

Strategic Improvement Plan 2021-2024

Peakhurst Public School 2849



School vision and context

School vision statement

Peakhurst Public School is a supportive, engaging and innovative learning community where equity is valued and every student is known, valued and cared for. We are committed to pursuing excellence and nurturing a love of life-long learning for all by embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, engaged global citizens who are equipped for a complex and dynamic society. Our students are encouraged to develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

School context

Peakhurst Public School has an enrolment of 586 students including 69% from a non-English speaking background. Eight students identify as Aboriginal or Torres Strait Islander. The main language groups are English, Arabic, Mandarin and Cantonese.

The school is a dynamic, innovative, inclusive and empathetic learning community which has high expectations and aspirations for a diverse range of students. It enjoys a highly cohesive mix of experienced and early career teachers who work together collaboratively to promote excellence.

The school has a strong culture of collaboration and professional learning, particularly in literacy and technology where our focus has been on instructional leadership programs in writing and STEM and Growth Mindset professional learning.

Our successful Writing Instructional Leadership program promoted quality teaching and feedback to both teachers and students. This led to improved student learning outcomes in Writing, as shown by measurable improvement and steady growth in class-based assessment and NAPLAN.

Through our situational analysis, we have identified that we now need to extend this to Reading and Numeracy and ensure a continuous demonstrable growth in student learning in these areas. Our analysis of data shows that student progress and achievement on external measures such as Check-in assessment is consistent with internal school-based assessment results.

Reading will again be a focus for literacy professional learning as our most recent whole school training was Focus on Reading in 2014. The school has had extensive staff changes since then and this together with an analysis of student achievement has informed this refocus. The use of an Instructional Leader Reading program in 2021 will build upon a culture of continuous improvement by focusing on reading skills and connecting text elements with vocabulary development. The program will involve differentiated professional learning, classroom practice support and lesson observations as requested by staff in their feedback.

Numeracy also needs to be a focus for both professional learning and classroom practice with some changes already in place. The school is now a member of the Mathematical Association of NSW which provides discussion papers around current teaching strategies and resources and provides explicit numeracy professional learning. A teacher survey was completed at the end of 2020 regarding the teaching of Mathematics, the format of Numeracy groups and how effective both are in terms of improving numeracy outcomes for all students. The results of this were discussed early in 2021 and are guiding our numeracy planning for the current School Improvement Plan.

Our strong and responsive Learning Support and Equity Team initiatives successfully cater for our students with additional needs, Aboriginal students and EAL/D students particularly in literacy and numeracy thereby maximising outcomes for all students.

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Additionally, students who are high performing or gifted have their learning needs addressed through a differentiated curriculum. The Primary Extension Groups cater for many of those students identified through COGAT testing.

Peakhurst Public School also offers an extensive range of extra-curricular activities including: dance, band, choir, chess, technologies; environmental and student leadership opportunities; and an extensive range of sports.

The school culture is one of belonging with a strong emphasis on caring for our students to ensure they are happy and connected. We have a planned approach to wellbeing, where individual needs are identified and met by continually updating and strengthening our social skill programs and whole school projects such as Positive Behaviour for Learning(PBL). The 2020 Tell Them From Me (TTFM) and PBL data indicates this approach has been successful in many areas. The Situational Analysis identified a small number of areas requiring ongoing focus.

Peakhurst Public School has strong relationships with parents, carers and the wider community and has maintained a robust reputation within this community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in literacy and numeracy, we will focus on assessment and data use, to drive programs that are reflective of individual student needs. Evidence based teaching practices that focus on excellence in curriculum delivery will continue to be refined. We will focus on whole school attendance strategies to ensure learning outcomes are not impacted by student absences.

Improvement measures

Target year: 2022

An uplift of 2% of students performing in the top two bands (or above) in NAPLAN reading. Internal measures will also indicate an improvement in reading.

