

Strategic Improvement Plan 2021-2024

Picton Public School 2867



School vision and context

School vision statement

At Picton Public School, we believe all students can and will be successful.

Every student is challenged to grow in all aspects of learning and wellbeing. All teachers are committed to collaboratively designing and implementing consistent, evidence-based teaching practices in inclusive, authentic, culturally connected and engaging learning environments.

School context

Picton Public School is located in the community of Picton, just outside of south-west Sydney, serving a middle-class, although changing, socio-economic community.

There are approximately 330 students, with a growing number of Aboriginal and Torres Strait Islander students (currently 7%) and less than 1% of students with an EALD background. The school has a Support Unit, comprising of two Multicategorical (MC) classes (mostly supporting students with an autism diagnosis) and an Intellectually Moderate (IO) class, for students with an intellectual disability.

In recent years, the school has undergone significant staffing changes, with many staff members (executive, teaching and non-teaching) moving into retirement. A new substantive principal was appointed in 2019, along with two new substantive Assistant Principals in 2019 and 2020 respectively. A third substantive Assistant Principal will be appointed in 2021. Within three years, most of the executive team will have changed.

The school has an increasing FOEI (Family Occupation and Education Index) of 102 and an ICSEA (Index of Community Socio-Educational Advantage) of 1005.

Picton Public School completed the External Validation process in 2020 and has used the results of this process to drive the Strategic Directions of this Strategic Improvement Plan. A key focus of this plan is the enhancement of data-informed teaching practices, with an emphasis on data skills and use. The staff has recently undergone robust reflection practices using the What Works Best document, to reflect on strengths and areas of development in their teaching practice. Out of this process, it was revealed that the two practices which require the greatest focus across the school is in the areas of 'Use of data to inform practice' and 'Effective feedback'. As a result, a Deputy Principal Instructional Leader (school funded) has been committed to for a four year period, to drive improvement and best practice in this area. This resource will also facilitate multiple models of professional learning to support staff and improve teaching practice, including whole-staff, differentiated and targeted professional learning modes. This will lay the foundation for increased staff collaboration and the sharing of staff expertise across the school.

The school was successful in its application to be part of the Primary Mathematics Specialist Teacher Initiative (PMSTI). One staff member will undertake this role in 2021 and 2022, to drive improvement in mathematics teaching practice K-6.

Throughout 2019-20, the school has had an increased focus on Aboriginal Education. This will continue and expand throughout this school plan, with the implementation of an Aboriginal Education Specialist Teacher.

Picton Public School has always placed a strong emphasis on inclusion, and this will be further developed and enhanced throughout this plan. Along with this, increased opportunities for students to be challenged and to experience success in a wide range of areas will be fostered.

While the school has always fostered positive and active partnerships with parents and the

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community, the focus in recent years has shifted to ensure parents and community have a more robust role in the school, with frequent opportunities to engage in conversations about student learning and school directions. This collaborative and authentic approach to community engagement will continue throughout this plan, and will permeate across all three Strategic Directions.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will implement consistent formative and summative assessment processes that will drive our data analysis, to inform future teaching practices.

Improvement measures

Target year: 2022

A minimum of 39% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading (lower bound system-negotiated target).

Target year: 2022

Meet or exceed the lower bound system-negotiated target of 26.5% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy.

Target year: 2023

A minimum of 68.6% of students achieve expected growth in NAPLAN Reading (lower bound system-negotiated target).

Target year: 2023

A minimum of 61.1% of students achieve expected growth in NAPLAN Numeracy (lower bound system-negotiated target).

Target year: 2024

A minimum of 60% of Years 2-6 students achieve above the mean scale score in PAT Reading by the end of the year.

Target year: 2024

A minimum of 60% of Years 2-6 students achieve above the mean scale score in PAT Mathematics by the end of the year.

Initiatives

Data-driven practices

- Establish and use Instructional Leader to work alongside teachers, using data to monitor and assess student progress and to design future learning on a whole-class, group and individual level.
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Professional learning in data literacy, data analysis and data use in teaching, linked to school benchmarks.
- Use data outcomes to inform content of Strategic Direction Two.

