

Strategic Improvement Plan 2021-2024

St Peters Public School 3032

ST PETERS
PUBLIC SCHOOL



School vision and context

School vision statement

Our vision is to empower the whole child and be collaborative partners in learning with students, families and the wider community. We believe that every student should have a positive sense of belonging, a connection to culture and be challenged to learn and continually improve in a respectful, inclusive environment that fosters high expectations.

School context

St Peters Public School is primary school in the inner-west of Sydney. The local community is diverse in terms of culture and socio-economic mix and it prides itself on its family atmosphere and the sense of community that comes along with being a smaller school. The motto for St Peters Public School is 'Grow with Knowledge' and this is reflected in the school's teaching and learning programs that aim to provide the best educational experiences possible for each student.

St Peters Public School has large, extensive grounds making it the largest site in the Marrickville network of schools. St Peters Public School offers its students a high level of access to technology, a strong social network and a wide range of leadership opportunities. Our students have access to a specialist music program and a Korean language program. St Peters Public School is a growing community with 7 classes established in 2021.

Through our situational analysis, we have identified that there needs to be a strong emphasis on the collection and use of the student data collected in both Literacy and Numeracy. In particular, building staff capability in this area so collection is consistent, the analysis is timely and frequent, and then used effectively to analyse trends, set student targets and inform where to next in programming, will be a focus. As the school grows the data will become more statistically significant and therefore results and trends more reliable.

Our internal and external data, including student reflections, indicate that student sense of belonging and school connectedness is an identified area for improvement. A schoolwide understanding of effective wellbeing practices will be implemented to support students' sense of belonging at St Peters PS. Developing an understanding of the underlying factors leading to students' sense of belonging will help teachers develop programs and practices to support the wellbeing of all students.

We have identified the need to engage students in their learning through explicit feedback in relation to Learning Intentions and Success Criteria, in addition to their own personalised learning goals. This will lead to a clear direction and understanding of their own learning and how to achieve their goals. Engaging in long-term professional development in this area will ensure all teachers can effectively embed evidence-based effective feedback practices in their classrooms.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success we will further develop and refine data teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Maintain the proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy with statistically significant increase in number of enrolled students in cohort to at least 38.5% (lower-bound system negotiated target). Upper bound target is 43.5%, uplift of 5%.

Target year: 2022

Maintain the proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading (with statistically significant increase in number of students enrolled in cohort) to at least 52.6% (lower-bound system negotiated target). Upper bound target is 57.6%, uplift of 5%.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy (66.93%) to be maintained or exceeded with increased statistically significant cohort size.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading (77.8%) to be maintained or exceeded with increased statistically significant cohort size.

Target year: 2024

Increase the percentage of targeted students achieving their individual learning goals to close equity gaps.

Initiatives

Data Skills and Use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- * Professional Learning in data literacy, data analysis and data use in teaching for all staff.

- * Establish and use additional AP and existing AP position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

- * Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

Reading and Numeracy

In Reading and Numeracy, we will embed sustainable whole school processes to monitor student progress K-6. Staff will work in collaboration to ensure all students' progress during their K-6 journey

- * Teachers will use a range of teaching strategies in relation to student learning needs

- * The impact of the implemented strategies on student learning will be evaluated

- * Teachers will have consistent professional learning and the school will resource programs and specialist staff in the areas of Reading and Numeracy.

Success criteria for this strategic direction

- * Reporting on school performance is based on valid and reliable data and analysis.

- * 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.

- * Data and feedback inform teaching practice and direct learners and learning

- * Learning Support Teachers and Teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs

- * The school analyses student progress and achievement data and a range of other contextual information.

- * Teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation plan for this strategic direction

Question: What has been the impact on student learning when using a range of evidence-based teaching strategies in Literacy and Numeracy?

Question:

Do teachers ensure every student is known by every teacher as collaborative strategies are formed to ensure student growth in Literacy and Numeracy?

Data:

St Peters PS 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 data

- * SCOUT data

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

School self-assessment of the element (Data skills and Use) indicates improvement from Sustaining and Growing to excelling in the themes of data analysis and data use in planning.

Target year: 2024

From a baseline of 48%, by the end of Kindergarten, at least 68% of students will have achieved within Level 4 of the sub-element Phonic Knowledge and Word Recognition in at least two indicators (Uplift of 20%) in the Literacy Progression.

Evaluation plan for this strategic direction

- * Check in assessment data
- * PAT tests
- * Literacy and numeracy PLAN2 data (data walls)
- * Student work samples
- * Student PLASPs and Pathways Plans
- * SEF SaS

The evaluation plan will involve:

- * regular review of these data sources to provide clarity around whether St Peters PS is on track for achieving the intended improvement measures
- * scheduled and regular professional discussion to reflect on progress towards excellence in elements and themes of the SEF

Analysis

- * Regular review and triangulation of external and internal data to support evaluation or progress and effectiveness of improvement measures.
- * Identification of any strategies that are ineffective

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Wellbeing and Learning Culture

Purpose

To ensure students have the skills necessary to build positive relationships and experience a sense of belonging and safety within the school community. To establish procedures that support all staff to have high expectations in an inclusive and culturally safe environment for all students.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of student attendance to above 90% of the time to increase from our baseline in 2019 of 89.5% to at or above the lower bound system negotiated target of 92.9% (Upper bound 96.5%).

