

Strategic Improvement Plan 2021-2025

Pagewood Public School 3905



School vision and context

School vision statement

Pagewood Public School's vision is to work in active partnership with its community to offer a quality learning environment, a positive sense of belonging, and engagement with school life. The goal of lifelong learning to become productive, confident, responsible and successful members of Australian Society is held for each and every student. Developing the whole child and promoting critical and creative thinking skills for all students is a shared commitment.

The school prepares students to embrace a challenging learning environment and take personal responsibility to strive for excellence in all they 'Endeavour'. The school community values the wellbeing of its students, staff and parents and carers to ensure optimum learning outcomes. Shared goals for the school include *Student attainment and growth in reading and numeracy*; *Leading learning* and *Wellbeing for learning*.

School context

Pagewood Public School was established in 1950. Its surrounds include a mix of industry, commercial complexes, low and high density housing and golf courses. Student enrolments at the school are declining as we are not able to accept out of area enrolments, with 313 students enrolled in 2022. There are a small number of students who identify as Aboriginal and/or Torres Strait Islander and an increasing number of students for whom English is an additional language or dialect.

There is a strong sense of community and family friendly atmosphere with acceptance of and respect for difference an important aspect. The school has an extensive playing field, shaded outdoor learning areas and timber adventure playground. Opportunities are provided for students to participate and extend their learning experiences in academic, social, sporting, musical and cultural activities in a safe and accepting environment with supportive, highly skilled educators and non-teaching staff.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students grow in their learning in reading and numeracy through evidence-based, differentiated teaching. Our teachers will review and evaluate their impact through both school based and external data analysis.

Improvement measures

Numeracy growth

Achieve by year: 2023

Check-in Assessment: Numeracy

- An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data.
- An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.

Reading growth

Achieve by year: 2023

Check In Assessment :Reading

- An increase in the percentage of questions answered correctly by Year 5 students compared to the Year 4 2022 data.
- An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.

Initiatives

Reading

In Reading we will use implement whole school, common processes for the teaching of reading. Explicit teaching of reading will be implemented and the impact will be measured for all students. The impact of this teaching initiative will:

- ensure all teachers use explicit teaching practices to ensure students make greater learning gains in reading
- help students develop sophisticated and well organised ways of thinking and understanding when reading and responding to literature

Numeracy

In Numeracy we will implement the use and sharing of data across the school for teachers to understand how their students are progressing and how they could adjust and enhance their practice to drive the improvement and individual growth of all students.

The impact of this will:

- be the effective analysis of student data to help teachers identify areas in which students' learning needs may require additional attention and development
- ensure students are challenged and engaged in order to develop their full potential in numeracy

Success criteria for this strategic direction

A whole school system in the teaching of reading and numeracy that has high expectations for all students to develop and achieve, in particular attainment of

- Top 2 bands NAPLAN reading increase to 67%
- Increased (uplift) percentage of students achieving expected growth in NAPLAN reading to 67%
- To increase the percentage of Aboriginal students in top 3 bands - Reading to 100%
- To increase the percentage of Aboriginal students in top 3 bands - Numeracy to 100%

All teachers differentiate curriculum to meet students at their level of achievement, including adjustments to support learning or increase challenge. (SEF Learning domain- Differentiation)

All teachers analyse and interpret data, and collaboratively use this to inform planning and modify teaching practice. Learning goals for students are determined by internal and external progress and achievement data. Teachers develop and apply assessment strategies to determine teaching directions, and monitor and assess student progress. Strategies implemented reflect best practice and research based evidence. (SEF Teaching domain - Data skills and use)

A whole school approach with effective evidence-based teaching strategies to optimise learning progress for all students. Effective methods are identified, promoted and modelled through staff professional learning. Students' learning improvement is monitored, demonstrating growth. Teachers model and share a flexible repertoire of strategies to achieve student engagement and responsibility for learning. (SEF Teaching- Effective Classroom Practice).

Evaluation plan for this strategic direction

Question:

Our purpose is to ensure all students grow in their

Evaluation plan for this strategic direction

learning in reading and numeracy through evidence-based, differentiated teaching. Our teachers will review and evaluate their impact through both school based and external data analysis

To what extent has the school:

- achieved student growth in reading and numeracy?
- implemented differentiated teaching?

Data:

The school will use the following data sources:

- Internal data - school based assessments
- External data - check in assessments, NAPLAN and Maths Olympiad

Analysis

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

Reflection questions:

- Are students achieving the stated goals?
- How do teachers know if they are providing students with the appropriate level of support?
- What types of data are teachers using to identify students' learning needs, develop learning targets and monitor their progress? Are they consistent across the stage or school?

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures in the Annual Report.

Strategic Direction 2: Leading Learning

Purpose

Our purpose is to develop leadership for learning in both our students and staff. Students are empowered by leadership opportunities in leading learning and organisational aspects of Pagewood Public School. Staff leadership of learning will focus on Educational Leadership to address the need for high quality teaching and learning experiences for all students.

Improvement measures

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

Leading:

Educational Leadership

Instructional Leadership - Sustaining and Growing

Performance management and development - Sustaining and Growing

School Planning, Implementation and Reporting

Continuous Improvement - Sustaining and Growing

Achieve by year: 2025

Improvement as measured by Tell Them From Me student data:

Advocacy at school - School mean of 8.5 or above (increase of 0.3)

Positive teacher - student relations - School mean of 8.7 or above (increase of 0.2)

Initiatives

Staff leadership capacity building

- To build the capacity of staff leadership we will ensure professional learning emphasises effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build capacity of staff leaders.