Assessment and feedback

- Design, implement, monitor and review whole school assessment schedule.
- Embed a culture of ongoing and consistent assessment practices across the school that assists teachers to make decisions about teaching and learning.
- Develop teacher knowledge and skill in using assessment information to foster opportunities for students to reflect on their learning and improve their knowledge, skills and understanding.
- Review and adapt practices to ensure reliable formative and summative assessment tasks are used consistently K-6.
- Build teacher capacity in developing and implementing formative assessment practices that meet the needs of students and effectively inform future teaching.
- Whole school focus on effective feedback as a result of assessment practices.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice (Data skills and use; Excelling)
- Assessments are developed and used regularly and consistently across the school to help promote consistent and comparable judgement of student learning, continually track student progress and identify skill gaps for improvement and areas for extension (Data skills and use; Sustaining and Growing)
- All teaching and learning programs are responsive to the needs of all learners. Reporting on school performance and developing student goals are derived from valid and reliable data and analysis (Data skills and use; Excelling)
- Teachers are confident in using feedback that directs learners and their learning, and feedback from students derived from assessments informs further teaching (Assessment; Excelling).
- Teachers use summative data to identify student learning and validate formative assessment practices (Assessment; Sustaining and Growing)
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments (Assessment; Excelling).

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Picton Public School will collect and analyse a range of student growth and achievement data in literacy and numeracy. The following internal and external sources will be considered:

- NAPLAN Data
- PAT Reading and Numeracy Data
- Reading Levels - PM Benchmark and Probe2

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- SENA
- Literacy and Numeracy Progressions
- School-based assessments

The findings from the analysis of the data will be used to evaluate current progress towards school improvement, make adjustments to initiatives if needed and inform initiatives and activities in Strategic Direction 2.

Strategic Direction 2: Collaborative design of dynamic learning

Purpose

In order to design and implement authentic and relevant learning experiences for students, staff will engage in differentiated professional learning models. Through a collaborative and consistent approach, evidence-based teaching practices will be embedded across the school.

Improvement measures

Target year: 2024

All classroom teachers implement consistent pedagogical practices in reading, in-line with current evidence-base. A consistent approach is used by teachers K-6, with deep teacher knowledge about student learning progression in reading evident.

Target year: 2024

Starting Strong mathematics pedagogy is firmly embedded across all K-2 classes.

Big Ideas in Mathematics pedagogy is firmly embedded across all 3-6 classrooms.

Target year: 2024

All classroom teachers have knowledge of and there is evidence of future-focused pedagogies, across multiple KLAs.

Target year: 2024

All teaching staff participate in Learning Walks as both Walkers and Hosts every year, and use this to collaboratively reflect on and improve teaching practice.

Target year: 2024

All staff are engaged in multiple modes of professional learning, using an inquiry approach, that impacts on their teaching practice.

Initiatives

Evidence-based teaching practices

- Ensure consistent teaching practices in literacy and numeracy are collaboratively designed and implemented based on current evidence-based pedagogy.
- Build teacher capacity to design and implement evidence-based teaching practices in reading, supported by a whole school understanding and approach.
- Reconceptualise staff understanding of effective numeracy teaching based on current evidence-base, and embed updated pedagogical practices.
- Develop staff understanding and confidence in designing and implementing future-focused teaching approaches including STEM and Inquiry-based learning.

Professional learning models

- Staff professional learning designed and implemented as a result of effective data collection and analysis.
- Multiple modes of professional learning are designed and implemented on an ongoing basis, including whole staff professional learning, differentiated professional learning and targeted professional learning.
- A Spirals of Inquiry approach is used to facilitate all modes of professional learning.
- Learning Walks embedded as an approach to complement Professional Learning Cycles, gather evidence and evaluate impact.
- Explicit coaching and mentoring practices are designed and implemented by all leaders, with all teachers.

