Strategic Improvement Plan 2021-2025

Pitt Town Public School 2884

School vision and context

School vision statement

At Pitt Town Public School we are committed to quality education in a caring environment. This is possible by providing opportunities where children and adults feel welcome, respected, trusted, and an important part of the school. We foster a school community which values diversity and nurtures self-esteem, as we promote a culture of life-long learning.

School context

Pitt Town Public School is a dynamic, caring and inclusive learning community in the Windsor network of schools with a current enrolment of 250 students with 11 mainstream classes - kindergarten to Year 6. The student population is diverse with 13% (39) of students representing a range of cultural backgrounds and 9.3% (23) of the school population represented by Aboriginal/Torres Strait Islander students.

The core values of the school are underpinned by the Positive Behaviour for Learning (PBL) Framework - safe, respectful, responsible learners. Through a whole school community consultation process, including, but not limited to focus groups, surveys and informal discussions over six months, the mission and vision statement have been revisited and modified to reflect our current and future community members. The core values were unpacked and four pedagogical statements were developed: *High expectations for all; Engaging individualised instruction; Positive, student-centred community; and Future focussed teaching and learning.* Stemming from this work a new logo has been created that displays our mission, vision, values and pedagogical statements. Further work will continue throughout 2021 to ensure this is embedded, visible and alive in all we do at Pitt Town Public School.

Our system generated targets for 2020/2022 have indicated that our growth in NAPLAN - reading and numeracy is on track and needs to be maintained whilst our students achieving in the top two bands in the same areas is declining, especially in numeracy. Therefore, early identification of students who require extra support in reading and numeracy in order to achieve outcomes has become a priority. Our work will involve the investigation, identification and use of a range of whole school and year level evidence-based screening tools K-6. Methodically and effectively using data to monitor and evaluate programs, student outcomes, teacher effectiveness, and resources - human and material, will be implemented in order to assist identified students.

From internal surveys, it was evident that the stage teams that collaboratively worked together, as well as utilised and shared their skills and knowledge with their colleagues, impacted positively on student outcomes and staff morale. Therefore, to build on from this, all stages will implement evidence-based initiatives over the next four years that will allow teachers to share, collaborate and lead using their knowledge, skills and talents.

Our school will continue to strengthen our community of learners to maximise the participation of all stakeholders - students, families and the wider community and promote our school as a centre of excellence, opportunity and inclusion. Continuing the positive collaborative process of the situational analysis, students and community members will be provided with opportunities to actively participate in the decision-making processes and collectively influencing outcomes by putting forward their views, concerns and ideas through a variety of mediums.

Through our situational analysis it was evident that each year our community has had an increase in students identifying as Aboriginal or Torres Strait Islander or from a diverse background. Our school climate and culture are changing and so must our thinking. We will work towards being responsive to the increasing cultural diversity of our school community

School vision and context

School vision statement

School context

by engaging DoE personnel to support staff professional development, encourage opportunities for parents to participate in their child's education, and initiate home-school programs to increase collaboration.

As our students progress through their primary school journey, particularly Stage 3, there is a definite decline in their sense of belonging and engagement at school (Tell Them From Me). Decrease in attendance rates, increase in negative notifications (class and playground), and reflection time have been duly noted for this stage group. Therefore, we will use a whole-school approach that incorporates a range of measures and activities that will support the building of collaboration and inclusive communities for learning and belonging.

Strategic Direction 1: Student growth and attainment

Purpose

Pitt Town Public School believes that achieving excellence relies on clearly defined professional learning processes and practices that serve to strengthen the link between professional learning, improved classroom practices and enhanced student learning. As a school we will further develop professional collaboration that uses data systematically to inform practice, build high levels of trust and understanding among colleagues and use evidence-based practices and adapting teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Achieve by year: 2022

- Tell Them From Me (TTFM) teacher survey data shows improvement in the following drivers of student learning: Collaboration - increase of 1.0; Learning Culture - increase of 0.6
- Annual TTFM student survey data is maintained above state level in the following drivers of student outcomes: Effective Leaning Time and Expectations for Success.
- Annual TTFM student survey data shows improvement in the following drivers of student outcomes: Interested and Motivated

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022

Reading growth
Achieve by year: 2023

Student cohorts can demonstrate growth and achievement in reading from Term 1 to Term 4, using PAT as a key data point.

Numeracy growth

Initiatives

Data Informed Practice

Data is central to the teaching and learning cycle, to identify where students are at, how students are progressing and where to next. Data is to guide whole school decisions based on evidence.