Target year: 2022

Tell Them From Me Wellbeing data

Increase the percentage of students expressing a positive sense of Wellbeing from 78.41% in 2020 to our lower bound system negotiated target of 93.5% (Upper bound 98.5%) requiring an uplift of 15.09%.

Target year: 2024

School Excellence Framework

To move towards excelling in the Learning Domain of Wellbeing.

Target year: 2024

School Excellence Framework

To move towards excelling in SEF in the Learning Domain of Learning Culture.

Initiatives

Wellbeing

Embedding a whole school approach to student wellbeing where diversity and positive relationships are fostered and there is a collective responsibility for student learning and success.

- Reviewing current processes. Using the self assessment findings to establish whole school programs.
- Developing and implementing whole school programs to promote self regulation strategies.
- Developing programs to build a culturally safe environment for our students.
- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment tool.

Learning Culture

Building a school culture that is focussed on learning, the building of educational aspiration and ongoing improvement for all students. Students are encouraged to be active participants in their own learning, feel connected and use their social and emotional skills to be respectful, resilient and safe.

- Student voice is enhanced through the establishment and implementation of learning goals and practices to encourage and allow students to articulate their learning journey.
- Rigorous processes are in place to support all students.
- Staff professional development in effective wellbeing strategies
- Implementation of mentoring initiative.

Success criteria for this strategic direction

- * Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- * Teachers and parents work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- * There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students
- * St Peters PS has implemented evidence-based change to whole-school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question: Are the wellbeing processes and practices having a positive impact on the future of the school?

Question: Can students articulate their learning goals and do they have an interest in their learning journey which they share with their families?

The evaluation plan will involve:

Data: Wellbeing Framework- pre and post data.

TTFM- pre and post data on Student Welfare and Family Satisfaction.

Attendance plans and data.

Data from PBL program

Professional Learning is targeted to the needs of the students.

Teaching and learning programs and annotations reflect support for all students and have evidence of programs to support wellbeing for example, Harmony Day, Anti-

Strategic Direction 2: Wellbeing and Learning Culture

Evaluation plan for this strategic direction

bullying strategies.

Peer support program is valued by the students

Student surveys on specific programs for example, Smiling Mind and Peer Support

Analysis

A triangulation of the data from all sources

Implications

After analysing the data the programs may be realigned to reflect the purpose of this strategic direction to maximise student wellbeing.

Strategic Direction 3: Effective Feedback

Purpose

In order to engage students in their learning all staff will effectively embed evidence-based feedback practices in their teaching and learning programs. Students will become active and self-directed learners who are aware of their own progress and feel confident working with teachers to help direct future learning.

Improvement measures

Target year: 2024

School Excellence Framework

To move towards excelling in the Teaching domain:

- *Effective classroom practice (feedback) - moving from delivering to approaching excelling*

Target year: 2024

Individual student goals

- All students have individual learning goals in Literacy and Numeracy linked to the progressions.

Target year: 2024

Tell Them From Me Survey

STUDENTS

- Perseverance (high) - the percentage of students who pursue one's goals to completion, even in the face of obstacles increases from 17% to 50% (uplift of 33%)
- TEACHERS
- Teachers who set challenging and visible learning goals increase from 7.1 to 8.5 on 10 point scale
- Teachers who believe they give quality feedback to increase from 6.3 to 8.0 on a 10 point scale.

Target year: 2024

Initiatives

Quality Feedback to students

Improve quality feedback to students through a focus on explicit teaching practices, formative assessment and effective classroom practice.

* Build teacher capabilities through long term, ongoing, research-based professional development in the area of feedback and formative assessment

* Embed and use high impact professional collaborative learning to build teacher capabilities where teachers can view and give each other feedback on each other's practice

* School wide development of effective and efficient ways of giving feedback to students and embedding effective feedback practices in teaching and learning programs.

Differentiated and Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their personal learning goals.

* High impact professional learning on the use of the literacy and numeracy progressions and the High Potential and Gifted Education Policy to personalise learning and understanding.

* Establish and use additional and existing Assistant Principal and full time Learning and Support Teacher to create small groups for differentiated learning and assist teachers with differentiation of their teaching programs.

* Review and adapt practice to ensure formative and summative school and external assessment tasks are used to analyse student progress and used collaboratively with students when setting new learning goals.

Success criteria for this strategic direction

* 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.

* Teachers collaboratively, as a school, analyse student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

* 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, school-wide improvement in teaching practice and student results.

* Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation plan for this strategic direction

Question: Are our students becoming self directed learners.?

Question: What has been the impact of our enhanced differentiation practices?

Question: How has teacher feedback improved across the school?

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

Strategic Direction 3: Effective Feedback

Improvement measures

School Excellence Framework

To move towards excelling in the Learning domain:
Assessment

Evaluation plan for this strategic direction

directions:

- Tell Them From me survey data
- Monitoring of student progress on target Literacy and Numeracy progression areas
- Student work samples
- Student PLaSPs and PLPs
- Progress of small groups attending Learning Support, COVID ILSP and High Potential group.
- Observations and Feedback from Quality Teaching Rounds and teacher observations
- Evidence of student learning goals and student voice in those goals
- School Excellence Framework monitoring
- Teacher reviews of PDP goals

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'