Target year: 2022

An uplift of 2% of students performing in the top two bands (or above) in NAPLAN numeracy. Internal measures will also indicate improvement in numeracy.

Target year: 2023

An uplift of 1% of students achieving at or above expected growth in NAPLAN reading. Internal data sources will indicate improvement in reading.

Target year: 2023

An uplift of 4% of students achieving at or above expected growth in NAPLAN numeracy. Internal data sources will indicate improvement in numeracy.

Target year: 2024

Increase the percentage of targeted students achieving their individual learning goals in literacy and numeracy so that equity gaps are closing. Internal data sources will indicate improvement.

Target year: 2024

To move towards Excelling in "Assessment" and "Data

Initiatives

Improve Reading and Numeracy

We will achieve this through:

Use of Data to Inform Practice

We will regularly dedicate time to using data effectively. This will be completed by collecting meaningful data and analysing the data to monitor student learning and progress. Teaching decisions will be based on data analysis. Work in this initiative will be informed by 'What Works Best' and 'Teaching Sprints.'

Assessment

We will make student assessment a part of everyday practice by using assessment to plan targeted learning opportunities for students. High-quality formative assessment tasks will be designed and delivered.

High Expectations in Reading and Numeracy

In Reading and Numeracy, teachers will promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Funding

Initiatives in this Strategic Direction to support student achievement will be funded through resources including: English Language Proficiency Staffing (\$179,389), English Language Proficiency Flexible (\$58,561), Literacy and Numeracy funding (\$18,173), Literacy and Numeracy Intervention (\$68,912), Low Level Adjustment for Disability (157,363) COVID Intensive learning Support (\$171,099).

Some aspects of school funding from Professional Learning funding (\$40,765) will be used to support student achievement in this Strategic Direction.

Success criteria for this strategic direction

Data Use and Skills

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on the analysis of this data.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students are maintaining growth.

High Expectations

The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective learning partnerships with parents and students mean students are motivated to deliver their best and continually improve.

Curriculum

Teaching and learning programs across the school show evidence of Quality Teaching. Adjustments are made that meet individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Evaluation plan for this strategic direction

Question - Are our students improving in their learning? What has been the impact of our teachers using quality assessment and data analysis to differentiate learning?

Data - Tracking sheets, SENA, NAPLAN, Check in,

Strategic Direction 1: Student growth and attainment

Improvement measures

use and skills" Internal data sources will indicate improvement when considered against the School Excellence Framework.

Target year: 2024

To move towards Excelling in "Curriculum" in Reading and Numeracy. Internal data sources will indicate improvement when considered against the School Excellence Framework.

Target year: 2024

Evaluation plan for this strategic direction

Phonological awareness tests, Best Start, teacher feedback/ surveys, teaching programs, differentiation, observations

Analysis - How are we going and how do we know?

Implication - Where to next?

Strategic Direction 2: Improved teacher practice and effectiveness

Purpose

Our purpose is to improve teacher pedagogy and effectiveness through targeted instructional leadership designed to build teacher capability in evidence based classroom practice.

Improvement measures

Target year: 2024

Measurable progress towards Excelling in the theme of Educational Leadership in the Leading domain of the School Excellence Framework

Target year: 2024

Move towards Excelling in the theme of Effective Classroom Practice in the Teaching domain of the School Excellence Framework

Target year: 2024

Move towards Excelling in the theme of Literacy (Reading) and Numeracy focus in the Professional Standards element of the Teaching domain of the School Excellence Framework.

Initiatives

Developing teacher capability

We will achieve this through:

Collaboration

We will draw on the collective expertise of teachers within the school through timetabled, regular discussion and peer review of programs, assessment and interpretation of data. Working with colleagues, we will use class, cohort and school data to inform co-planning such as lessons and assessments. Regularly dedicated time throughout the school year will enable teaching staff to work with colleagues to plan, develop and refine teaching and learning programs. Regularly participate in structured lesson observations using Instruction Leader (Reading), school executive and teacher mentor that focus on how different teaching approaches impact on student learning. We will draw from CESE research 'What works Best'.