The impact of this will be:

- modeling of instructional leadership for improvement in student learning outcomes
- evidence based research informed programs to develop staff (both teaching and non-teaching) school leaders at every stage of their career
- use of What works best in practice - Collaboration resources to achieve a common goal through the sharing of evidence-informed practices

Student leadership capacity building

To build the capacity of students as leaders, increasing the percentage of students who have positive relationships at school, have advocacy at school and have opportunities to lead aspects of school life.

The impact of this will be:

- Students K-6 actively participate in and develop positive connections and access leadership opportunities
- Collaborative student partnerships are built within the school and with high school student leaders
- Students develop the skills to reflect on and positively shape their behaviour and leadership skills in the context of ethical decision making

Success criteria for this strategic direction

Professional learning is consistently linked to the school's strategic directions and the needs of students and staff. There is monitoring of school leadership initiatives and opportunities that facilitate whole school improvement and effective instructional leadership. (SEF Leading domain - Instructional leadership)

All staff have a Performance and Development Plan developed collaboratively with their team leader. Continuous monitoring of plans occurs each term with whole school performance and development evaluated by the school leadership team. (SEF Leading domain - Performance management and development (SEF Leading domain - Continuous improvement))

Student Tell Them From Me survey results in the areas of advocacy at school and positive teacher-student relationships monitored and show positive growth. The results will be shared at staff meetings and through school community communication as part of ongoing consultation with our stakeholders.

Active partnerships with local high school established with leadership programs conducted by high school senior students.

Evaluation plan for this strategic direction

Question

To what extent has the capacity of students and staff to lead been improved?

Data

We will use a combination of data sources including:

- TTFM survey data
- Surveys
- Student voice
- Student Interview
- Qualitative analysis of professional learning lead by

Evaluation plan for this strategic direction

staff

Analysis

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

Reflection questions:

- Which initiatives and opportunities have had the most impact on leadership capabilities? How do we know?
- Do students feel they are able to advocate for themselves and peers at school?
- To what extent have leadership capabilities been developed in our students?

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures in the Annual Report

Strategic Direction 3: Wellbeing for Learning

Purpose

Our purpose is to work with our school community to address the importance of the need for consistent attendance, student wellbeing and student engagement for optimum learning outcomes.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- Attendance
- To increase the number of students attending 90% of the time or more to 95%

Achieve by year: 2023

Improvement as measured by Tell Them From Me student data:

To increase the percentage of students with a sense of belonging to 80% (from boys 67% and girls 68%)

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Learning:

Wellbeing

A planned approach to wellbeing - Sustaining and Growing

Leading:

Educational Leadership

Community Engagement -Sustaining and Growing

Management Practices and Processes

Community Satisfaction - Excelling

Initiatives

Home and school partnerships

Home and school partnerships will be strengthened through:

- School and community review of key school policies
- Attendance communication for at risk students both full and partial absences
- Feedback on school performance is gained and addressed from students, staff, parents and the broader school community

Student engagement and wellbeing

Student engagement and wellbeing will be strengthened through:

- The school collecting and analysing student, staff and parent data to monitor and refine a whole school approach to 'sense of belonging' to improve student learning
- Support of staff through QTSS funding to embed a prioritisation and understanding of student wellbeing at the forefront of classroom teaching practice
- Support through flexible funding of student Wellbeing, targeted at specific identified students in Years K-6.

Success criteria for this strategic direction

A whole school approach will be taken to teachers, parents and the community working together to regularly analyse attendance data. A personalised approach to improving regular attendance rates for all students, including those at risk. (SEF Learning domain - Attendance)

Tell Them From Me staff, student and parent survey data will be analysed and reported on the implementation of evidence-based change to whole school practices with measurable improvements in student wellbeing (SEF Learning domain - A planned approach to wellbeing)

Student, staff, parent and carer survey data is regularly solicited and addressed on school performance. Survey response data is shared with the school community and the impact of learning outcomes is evaluated. (SEF Leading domain - Community engagement)

The school leadership team measures community satisfaction regarding the Smiling Mind program and shares the findings with the community (SEF Leading domain - Community satisfaction)

Evaluation plan for this strategic direction

Question:

To what extent has the school achieved our purpose and can demonstrate achievement of attendance goals and a sense of belonging for students?

Data:

We will use a combination of data sources including:

- Attendance data, including Scout enrolment and attendance reports
- Evidence of individual attendance plans developed in collaboration with the students and parent/carers
- Parent communication promoting the importance of school attendance eg. in newsletters, school information booklets

Evaluation plan for this strategic direction

- Documentation of attendance concerns and communication with the Learning Support Team and Home School Liaison Officer
- Tell Them From Me student data 'Sense of belonging'
- Student and parent voice re impact of Smiling Mind program on student wellbeing
- Student, parent and staff voice in regards to school wellbeing practices, behaviour management programs, student engagement and sense of belonging, through conducted surveys
- Evidence of programs that build emotional and social wellbeing in students mapped across the school

Analysis:

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

Reflection questions:

- Is student attendance meeting and/or improving in the achievement of our goals?
- What evidence is there that students and parents value regular attendance at school?
- Has the Smiling Mind project had a positive impact on student wellbeing?
- What impact has the QTSS Wellbeing project had on student engagement and sense of belonging?
- What impact has the QTSS Wellbeing project had on staff knowledge and practical application into teaching and learning programs within a whole-school framework?

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures in the Annual Report.