

Strategic Improvement Plan 2021-2024

Penshurst West Public School 4051

Penshurst West
 Public **School**

School vision and context

School vision statement

Penshurst West Public School endeavours to provide an inclusive and collaborative environment that caters to a diverse range of learners. Our school community supports students to become resilient, reflective and motivated in order to promote a commitment to lifelong learning. Instilling the core values of respect, responsibility, safety and effort enables children to become active and engaged global citizens. Open and respectful communication between staff, students, parents and community facilitates a positive climate where students' learning and emotional wellbeing are comprehensively supported and critical reflection regularly occurs.

School context

Penshurst West Public School is located in an urbanised area of southern Sydney. The area is undergoing significant development with both medium and high density residential housing being constructed in all of the surrounding suburbs.

The school features quality teaching, high expectations for student learning, teamwork, consultative decision making and consistency while valuing the diverse abilities of students and staff. The community actively supports the school and works closely with the leadership team in a planned, effective and collaborative way.

The school demonstrates excellent academic growth across a diverse student population, including students considered to be high potential learners and those with disabilities. 48% of students at the school are from a language background other than English and these students excel through the support of a strong EAL/D program. The school conducts an enrichment program and further differentiates the learning programs for all students across all subjects.

Students with disabilities have well scaffolded support through three Autism Support Classes and a strong Learning Support Team implementing targeted programs to assist students and staff. School Learning Support Officers are also utilised to support the teacher's learning programs in these classes. The school has a focus on technology as a tool for learning with interactive technology available in every classroom, along with a Technology Learning Centre.

Students access a wide variety of creative and performing arts opportunities including dance, choir and drama programs. The school community realise the importance of the opportunities our students are provided in sport. Outside providers of specialist programs have also been utilised. The level of academic achievement and development of leadership capacity within the students are both identified by parents as strengths the teaching staff at Penshurst West Public School foster and develop.

The school has formed links with an academic partner and has effectively collaborated with another school to develop and challenge existing teaching practice and to explore ways for students to gain agency for their own learning. This collaboration will provide one of the foundations of ongoing professional learning at the school and support the development of a community of practice.

Through the analysis of data and the development of the situational analysis, the staff, community and students have been able to unpack the strengths of the school and to also identify the specific areas of growth that need to be targeted within the new school plan. This detailed and consultative analysis and the reframing of the school vision has supported the development of comprehensive strategic directions and initiatives, the alignment of the schools financial resources, particularly the equity finding the school received for EAL/D, Disability and Aboriginal and Torres Strait Islander students.

During the analysis of literacy and numeracy data, it became apparent that a clear theme underpinning the trend information was a need for a greater focus on the teaching of

School vision statement

School context

vocabulary in both literacy and numeracy. Specifically, the areas of numeracy relating to measurement and geometry and working mathematically, which incorporate a significant language base, stand out as areas requiring a renewed focus on the explicit teaching of skills in vocabulary. This was also a clear indicator within the literacy data that was unpacked and analysed by members of staff. This significant and connected theme will drive *Strategic Direction 1 - Student Growth and Attainment*.

Further unpacking of wellbeing and attendance data, through the use of Scout and Tell Them From Me surveys, indicated that a deep focus on connection, inclusion and belonging was something that would support students to learn most effectively while at school. The focus of *Strategic Direction 2 - Creating the optimal environment for learning* will focus on all students developing a positive sense of belonging, connection to others across the school. This sense of connection will extend across the school community with a significant focus of this direction on the establishment of pathways for parents and carers to regularly volunteer at the school and become a connected part of the learning process.

For the past three years the school has been working with another local school on Visible Learning which explores cultural change within learning environments to provide learners with the agency they need to help guide their own learning and promote regular reflection and metacognition. *Strategic Direction 3 - Developing a culture of collaboration* identifies the role of feedback with learning and how it supports all learners to frame and reflect on the next steps in their learning journey. To ensure this pathway is rigorous and relevant, the formation of a community of practice focused on Visible Learning in which teachers from a number of schools come together to share and reflect on explicit teaching practice is the second initiative within this direction.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data informed, explicit teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Top 2 bands (or equivalent) NAPLAN Reading increase (uplift) of 6.7%.

Target year: 2022

Top 2 bands (or equivalent) NAPLAN Numeracy increase (uplift) of 6.5%.