Explicit Teaching

Teachers clearly explain to students:

- why they are learning something
- how it connects to what they already know
- what they are expected to do
- how to do it
- what it looks like when they have succeeded.

Feedback

Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance. Reflect and communicate about the learning task with students. Provide students with detailed and specific feedback about what they need to do to achieve growth as a learner. Encourage students to self-assess, reflect and monitor their work.

Funding

Success criteria for this strategic direction

Educational Leaders/ Instructional Leadership

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Professional Standards/ Literacy and Numeracy focus

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.

Evaluation plan for this strategic direction

Question - What has been the impact of Instructional Leadership on improving student learning outcomes? What has been the impact of building teacher capability in their classroom practice?

Data - Tell Them From Me teacher survey (focus on teacher expertise), internal survey, teacher reflections, walk-throughs, observations, Teaching Sprint data

Analysis - How are we going and how do we know?

Implication - Where to next?

Strategic Direction 2: Improved teacher practice and effectiveness

Initiatives

Initiatives in this Strategic Direction to support student achievement will be funded through resources including: Professional Learning funding (\$40,765), Quality Teaching Successful Students funding (\$119,994) Early Career Teachers funding (\$14,845)

Some aspects of school funding from Professional Learning funding (\$40,765) will be used to support student achievement in this Strategic Direction.

Strategic Direction 3: Caring for students and whole school sense of belonging

Purpose

Our purpose is to establish and consolidate relationships and build upon collaborative and positive partnerships through further developing our whole school sense of belonging and our care for all students.

Improvement measures

Target year: 2024

In determination against the School Excellence Framework; move from Sustaining and Growing to Excelling in the Theme of Caring for Students in the Wellbeing Element of the Learning Domain.

Target year: 2022

To increase Sense of Belonging by an uplift of 2% in the Tell Them From Me Wellbeing data. Additional internal data will support improvement.

Target year: 2022

To increase the % of students with greater than 90% attendance by 4.6% (uplift).

Initiatives

Connect, Succeed, Thrive and Learn

We will achieve this through:

Caring for Students

Class check-ins to be introduced where students indicate to their class teacher whether they need to check-in with an identified staff member each morning. (Mon-Thurs). Using the teacher mentor, ongoing intervention using the 'Worry Woos' program for identified students Years K-3. The introduction of the 'Secret Agent Society' program for identified students Years 3-4.

Student Wellbeing to be discussed at Stage Planning Days with teachers giving feedback data on programs.

The use of an additional counsellor to work with students in a jointly funded initiative with Lilli-Pilli services, DEC, Medicare and Peakhurst PS.

Sense of Belonging

Resilience Building with identified Year 5-6 students with a focus on gratitude, positivity, friendship, growth mindset and connection to class and community.

Embedding differentiated and system negotiated, targeted support for well-being and engagement into practice, ensuring strategies are recorded in SENTRAL. and regularly reviewed.

Funding

Some aspects of school funding from Professional Learning funding (\$40,765).

Success criteria for this strategic direction

Caring for Students

Consistent school wide practices ensuring that all students have a regular opportunity to meet with an identified staff member who can provide advice, support and assistance.

Planned approach to wellbeing

The school collects, analyses and uses data to monitor and refine the whole school approach to well-being, resulting in measurable improvements. Positive, respectful relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Individual Learning Needs

There is a school-wide, collective responsibility for student learning and success which is shared by parents and students. Planning is informed by holistic information about each student's well-being and learning needs in consultation with parent/ caregivers.

Evaluation plan for this strategic direction

Question - Are our students feeling known, valued and cared for? Do they feel a sense of belonging to the school community? What has been the impact of our interventions?

Data - Tell Them From Me student survey, internal survey, data from class-check -in Positive Behaviour for Learning data

Analysis - How are we going and how do we know?

Implication - Where to next?