of belonging, value student voice, develop interconnected relationships and promote engagement in learning.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

An uplift of 5.8% of students attending school greater than 90% of the time.

#### Wellbeing

Achieve by year: 2023

An uplift of 4.5% in student wellbeing measured by Tell Them From Me survey.

### Initiatives

#### Belonging and Student Voice

The school prioritise a strong sense of identity and belonging so that students feel valued, connected and thrive in our school environment. Staff value and encourage student voice to develop individual and collective responsibility for learning and achievement.

- initiate strategies that support a shared understanding and responsibility to provide positive and purposeful wellbeing domains i.e cognitive, emotional, social and spiritual for all students
- select and develop data sources and school based data sets to plan, modify and deliver interventions aligned with student needs.
- initiate strategies to utilise student voice and build opportunities to strengthen students identity and purpose
- inclusive partnerships within and across the school community are strengthened by shared high expectations of students parents and teachers

These elements will have high level impact on student wellbeing domains ensuring strong interconnectedness, belonging and identity.

#### A Planned Approach to Wellbeing

A planned approach to wellbeing will embed comprehensive and integrated strategies that enable teachers to identify, understand and implement the most effective explicit wellbeing programs to optimise student learning.

- select and develop practices to proactively teach social and emotional wellbeing strategies, resilience and self regulation.
- initiate strategies that support the climate of care and positivity characterised by supportive relationships and collaborative partnerships.
- build collaborative partnerships with students, staff, families and the broader school community to

### Success criteria for this strategic direction

Students have regular opportunities to meet with an identified staff member. (SEF Wellbeing)

Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback.(SEF Wellbeing)

Monitor and refine a whole school approach to wellbeing and engagement. (SEF Wellbeing)

Implement evidence based change to whole school practices. (SEF Wellbeing)

The school uses attendance data to inform planning. (SEF Learning Culture)

Whole school and personalised attendance approaches impact attendance rates. (SEF Learning Culture)

Identify expertise within staff and draw on this to further develop a professional learning community. (SEF Learning & Development)

Areas for development in teacher expertise are identified and addressed. (SEF Learning & Development)

Teachers are supported to trial innovative or evidence-based, future-focused practices. (SEF Learning & Development)

### Evaluation plan for this strategic direction

To what extent have we improved student outcomes through scaling up comprehensive and integrated strategies in student wellbeing ?

To what extent have we ensured that students feel valued, connected and thrive in our school environment by prioritising a strong sense of identity and belonging?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic

## Strategic Direction 3: Interconnected Relationships and Student Identity

### Initiatives

support student needs.

- establish systems, procedures and practices that recognise respect and value diversity.

These elements will have high level impact on student wellbeing to support and engagement and success in learning.

### Evaluation plan for this strategic direction

direction.

This analysis will guide the school's future directions:

- \* NAPLAN data
- \* Scout - Value added data
- \* NCCD Data
- \* Internal data measures
- \* Attendance rates

\* PAT data effect size tracking

\* SEF Self Assessment annually

The evaluation plan will involve:

\* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

\* Regular professional discussion around the School Excellence Framework elements and themes.

\* Executive team and whole staff reflective sessions.

\* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'