- **Whole School Data Process-** Data is collected, collated and analysed using a consistent approach with both external and internal assessments to triangulate trends and performance.
- **Ongoing formative assessment and observations** are used to drive the adaption and reflection of teaching and learning across the school.

Highly Effective Teaching Practices

Utilising the teaching and learning cycle to plan, implement and reflect all teaching and learning activities to maximise student outcomes.

- **Explicit Teaching-** Using a visible learning approach with learning intentions and success criteria in order that students understand what they are learning and why. Teachers will provide explicit instruction differentiated according to student need.
- **Feedback-** High quality frequent timely feedback that focuses on task, processes and student self-regulation is provided by teachers and peers. A variety of feedback including verbal and written are used consistently across the whole school in all areas.

2021, Term 3 Online Learning

*Collegial, professional, modelling and sharing of expertise of a variety of technology to accommodate students with online learning

*Throughout each week, teachers are asking for feedback to enhance their online learning for the upcoming week

*continual feedback is given between teachers and

Success criteria for this strategic direction

Data Informed Practice:

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement
- The data collected regularly includes, PM Benchmark Kit, Sparkle Kit, Writing Pathways, PLAN2, DoE Assessments (PhA, Ph and IfSR)
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice, and meet the learning needs of students, following the teaching and learning cycle and being kept accountable with data talks
- The school has processes in place to support teachers' consistent, evidence-based judgment and moderation of assessments
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Highly Effective Teaching Practices:

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease
- Learning Intentions and success criteria discussed at the beginning of every lesson and visible for all students to engage with throughout the lesson
- Explicit teaching differentiated in every KLA in every classroom
- Feedback systems in place in every classroom in a variety of forms that students use to drive their learning

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022

Numeracy growth
Achieve by year: 2023

Student cohorts can demonstrate growth and achievement in numeracy from Term 1 to Term 4, using PAT as a key data point

Initiatives

students about the work they are submitting via an online platform; SeeSaw Early Stage 1 and Google Classroom Stage 1-3

Evaluation plan for this strategic direction

Question: How is data being used to drive teaching and learning and what impact is it having on students?

How are learning intentions and success criteria being used in every classroom and what impact is this having on students learning?

Data: 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
- SCOUT
- TTFM
- Check in Assessments
- PAT Assessments
- Collection of formal and informal data sample
- Data Talks
- Completion of required and scheduled school-wide assessments
- Literacy and numeracy PLAN2 data
- Student focus groups
- Staff focus groups

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will review progress towards the improvement measures through meeting every five weeks to measure and evaluate.

Implications:

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures

Evaluation plan for this strategic direction

- Ongoing implementation and progress monitoring

Strategic Direction 2: Collective Efficacy

Purpose

Pitt Town Public School is committed to building capacity and expertise in staff. Leadership opportunities are strategically planned reflecting student needs and school priorities. The capacity of staff will be built through effective collaboration to share successful and innovative evidence-informed practices.

The Principal with the leadership team hold themselves accountable for collaborative effort, sharing leadership and developing and empowering teachers. They also continuously build their own leadership capabilities.

Hattie lists Teacher Collective Efficacy as the number one factor that influences student achievement with an effect size of 1.57. It is teachers working together to have appropriately high challenging expectations of what a year's growth for a year's input looks like fed with evidence of impact. It is the combined belief that teachers cause learning.

Improvement measures

Achieve by year: 2025

- Increased parent community opportunities to work with the SRC and staff to lead various extra curricula events and projects.

Achieve by year: 2022

Uplift of 2% of students strongly agreeing that that have pride in their school (year 4-6 - TTFM)

Achieve by year: 2025

Teachers collaborate with staff in other schools to share and embed good practice. Teachers are able to evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

2025 Improvement Measure
Achieve by year: 2025

There is a culture of teachers using the AITSL teaching

Initiatives

Collaborative Practice

- Collaborative Programming- all programs are planned by Stage teachers using data, backward mapping, and ongoing monitoring to update as per the teaching and learning cycle. Moving to digital programming, will support this.
- Consistent teacher judgement (CTJ) will be used with stage teams for all KLA's through moderation activities.
- Co-Teaching models used when appropriate to co-plan, co-deliver, co-evaluate learning.