Target year: 2023

Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 4.1%.

Target year: 2023

Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.7%.

Target year: 2024

Internal measures indicate an increased percentage of students achieving growth in Reading.

Target year: 2024

Internal measures indicate an increased percentage of students achieving growth in Numeracy..

Initiatives

Explicit Teaching

Embedding formative assessment strategies such as Learning Intentions, Success Criteria developed through a network of schools utilising the What Works Best document, Principal School Leadership and co-teaching models.

- High impact professional learning on the use of literacy and numeracy progressions and the explicit teaching of vocabulary across both literacy and numeracy.
- Embed high impact professional learning structures to build teacher capabilities and consistent, collaborative whole school pedagogical practice.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities for all students.

Funding Sources

A number of indicative funding sources will target this initiative and provide tailored support in literacy and numeracy learning for students at the school, identified through analysis of internal and external data.

Equity funding sources - English Language proficiency Staffing (\$89, 694), English Language proficiency Flexible (\$41, 766), Low level adjustment for disability Staffing (\$89, 694), Low level adjustment for disability Flexible (\$30, 402), Socio Economic background Flexible (\$24, 110), Aboriginal Background Flexible (\$4, 579), Integration Funding Support (\$26, 155), Literacy and Numeracy Intervention Staffing (\$47 090), COVID ILSP (\$59 900)

Data Informed Practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive and differentiated curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.

Success criteria for this strategic direction

- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy. **(SEF Teaching/Data Skills and Use/Data analysis)**
- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement. **(SEF Learning/Assessment/Student Engagement)**
- Valid teacher judgement is evident across the school. **(SEF Learning/Assessment/Whole school monitoring of student learning)**
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice. **(SEF Teaching/Data Skills and Use/Data use in teaching)**
- Data and feedback inform teaching practice and inform learners and learning. **(SEF Teaching/Effective Classroom Practice/Feedback)**
- A consistent whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. **(SEF Teaching/Effective Classroom Practice/Explicit teaching)**
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to the explicit teaching of language, literacy and numeracy programs, particularly the explicit teaching of vocabulary across the school. **(SEF Teaching/Effective Classroom Practice/Explicit teaching)**

Evaluation plan for this strategic direction

Deep analysis of data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 1: Student growth and attainment

Initiatives

- Establish collaborative teams of teachers regularly using data to monitor and assess student progress and design future learning on a cohort, whole class, group and individual level.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom cross the school.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Funding Sources

A number of indicative funding sources will target this initiative and provide tailored support in literacy and numeracy learning for students at the school identified, through analysis of internal and external data.

Equity funding sources - English Language proficiency Staffing (\$89, 694), English Language proficiency Flexible (\$41, 766), Low level adjustment for disability Staffing (\$89, 694), Low level adjustment for disability Flexible (\$30, 402), Socio Economic background Flexible (\$24,110), Aboriginal Background Flexible (\$4, 579), Integration Funding Support (\$26, 155), Literacy and Numeracy Intervention Staffing (\$47 090), COVID ILSP (\$59 900)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

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

- * Internal assessment - Literacy & Numeracy Progressions
- * External assessment, - NAPLAN, Check In Assessment, PAT Assessment (Reading, Numeracy, Vocabulary), EAL/D Survey
- * Observation
- * Focus groups
- * Student voice
- * Interview

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. This analysis will take place once every term with the whole staff. Leadership team members will analyse data samples every five weeks.

Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- * Future actions and resource allocation
- * Professional Learning design

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

* Annual reporting on school progress measures

Strategic Direction 2: Creating the optimal environment for learning

Purpose

In order to develop lifelong learners who are active and engaged citizens within the wider community, we will strive to establish the optimal environment for learning that considers the needs of the whole child and works in close partnership with the community.

Improvement measures

Target year: 2022

Increased (uplift) percentage of students attending school 90% or more of the time by 3%.

Target year: 2023

Increased (uplift) percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 3.6%.

