

Strategic Improvement Plan 2021-2025

Padstow Heights Public School 3958



School vision and context

School vision statement

At Padstow Heights Public School we believe every student should be challenged to learn and continually improve in an environment of inclusivity and high expectations. We believe connecting students to purpose and meaning in their learning is vital for supporting the development of the whole child.

Our vision is the entire school community become learning partners who work collaboratively to ensure our students leave school demonstrating resilience and determination in their pursuit of continuous growth, empowered to be local and global citizens.

School context

Padstow Heights Public School is located in South West Sydney and has a student enrolment of 360. The school culture is that of genuine care for one another and connectedness, inclusion and belonging. Students, staff, parents and the wider community work together to promote school excellence.

Our school is supported by a diversity of cultures with 54% of students speaking a language other than English at home.

Extracurricular opportunities in Sport, Band, Creative and Performing Arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen collaborative practice and feedback that ensures quality teaching practices are sustained and strengthened throughout the school. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Our work with teachers and leaders will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Work will take place on building upon strong relationships with our community to build effective partnerships in learning with parents and students which will support students to be motivated to deliver their best and continually improve. The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement. We acknowledge the collective responsibility our school community has in ensuring every child is known, cared and valued and our work will focus on engaging with our school community in supporting high expectations of student learning as well as opportunities for our students to be changemakers in their local and global community.

This plan was developed in consultation with the whole school community.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve improved student learning outcomes in Reading and Numeracy we will embed evidence informed teaching practices in all classrooms and school processes to ensure differentiated and explicit teaching practices which are highly responsive to supporting the individual learning needs of all students.

Improvement measures

Reading growth

Achieve by year: 2023

Increase % of students achieving growth from 2024 results in PAT Reading in grades 2-6.

Numeracy growth

Achieve by year: 2023

Increase % of students achieving growth from 2024 results in PAT Mathematics in grades 2-6

Achieve by year: 2025

Improve student outcomes in Reading measured using internal school data.

Achieve by year: 2025

Improve student outcomes in Numeracy measured using internal school data.

Reading achievement

Achieve by year: 2025

Increase % of students achieving in the top 3 bands in PAT Reading across grades 2-6 from 2024 results.

Numeracy Achievement

Achieve by year: 2025

Increase % of students achieving in the top 3 bands in PAT Reading across grades 2-6 from 2024 results.

Initiatives

Explicit teaching supported by school systems and practices that is evidence informed.

Embed a teaching and learning culture supported by a transparent, systematic and sequenced approach to what is being taught in Reading and Numeracy.

Teaching and learning programs are differentiated to challenge and support students.

Ensure all students are challenged and all adjustments lead to learning.

Quality professional learning that builds teacher capability in explicit teaching and differentiation.

Building teacher capacity to adjust teaching and learning programs to support personalised learning.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.

Teaching and learning programs are dynamic, showing evidence of revisions based on consistent and reliable student assessment.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students.

Teachers employ evidence-based effective teaching strategies.

Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Evaluation plan will focus on the following inquiry questions:

To what extent has the use of evidence-informed pedagogy improved student performance?

To what extent has differentiation improved student learning outcomes?

Inquiry to analyse impact will utilise:

- Regular review of these data sources to provide

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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.

Quantitative and Qualitative Data Sources which will be accessed

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. Analysis of this data and its implications will guide the school's future directions:

- NAPLAN data
- Scout- Value add
- PAT data- effect size
- student work samples
- Literacy and Numeracy PLAN 2 data
- Teaching and Learning Programs
- Meeting minutes
- Student focus groups
- Australian Professional Standards for Teachers - self reflection
- What Works Best Toolkit
- SaS SEF, External Validation
- internal student performance measures

Analysis will be used to inform future directions.

Strategic Direction 2: Evidence-informed teaching and learning (Instructional Leadership) for challenging and engaged learning for all

Purpose

To meet the learning needs of all learners we will build a culture of shared responsibility through evidence informed pedagogy and sustained collaborative professionalism.

Improvement measures

Achieve by year: 2025

An increased % of staff showing individual professional growth in collaborative practices on internal measures.

Achieve by year: 2025

An increased % of staff showing individual professional growth in evidence-informed practices on internal measures.

Initiatives

Collaborative Practice supported by school systems and practices.

Create the conditions and develop a culture which supports high quality collaborative practice, which harnesses the expertise of the collective.

Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers.

Building the capacity and shared responsibility for all staff and students to participate in, and lead coaching, mentoring and feedback with peers.

Evidence informed pedagogy supported by systematic and reliable assessment information.

The school uses systematic and reliable assessment information to evaluate student learning. We will ensure effective strategies and processes for data analysis and reflection are used for effective curriculum delivery.

Success criteria for this strategic direction

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

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

Teachers clearly understand, develop and apply a full range of effective assessment strategies.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

The school uses embedded and explicit systems that facilitate collaboration.

The school uses embedded and explicit systems that facilitate classroom observation.

The school uses embedded and explicit systems that facilitate the modelling of effective practice.

The school uses embedded and explicit systems that facilitate the provision of specific and timely feedback between teachers.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups and stages.

All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Evaluation plan for this strategic direction

Strategic Direction 2: Evidence-informed teaching and learning (Instructional Leadership) for challenging and engaged learning for all

Evaluation plan for this strategic direction

Evaluation plan will focus on the following inquiry questions:

To what extent have we built a culture of shared responsibility through evidence-informed pedagogy?

To what extent have we built a culture of shared responsibility through collaborative practices?

Inquiry to analyse impact will utilise:

- 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.

Quantitative and Qualitative Data Sources which will be accessed and analysed

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:

- Meeting Minutes
- Teaching and Learning Programs
- Observations and Feedback
- PL evaluations
- Australian Professional Standards for Teachers
- Australian Curriculum - General Capabilities
- Classroom Walkthroughs
- 360 Reflection Tool
- Quality Teaching Rounds observational materials

Strategic Direction 2: Evidence-informed teaching and learning (Instructional Leadership) for challenging and engaged learning for all

Evaluation plan for this strategic direction

- Professional Development Plans
- 360 Leadership Surveys
- Executive and Stage meeting agendas and minutes
- Tell Them From Me survey staff/students/community feedback reflect an increase in teachers reporting improved collaborative practice, feedback
- Teacher reflections and surveys
- SaS SEF, External Validation

Analysis will be used to inform future directions.

Strategic Direction 3: A Flourishing School Community

Purpose

In order to create a flourishing school community we will support the development of the whole child and enhance the conditions to enable greater connection and partnerships in learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance An uplift of 5.14% of students attending school greater than 90% of the time compared to 2021.

Wellbeing

Achieve by year: 2023

Wellbeing An uplift of 3.6% of students reporting expectations for success, advocacy, and sense of belonging at school.

Achieve by year: 2025

Internal measures indicate an increased % of students demonstrating positive wellbeing skills compared to 2024.

Initiatives

Partnerships for Improved Student Learning

Developing a culture of high expectations and shared responsibility for student learning progress by ensuring:

- parents as partners in learning
- community support is leveraged to enhance student learning.

Planned approach to whole school wellbeing

Building the capacity of the entire school community to develop the whole child using a strengths based approach to wellbeing to ensure outward facing students who are active local and global citizens.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning achievement for all students.

The whole school community is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students.

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning.

The school has implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement.

A collective responsibility for student learning and success through ensuring planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

School programs recognise and develop a culture of high expectations and inclusive practices that acknowledge the richness and diversity of the wider school community.

The school is supported through a variety of programs that develop and maintain positive partnerships with students, families and carers and broader community organisations to promote the cognitive, physical, social, emotional and spiritual development of students.

Evaluation plan for this strategic direction

Evaluation plan will focus on the following inquiry questions:

What has been the impact of building strong partnerships underpinned by high expectations on improved student learning?

What has been the impact of defining whole school

Strategic Direction 3: A Flourishing School Community

Evaluation plan for this strategic direction

wellbeing based on a strengths based approach supported by the PERMA framework on student learning?

Inquiry to establish impact will utilise:

- 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, the Wellbeing Framework
- Executive team, whole staff and community reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Quantitative and Qualitative Data Sources which will be accessed and analysed

The school will use the following data sources at regular intervals and shown activities to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Internal Wellbeing data
- Attendance records
- School Excellence Framework
- Australian Professional Standards for Teachers
- Wellbeing Framework
- external student performance measures (NAPLAN)
- internal student performance measures
- Tell Them From Me surveys
- SaS SEF, External Validation

Analysis will be used to inform future directions.