Success criteria for this strategic direction

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups (Collaborative practice and feedback: Sustaining and Growing).
- 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 (Literacy and numeracy focus: Excelling).
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ effective evidence-based teaching strategies (Explicit teaching: Excelling).
- All learning programs show evidence of future-focussed teaching approaches.
- Staff expertise is utilised in the development and implementation of differentiated professional learning.
- Data collection and analysis drives the development of professional learning cycles.

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Picton Public School will collect and analyse a range of qualitative and quantitative evidence sources.. The following sources will be considered:

- Learning Walks Data
- Staff Surveys
- Student Assessment Data
- Analysis of Teaching and Learning Programs
- QTSS Feedback and Coaching/Mentoring Logs
- PDP Reflections

Strategic Direction 2: Collaborative design of dynamic learning

Evaluation plan for this strategic direction

The findings from the analysis of the evidence sources will be used to evaluate current progress towards school improvement and make adjustments to initiatives if needed.

Strategic Direction 3: Challenge, success and inclusion for all

Purpose

In order to build a learning environment that is inclusive, culturally connected and engaging, we will develop teaching and whole-school processes and practices that provide the skills and opportunities for academic, social and emotional success.

Improvement measures

Target year: 2022

A minimum of 77.9% of students attending school at least 90% of the time.

Target year: 2022

A minimum of 91.7% of students reporting positive wellbeing in Tell The From Me.

Target year: 2024

Every student in the school experiences success outside the classroom by being engaged in at least one extra-curricular activity.

Target year: 2024

All teaching and learning programs are clearly differentiated to meet the needs of students at different levels of achievement, including adjustments to support learning or increased challenge.

Target year: 2024

Exceed the state average of the % of students with a positive sense of belonging, as reported in Tell Them From Me.

Initiatives

Inclusion

- Develop a school-wide culture of inclusion, which fosters effective strategies that support the success of all students at school and beyond.
- Design and implement effective integration and reverse integration opportunities for students to receive the support required to achieve academic, social and emotional success.
- Build teacher capacity to authentically integrate Aboriginal Education into ongoing teaching and learning experiences, while fostering an authentic connection of Aboriginal students to their land and Aboriginal history and culture.
- Embed school-wide processes that support the emotional health and wellbeing of all students.

Learning adjustments and opportunities

- Enhance holistic learning and support processes, inclusive of extension and gifted and talented opportunities, to ensure every student is receiving the support they need to be challenged and successful at school.
- Build the capacity of all teachers to effectively differentiate teaching and learning programs across all KLAs to meet student need and foster success.
- Develop teacher and student understanding of student learning dispositions, behaviours and mindsets that are essential to becoming self-directed, lifelong, challenged and engaged learners.
- Provide increased opportunities for student success outside the classroom, with the implementation of a broad range of extra-curricular activities which celebrate the success of the whole-child.
- Enhanced whole school student attendance procedures are introduced, monitored and evaluated.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students (Learning culture; Excelling).
- Each student can identify a staff member whom offers support regarding their emotional health and wellbeing (Wellbeing; Sustaining and Growing).
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increased challenge (Curriculum; Sustaining and Growing).
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning (A planned approach to wellbeing: Sustaining and Growing).
- Attendance data is known by all staff and is regularly analysed and used to inform planning. (Learning culture: Sustaining and Growing).
- All students experience success outside of the classroom.
- All Aboriginal and Torres Strait Islander students are connected to their culture.

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Picton Public School will collect and analyse a range of qualitative and quantitative evidence. The following internal and external sources will be considered:

- Student Attendance Data
- Tell Them From Me Data - Student and Parent
- School Designed Surveys
- Student Participation Data in Extra Curricular Activities

Strategic Direction 3: Challenge, success and inclusion for all

Evaluation plan for this strategic direction

- Analysis of Teaching and Learning Programs
- Student Learning Behaviour/Disposition Assessments and/or Frameworks
- LST/Learning Boost Assessments

The findings from the analysis of the data will be used to evaluate current progress towards school improvement and make adjustments to initiatives if needed.