

Strategic Improvement Plan 2021-2025

Prestons Public School 2901



School vision and context

School vision statement

Prestons Public School is driven by a shared commitment by all members of our school community to develop and promote a caring school culture that is built and sustained on the values of excellence, collaboration, inclusivity, trust, respect and determination. By working together, students, staff and the community aim to establish a whole school culture that is strongly focused on learning and improvement for every student, teacher and leader. We create innovative educational environments that effectively meet the needs of future focused learners and create a legacy of excellence for future generations to follow.

School context

Prestons Public School is situated in the Glenfield Network of schools, and located within the Liverpool Local Government Area (LGA). The school currently supports the learning of approximately 750 students from Kindergarten to Year 6. The school enrolment profile is comprised of over 78% of students with a language background other than English. The socio-economic background of students is diverse. Prestons Public School collaborates closely with the local high schools and has recently commenced a partnership with Newcastle University as part of a research project on Quality Teaching Rounds. Our school uses an inquiry model of professional learning (Spirals of Inquiry) as a key part of our professional learning plan and is a part of the Network of Innovation and Inquiry (NOII) network.

At Prestons Public School, staff are committed to the provision of outstanding educational, sporting, cultural and social programs aimed at ensuring all students have the opportunity to realise their potential and achieve their best in all areas.

Prestons Public School promotes a culture of collaboration, inclusivity and a commitment to excellence, which is shared and supported by the broader community. Innovative educational, future focused, cultural and community programs emphasise the commitment of Prestons Public School to provide highly effective educational programs for all students.

The whole school focus on high impact professional learning underpinned by the CESE document, 'What Works Best,' has informed future directions. The executive team engage in professional readings with an inquiry focus to ensure that our strategic improvement directions are focused on evidence-based practices that have a high impact on students growth and attainment.

The leadership team have engaged in consultation that is inclusive of all members of our school community. We have evaluated school practices against the What Works Best reflection tool. This has included the analysis of student assessment data, survey data from staff, students and the broader school community. Data evidences strong systems to support collaboration and planning. Teachers use data to inform planning for teaching and learning cycles that support a high expectations learning culture.

This evaluative process has supported the school to make informed decisions regarding future directions in order to continue to build upon quality teaching practices to ensure continual school improvement.

Plans are in place to support student growth and attainment through embedding explicit teaching practices supported by expert use of data. The school implements cycles of evaluation to affirm whole school approaches to teaching and learning practices focused on improving student outcomes as evidenced by the triangulation of internal and external data. We will continue to build teacher capacity through a culture of high expectations, collaboration and support.

At Prestons Public School we are committed to creating an optimal learning environment that allows all members of our school community to feel connected to learning with a strong

School vision and context

School vision statement

School context

sense of belonging. Together, these strategic directions will enable our school to create the conditions necessary for our students to be successful learners where they are constantly challenged and continue to improve in their learning.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes and growth through the delivery of explicit teaching and data informed practices in literacy and numeracy.

Improvement measures

Achieve by year: 2021

Achievement of 2022 system-negotiated targets:

- An uplift of 8.8% in the top 2 bands in NAPLAN reading.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Achievement of 2022 system-negotiated targets:

- An uplift of 8.5% in the top 2 bands in NAPLAN numeracy.

NAPLAN expected growth - Reading

Achieve by year: 2023

Achievement of 2023 system-negotiated targets:

- Increased percentage of students achieving expected growth in NAPLAN reading by 8.5%.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Achievement of 2023 system-negotiated targets:

- Increased percentage of students achieving expected growth in NAPLAN numeracy by 7.1%.

Achieve by year: 2025

Achievement of 2024 internal measures:

- Internal measures indicate an increased percentage of students achieving grade based expectations in reading.

Initiatives

Explicit Teaching - Reading

All teachers will be committed to identifying, understanding and implementing explicit teaching in the area of reading. Teachers will have a thorough and comprehensive understanding of evidence based teaching practices to effectively teach all areas of reading.

We will achieve this through:

- preparing for explicit teaching
- explaining, modelling and guiding learning
- monitoring student progress and checking for understanding

Explicit Teaching - Numeracy

All teachers will be committed to identifying, understanding and implementing explicit teaching in numeracy. We will achieve this through:

- preparing for explicit teaching
- explaining, modelling and guiding learning
- monitoring student progress and checking for understanding

Use of data to inform practice

We will collect and analyse whole school data to monitor student learning and progress to plan for future teaching and learning. Teachers will use data to check and understand where their students are in their learning. We will achieve this through:

- regularly dedicating time to using data effectively
- collecting meaningful data
- analysing data to monitor student learning and progress
- making teaching decisions based on data analysis
- using data to inform targeted interventions across the school

Assessment - Assessment Capable Learners

Success criteria for this strategic direction

Explicit Teaching and use of data to inform practice

- The school community has an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (Learning: Curriculum)
- Our students will consistently perform at high levels on external and internal school performance measures and equity gaps will close. (Learning: Student Performance Measures)
- 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. (Teaching: Effective Classroom Practice)
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (Teaching: Data Skills and Use)
- Formative assessment is used expertly by teachers (Learning: Assessment)

Evaluation plan for this strategic direction

Question:

- To what extent have we refined and improved our explicit teaching practices?
- To what extent have we improved data informed practices?
- To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy?

