

Strategic Improvement Plan 2021-2024

Putney Public School 2913



School vision and context

School vision statement

At Putney Public School, we are a dynamic and inclusive learning community. Together we are committed to delivering innovative, engaging, and evidence-based programs guided by data-driven practices. We foster lifelong learning and ongoing improvement for our students and staff through high expectations, collaboration and effective feedback. Our school community will continue to work together in the pursuit of excellence and high expectations for the learning growth and achievement of all students.

School context

Putney Public School is located in Ryde and currently has a student enrolment of 481 students. Our school culture is one of continuous improvement and growth for all our students and teachers, as we work collaboratively with our parents and community, to provide evidence-based, innovative practices in our pursuit of school excellence.

51% of students have a language background other than English with 36.7 % of students identified as beginning or emerging, requiring some level of EAL/D (English as an Additional Language or Dialect) support. One student identifies as Aboriginal and Torres Strait Islander background.

Students strive to be safe, responsible, respectful and active learners. They are encouraged to have a voice through leadership opportunities and the SRC. Parry the Panda, an SRC initiative, helps to drive consistent classroom and playground expectations. 'Be an Upstander' posters, initiated by the SRC, are displayed around the school and reflect our proactive commitment to combat bullying and promote inclusivity. Work will take place on developing a whole school approach to classroom and behaviour management, in line with the Department of Education's new Behaviour Strategy, to further promote wellbeing through engaging and effective classrooms while lifting student performance.

Extra-curricular opportunities in sport, creative and performing arts, technology, drama, debating and band enable our students to excel through a range of different experiences.

Through our situational analysis we identified a need to build even stronger partnerships with our parent community by informing and engaging them in curriculum programs, assessment approaches and reporting practices. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

In order to maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, sharing and analysing data to inform teaching and learning that caters for the needs of all students. Individual and targeted support will be provided to maximise growth and engagement for identified students. Continual monitoring of student performance data will determine the areas of need and success at a class and school level, with the involvement of the whole school community.

We will enhance the capacity of our teachers to employ evidence-based and effective teaching practices that support the growth and attainment of all students through targeted and intentional professional learning and observations. Explicit systems for collaboration and feedback will promote continuous improvement in individual and collective teacher efficacy.

Early Career Teachers will be mentored by an Impact Coach through collaborative and reflective professional development practices and supported through the NESA Teacher Accreditation process.

We are committed to working collaboratively to implement effective, high-impact practices

School vision and context

School vision statement

School context

leading to the learning growth of all students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, sharing, analysing and using data to inform differentiated teaching and learning practices.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands - Numeracy

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN **numeracy** to be at or above the system-negotiated lower bound target of 64.1%.

Target year: 2023

Expected Growth - Numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN **Numeracy** to be at or above the school's lower bound system-negotiated target of 69.7%.

Target year: 2022

NAPLAN Top 2 Bands - Reading

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN **Reading** to be at or above the system-negotiated lower bound target of 69.5%.

Target year: 2023

Expected Growth - Reading

Improvement in the percentage of students achieving expected growth in NAPLAN **Reading** to be at or above the school's lower bound system-negotiated target of 72.2%.

Initiatives

Data-driven practices

Embed effective strategies for **generating authentic and meaningful data to be analysed** for supporting student growth and attainment in **numeracy**.

Embed effective strategies for **generating authentic and meaningful data to be analysed** for supporting student growth and attainment in **reading**.

Differentiated learning

Systems are implemented to allow **ongoing collaboration for designing and adjusting dynamic numeracy and reading programs** in response to student data to support the growth and attainment of all students working towards learning goals, including for all equity groups.

Success criteria for this strategic direction

Whole school monitoring of student learning - 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 school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (*SEF - Assessment - Excelling*)

Student growth - The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (*SEF - Student Performance Measures - Excelling*)

Internal and external measures against syllabus standards - School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (*SEF - Student Performance Measures - Excelling*)

Teaching & Learning Programs - Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (*SEF - Curriculum - Excelling*)

Differentiation - Teaching and learning programs across the school show evidence that they are adjusted to address 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. (*SEF - Curriculum - Excelling*)

Evaluation plan for this strategic direction

Question 1: What is the impact of data-driven practices in

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

reading and numeracy on improving student performance?