Building Teacher Capacity

- Assistant Principal Curriculum and Instruction (APCI) working shoulder to shoulder with teachers daily and opportunities for teachers to view others' practice (coaching and mentoring)
- APCI leading High Impact Professional Learning (HIPL) of evidence-based teaching strategies
- Build a consistent culture of high expectations
- Utilise the Australian Teaching Standards to improve teacher quality, including aspiring and middle leaders using a growth coaching approach.

Success criteria for this strategic direction

Collaborative Practice:

- There are explicit systems for collaboration and feedback to sustain quality teaching practice
- Programs show evidence of collaboration using the teaching and learning cycle
- Regular stage meetings involve moderation activities to ensure CTJ
- All staff demonstrate personal responsibility for maintaining and developing their professional standards

Building Teacher Capacity:

- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.
- Teacher and leader capacity continually improves through the implementation of high impact, differentiated professional learning opportunities
- Teachers embrace a school-wide culture of collaboration and provision of feedback
- The PDP process will support all teachers at their various career stages in terms of individual, team and whole school goals.

Evaluation plan for this strategic direction

Question:

To what extent has the collaborative culture across the school improved?

To what extent has high-impact professional learning improved teachers' implementation of evidence-based teaching strategies?

Data:

- TTFM teacher survey

Strategic Direction 2: Collective Efficacy

Improvement measures

standards to guide their career aspirations.

Evaluation plan for this strategic direction

- Teaching and learning programs
- Classroom observations
- Teacher Professional Development Plans (PDP's)
- LEED Teacher survey

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Progress towards the improvement measures will be reviewed periodically. Regular professional discussion around the School Excellence Framework elements and themes.

Implications:

The findings of the analysis will inform future actions to maximise the impact of professional learning and collaborative practices in ensuring that teacher pedagogy is reflective of evidence-based practices in building their capacity, as well as annual reporting on school progress measures.

Strategic Direction 3: Positive Climate for Learning and Engagement

Purpose

Student wellbeing results from many interconnected elements of school and home life. At school, the practices that support student wellbeing involve creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills. A whole-school approach is important in addressing the interconnected and interdependent nature of wellbeing." What works best 2020 update. At Pitt Town Public school we aim to build a culture that promotes positive partnerships between home and school to support the wellbeing of all students and provide the opportunity for student voice.

Improvement measures

Wellbeing
Achieve by year: 2023

Increase the wellbeing system negotiated target (Expectations for Success, Advocacy and Sense of Belonging) to be between the lower bound target of 95% (uplift of 5.63%) and the upper bound target of 100% (uplift of 10.63%).

Attendance (>90%)
Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time to be between the lower bound target of 84.1% (uplift of 5.76%) and the upper bound target of 89.1% (uplift of 10.76%).

2025 Improvement Measure
Achieve by year: 2025

Increased parent community opportunities to work with the SRC and staff to lead various extra curricula events and projects.

Initiatives

Student Engagement

- Opportunities to monitor and refine activities that capture student voice.
- Development of engaging learning activities to meet the needs of each individual student, including Aboriginal, English as an Additional Language, students with additional learning needs and High Potential Gifted Education students
- Whole school approach to well being consistently refined to reflect updated polices and student need.

Communities in Partnership

- Opportunities organised to partner with parents to provide skills to support learning at home and school.

- A shared vision around the value of education.
- Positive communication systems utilised.
- Opportunities for parents to engage in the education of their child.

Success criteria for this strategic direction

Student Engagement:

- The whole-school environment enables the development of healthy, happy and successful individuals through our continued implementation of PBL
- Students are provided with personalised and differentiated learning opportunities that are responsive to their needs and reflective of the learning goals they are working towards.
- Implement programs and practices that continue to promote engagement and challenge in order for students to achieve their educational potential.

Communities in Partnership:

- School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.
- 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.

Evaluation plan for this strategic direction

Question:

To what extent have authentic, collaborative, positive partnerships been built with students, staff, families, communities and other organisations to support and develop students, staff and school communities?

Data:

- TTFM Surveys
- SCOUT data
- NCCD data
- Sentral Incidents Recorded

Strategic Direction 3: Positive Climate for Learning and Engagement

Evaluation plan for this strategic direction

- Classroom PBL lesson modules
- Physical school environment (photos) * School Newsletter & Communication
- School Engagement Calendar

Analysis:

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications:

The findings of the analysis will inform:

 * Future directions

* Effective resourcing

* Annual reporting on annual progress measures

* Ongoing implementation and progress monitoring