Data:

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2025

Achievement of 2024 internal measures:

- Internal measures indicate an increased percentage of students achieving grade based expectations in numeracy.

Achieve by year: 2025

Improvement in the school's self evaluation in the School Excellence Framework in:

Learning

*Curriculum - Excelling

*Student performance measures - Sustaining and Growing

*Assessment - Excelling

Achieve by year: 2025

Improvement in the school's self evaluation in the School Excellence Framework in:

Teaching

*Effective Classroom Practice - Excelling

*Data Skills and Use - Excelling

Initiatives

We will embed high quality student assessment to help us know that learning is taking place. Assessment will be an integral part of teaching and learning programs. We will achieve this through:

- establishing learning intentions that are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do at the conclusion of a unit of work
- creating success criteria that describe what success looks like in relation to the learning intentions and are co-created by students and teachers
- providing explicit descriptive feedback to students in a timely manner and ensuring that it is clearly understood by students
- building the capacity of students to peer assess and self-assess using the success criteria as a reference
- developing the capacity for individual goal-setting by students, which includes students asking questions such as 'What do I need to improve?' and 'What is my next step?'.

Evaluation plan for this strategic direction

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

Internal :

- PPS literacy and numeracy tracking books
- analysis of student work samples
- Observations
- the use of school wide assessment tools
- WWB toolkit and engagement with focus groups

External :

- PLAN 2
- NAPLAN
- TTFM
- online screening checks

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.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

- We will use the analysis of our internal and external data to review and inform our future directions.

Strategic Direction 2: High Performing Teachers

Purpose

In order to create an aspirational whole school learning culture of high expectations and collaboration, we will create supportive systems that build collaboration and professional learning into everyday practices. We will establish a professional learning community that recognises and builds upon the capacity of all teachers in our school.

Improvement measures

Achieve by year: 2025

An increase in the percentage of teachers pursuing and achieving higher levels of accreditation.

Achieve by year: 2025

An increase of teacher understanding, and implementation of collaborative practices as measured by teacher feedback, surveys, observations and focus groups.

Achieve by year: 2025

Improvement as measured by the school self evaluation using the What Works Best toolkit in :

- High expectations
- Collaboration
- Use of Data to inform Practice

Achieve by year: 2025

Improvement in the school's self evaluation in the School Excellence Framework in:

Teaching

- Professional Standards - Excelling
- Learning and Development - Excelling
- Data Skills and Use - Excelling

Achieve by year: 2025

Initiatives

High Expectations Culture - Beginning Teacher Support

We will embed sustainable whole school processes of support for all teachers at all stages of their career to ensure there is a school wide culture of high expectations where all teachers have expert contemporary content knowledge and deploy effective teaching strategies. We will achieve this through:

- professional learning communities which are focused on continuous improvement of teaching and learning for teachers in the beginning stages of their career.

High Expectations Culture - Leadership Pathways

We will embed sustainable whole school processes of support for all teachers at all stages of their career to ensure there is a school wide culture of high expectations where all teachers have expert contemporary content knowledge and deploy effective teaching strategies. We will achieve this through:

- professional learning communities which are focused on leadership pathways and continuous improvement of teaching and learning for teachers at all stages of their career.

High Impact Professional Learning and Collective Teacher Efficacy

We will refine and embed evidence-based practices that facilitate professional dialogue, collaboration, data analysis, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. We will achieve this through:

- establishing explicit systems for collaboration and feedback to sustain quality teaching practice
- utilising expertise within the school to work with teachers using data to monitor and assess student progress and design future learning on a whole,

Success criteria for this strategic direction

High Expectations Culture

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Leading:Educational Leadership)
- All staff demonstrate personal responsibility for maintaining and developing their professional standards. (Teaching:Professional Standards)
- Professional Standards are a reference point for whole school reflection and improvement. (Teaching:Professional Standards)

Collaborative Practice

- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. (Teaching:Learning and Development)
- There are explicit systems for collaboration and feedback to sustain quality teaching practices. (Teaching:Learning and Development)
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (Teaching:Data Skills and Use)
- The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (Leading:Educational Leadership)
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (Leading:School)

Strategic Direction 2: High Performing Teachers

Improvement measures

Improvement in the school's self evaluation in the School Excellence Framework in:

Leading

- Educational Leadership - Excelling
- School Planning, Implementation and Reporting - Continuous improvement - Excelling

Initiatives

class, group and individual level.