Data: A range of data sources will be collated and analysed by teachers and leaders at team planning days and executive meetings twice a term (beginning Term 3, 2021) with the evidence being uploaded to SPaRO.

- NAPLAN
- Check-in Assessments
- Year 1 Phonics Screener
- Internal school data
- Teaching and learning programs and reflections
- Student work samples

Question 2: How have data-driven practices improved the way we differentiate teaching and learning programs for students?

Data: A range of data sources will be collated and analysed by teachers and leaders at team planning days and executive meetings twice a term (beginning Term 3, 2021) with the evidence being uploaded to SPaRO.

- PLSPs with assessment and reflections on goals (related to numeracy and reading)
- EAL/D programs, assessments and reports
- Student work samples
- NAPLAN
- Check-in Assessments
- Year 1 Phonics Screener
- Internal school data
- Teaching and learning programs and reflections

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis and reflection of the data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

to determine impact in this intentional manner will guide ongoing teaching and learning, as well as future school planning to ensure continuous improvement of student outcomes.

Strategic Direction 2: Effective and engaging classroom practice through evidence-based strategies

Purpose

In order to maximise the impact of teachers on student learning, we will further develop and refine evidence-based and effective explicit teaching practices that are responsive to student needs. In addition to this, we will create a productive school environment to promote student engagement and responsibility for learning.

Improvement measures

Target year: 2024

80% of classrooms across the school show evidence of Explicit Direct Instruction practices and Learning Intentions & Success Criteria.

Target year: 2022

Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 91.6%.

Target year: 2022

Attendance

Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 89%

Target year: 2024

90% of teachers across the school demonstrate consistent, positive behaviour management practices and track relevant data.

Initiatives

Effective teaching and learning practice

Embed the use of **Explicit Direct Instruction (EDI)** in all classrooms to support consistent and high-expectations, promoting student engagement and embedding formative assessment strategies and timely feedback.

Embed the principles of **Visible Learning** in all classrooms to foster student and teacher clarity, particularly through planned **Learning Intentions and Success Criteria (LISC)**, while fostering a culture of reflection and developing sophisticated ways of thinking, understanding and doing.

Student Engagement

Implementation of authentic, **future-focused approaches** to teaching and learning in all classrooms, including using a range of **technology and STEM** practices, to **engage students in relevant learning experiences**.

Implementation of a whole school, **consistent approach to fostering positive classroom management and behaviour**, whilst promoting improved **attendance** patterns, improving engagement and learning time for all students.

Success criteria for this strategic direction

Explicit teaching - 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 evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *(SEF - Effective Classroom Practice - Excelling)*

Feedback - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. *(SEF - Effective Classroom Practice - Excelling)*

Classroom management - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. *(SEF - Effective Classroom Practice - Excelling)*

Attendance - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. *(SEF - Learning Culture - Excelling)*

Behaviour - Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. *(SEF - Wellbeing - Excelling)*

Evaluation plan for this strategic direction

Question 1: What is the impact of Explicit Direct Instruction (EDI) and Learning Intentions and Success

Strategic Direction 2: Effective and engaging classroom practice through evidence-based strategies

Evaluation plan for this strategic direction

Criteria (LISC) on student engagement and student and teacher clarity?

Data: A range of data sources will be collated and analysed by teachers and leaders each semester, with evidence being uploaded to SPaRO.

- Internal student surveys and forums
- Internal teacher survey data
- Learning walk observations/checklists
- Teacher observations
- Teaching & learning programs

Analysis: Data is analysed and triangulated regularly to determine the extent to which these evidence-based strategies are being implemented with positive results across the school.

Implication: Analysis and reflection of the data to determine the impact of Explicit Direct Instruction and Visible Learning (particularly LISC) on student and teacher clarity, will guide future school planning to ensure continuous improvement of student engagement and high expectations.

Question 2: How has student engagement and attendance improved?

Data: A range of data sources will be collated and analysed by teachers and leaders each semester, with evidence being uploaded to SPaRO.

- Student Tell Them From Me survey data
- Parent Tell Them From Me survey data
- Sentral Wellbeing and Attendance data
- Internal student survey data

Analysis: Data is analysed and triangulated regularly to determine the extent to which the inclusion of technology to support improved relevance and a consistent approach to classroom management helped achieve the

Strategic Direction 2: Effective and engaging classroom practice through evidence-based strategies

Evaluation plan for this strategic direction

improvement measures.

Implication: Analysis and reflection of the data to determine how the impact of authentically incorporating technology and embedding a consistent approach to classroom management has improved student engagement, and what decisions need to be made for future school planning.

Strategic Direction 3: Building staff capacity through collaboration and feedback

Purpose

In order to build collective teacher capacity, we will develop a strong model of instructional leadership and explicit systems for collaboration and feedback to foster and sustain a culture of high expectations through quality teaching practices.

Improvement measures

Target year: 2024

Internal school data indicates growth in confidence, consistency and impact of K-2 teachers in teaching English and Mathematics.

Target year: 2024

Internal and TTFM data from Early Career Teachers indicates a sustained upwards trend, above NSW Govt Norms, for Teaching Strategies.

Target year: 2024

TTFM data from teachers indicates a sustained upwards trend, above NSW Govt Norms, for Leadership and Collaboration.

Target year: 2024

Internal school data indicates growth in teacher knowledge and skill as a direct response to professional learning and observations.

Quality Teaching Rounds are run at least twice throughout the year.

Initiatives

Impact Coaching

Implementation of Impact Coaching to **build staff capacity for embedding a more consistent and effective approach to teaching, learning and assessment in K-2** through collaborative professional development practices, including leading staff through the rollout of the new K-2 Syllabus documents.

Implementation of Impact Coaching to **build the capacity of Early Career Teachers** in their first three years through collaborative and reflective professional development practices, including supporting them through NESA Teacher Accreditation.

Collaborative Practice

Embed effective systems for collaboration and feedback to **build teacher capacity through targeted and intentional professional learning and observations** to promote continuous improvement in individual and collective teacher efficacy, as well as to support the continuous **development of current and aspiring school leaders** and **build a professional learning community (PLC) that extends beyond our school.**

Implementation of **Quality Teaching Rounds (QTR) as a key method for building staff capacity** and sustaining high-quality teaching practices through collaboration and feedback.

Success criteria for this strategic direction

Improvement of Practice - The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (*SEF - Professional Standards - Excelling*)

Collaborative practice and feedback - The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (*SEF - Learning & Development - Excelling*)

Professional learning - The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (*SEF - Learning & Development - Excelling*)

High expectations culture - The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (*SEF - Educational Leadership - Excelling*)

Evaluation plan for this strategic direction

Question 1: What is the benefit of the Impact Coaching model on the targeted groups of teachers - K-2 and Early Career Teachers?

Data: A range of data sources will be collected and analysed by the Impact Coach and Executive Team each semester, with the evidence being uploaded to SPaRO.

- Teacher observations

Strategic Direction 3: Building staff capacity through collaboration and feedback

Evaluation plan for this strategic direction

- Teacher surveys
- Teaching and learning programs and reflections
- Student work samples
- Completed NESA Teacher Accreditation documents (ECTs)

Question 2: How has our approach to professional learning built the capacity of our staff, including of current and aspiring leaders?

Data: A range of data sources will be collected and analysed by teachers and Executive Team each semester, with the evidence being uploaded to SPaRO.

- Internal survey data about PL
- Teacher observations - PDP, GOAT and QTR
- Professional Development Plans with reflections
- TPL calendar
- Records of external TPL attended by staff
- Communication with other schools in our professional learning community

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved and where further support may be needed or professional learning structures shifted to meet the changing needs of the staff.

Implication: Rigorous analysis and reflection of the data to determine impact in this intentional manner will guide ongoing plans for professional learning and supporting staff through Impact Coaching, as well as future school planning to ensure continuous improvement of student outcomes.