Success criteria for this strategic direction

Planning, Implementation and Reporting - Continuous Improvement)

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose and can demonstrate impact and improvement made in creating a high expectations culture and embedding collaborative practices.

Data:

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

Internal :

- Observations
- SEFS-aS
- Focus groups
- Internal measures
- Review of milestones

External :

- Tell them from me survey
- What works best toolkit

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.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

- We will use the analysis of our internal and external data to review and inform our future directions.

Strategic Direction 3: Connecting, Succeeding and Thriving

Purpose

In order to create an optimal learning environment where all members of our school community feel a sense of belonging and connection to learning, we will develop and promote a caring school culture through our approach to wellbeing. Through effective, strategic, well-planned wellbeing practices we will develop the cognitive, emotional, social, physical and spiritual wellbeing of all students so that they can achieve success with a strong sense of pride in themselves as citizens and learners.

Improvement measures

Wellbeing

Achieve by year: 2023

Achievement of 2022 system negotiated targets indicating an increase of students with a positive sense of wellbeing through an uplift of 1.8% from our system negotiated baseline data.

Attendance (>90%)

Achieve by year: 2023

Achievement of 2022 system negotiated targets to increase the percentage of students attending school 90% of the time or more through an uplift of 8.10%

Achieve by year: 2025

Improvement in the school's self evaluation in the School Excellence Framework in:

Learning

- Learning Culture: Excelling
- Wellbeing: Caring for Students - Excelling
- Wellbeing: A Planned Approach to Wellbeing - Excelling

Achieve by year: 2025

Improvement in the school's self evaluation in the School Excellence Framework in:

Initiatives

Connecting to Learning - Attendance

We will foster a culture of challenge, feedback and high expectations where students, parents and staff connect to learning. We will achieve this through:

- Developing a culture of connection and belonging to school and developing strategies to increase attendance.

Connecting to Learning - Partnerships

We will foster a culture of challenge, feedback and high expectations where students, parents and staff connect to learning. We will achieve this through:

- Developing partnerships with our school community that are based on trust and respect

Connecting to Learning - Visible Learning

We will foster a culture of challenge, feedback and high expectations where students, parents and staff connect to learning by displaying qualities of learners and embed high quality student assessment to help us know that learning is taking place. Assessment will be an integral part of teaching and learning programs. We will achieve this through:

- Building understanding and implementation of learning dispositions
- establishing learning intentions that are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do at the conclusion of a unit of work
- creating success criteria that describe what success looks like in relation to the learning intentions and are co-created by students and teachers
- providing explicit descriptive feedback to students in a timely manner and ensuring that it is clearly understood by students

Success criteria for this strategic direction

Connecting to Learning and Belonging to School

- The school will implement evidence-based change to whole school practices, resulting in measurable improvement in wellbeing and engagement to support learning. (Learning: Wellbeing - A planned approach to well being)
- The school will be 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. (Learning: Wellbeing - Caring for students)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (Learning: Learning Culture - High Expectations)
- Teachers will model and share a flexible repertoire of strategies to promote student engagement and responsibility for learning. (Teaching: Effective Classroom Practice - Classroom Management)
- Teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Learning: Learning Culture - Attendance)

Evaluation plan for this strategic direction

Question:

- To what extent have we achieved our purpose and can demonstrate impact and improvement made in building students capabilities to allow them connect to learning and feel a strong sense of belonging to our school?

Strategic Direction 3: Connecting, Succeeding and Thriving

Improvement measures

Teaching

- Effective Classroom Practice: Classroom Management - Excelling

Initiatives

- building the capacity of students to peer assess and self-assess using the success criteria as a reference
- developing the capacity for individual goal-setting by students, which includes students asking questions such as 'What do I need to improve?' and 'What is my next step?'

Belonging to School - Social and Emotional Wellbeing and Trauma Informed Practices

We will initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student. We will select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation. We will achieve this through:

- Embedding practices across the school that focus on building relationships with peers and teachers
- Implement whole school programs that explicitly teach social and emotional learning, neuroscience, mental health and positive psychology.

Evaluation plan for this strategic direction

Data:

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

Internal :

- Observations
 - *Student, teacher and community focus groups
 - *Annotated teaching and learning programs
 - *What works best toolkit

External :

- Tell them from me survey
- SEFSaS
- Scout data

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.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications:

- We will use the analysis of our internal and external data to review and inform our future directions.