Initiatives

Connections

- Embed systematic attendance procedures and foster strong family support structures.
- Analysis of *Tell Them From Me* survey data collected to create evidence-based whole school practices
- Promote community engagement by sharing student achievement data with the wider school community
- Receive and respond to feedback provided by students, staff and the school community about school performance

Funding Sources

Indicative funding sources the school will utilise to support this initiative include Professional Learning (\$23, 799), Quality Teaching Successful Students Staffing (\$63, 122) and Socio Economic background Flexible for financial assistance (\$10 000)

Belonging

- Explicit teaching of positive behaviour expectations to ensure effective conditions for learning (PBL)
- Analysis of TTFM survey data collected to monitor student connections to staff and overall wellbeing
- High impact professional learning on classroom management to build teacher capacity
- Maintain and evolve programs to foster student wellbeing (Peer Support, Peer Mediation, Lunch Bunch, Student Wellbeing Officer)
- Parents and the broader school community actively participate in the school and support students to develop positive connections

Funding Sources

Indicative funding sources the school will utilise to support this initiative include Professional Learning (\$23, 799), Quality Teaching Successful Students Staffing (\$63, 122) and Socio Economic background Flexible for financial assistance (\$10 000)

Success criteria for this strategic direction

- Attendance data is regularly analysed and school procedures are established to ensure prompt action when addressing students of concern **(SEF Learning/Learning Culture/Attendance)**
- Wellbeing data is analysed to implement evidence-based whole school practices to improve student engagement and learning outcomes. **(SEF Learning/Wellbeing/Planned approach to wellbeing)**
- Staff regularly engage the school community to reflect on student achievement data to plan for improvement. **(SEF Teaching/Data Skills and Use/Data use in planning)**
- Regular opportunities are facilitated for students and the community to provide feedback about school performance
- Partnerships and opportunities for community members to regularly volunteer are fostered and maintained to support ongoing student engagement. **(SEF Leading/Educational Leadership/Community Engagement)**
- All students are provided with opportunities for advice, support and assistance from trusted staff members. **(SEF Learning/Wellbeing/Caring for students)**
- Positive, respectful relationships are evident and widespread among students and staff to ensure optimum learning conditions. **(SEF Learning/Wellbeing/Behaviour)**
- All teachers demonstrate and share a flexible repertoire of management strategies to ensure all students are engaged in productive learning. **(SEF Teaching/Effective Classroom Practice/Classroom management)**

Evaluation plan for this strategic direction

Deep analysis of wellbeing and attendance data will guide future school planning to provide ongoing improvement to

Strategic Direction 2: Creating the optimal environment for learning

Evaluation plan for this strategic direction

maximise student outcomes.

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in wellbeing, engagement, belonging and attendance?

Data:

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

- * Tell Them From Me - Wellbeing Data
- * SCOUT and ESR Attendance data
- * PBL Playground and Classroom Behaviour data
- * Nationally Consistent Collection of Data
- * Australian Early Development Census Data
- * Focus groups
- * Student voice
- * Interviews
- * Exit slips for staff and community professional learning sessions

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. This analysis of wellbeing and attendance will take place once every term with the whole staff. Attendance data for students attending school <85% will be reviewed every fortnight by LST and stage teams. Leadership team members will analyse data samples related to both wellbeing and attendance every five weeks.

Annually, the school will review progress towards the

Strategic Direction 2: Creating the optimal environment for learning

Evaluation plan for this strategic direction

improvement measures.

Implications:

The findings of the analysis will inform:

- * Future actions and resource allocation
- * Professional Learning design
- * Annual reporting on school progress measures

Strategic Direction 3: Developing a culture of collaboration

Purpose

To improve student learning outcomes and teacher capabilities within an innovative and responsive learning environment, we will develop processes to ensure that all staff are effectively collaborating to embed evidence-based explicit teaching practice. We will foster a positive and cohesive school community that is reflective, resilient and flexible in order to meet the diverse needs of our students, staff and community. We will establish an outward facing community of practice and transparent learning culture to continually reflect on the relevance and rigour of teaching practice.

Improvement measures

Target year: 2024

Internal measures indicate an increased percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes.

Target year: 2024

Internal measures indicate an increased percentage of staff actively collaborating with practitioners from other schools to reflect and improve on teaching practice.

Initiatives

Effective Feedback

Promoting a culture within the school where teacher and students actively seek, receive and give feedback on a regular basis and subsequently develop relevant actions.

- High Impact Professional Learning to develop knowledge of Visible Learning practices and become familiar with different models of effective feedback.
- Embed a systematic approach to feedback and adopt an evidence-based model of practice within all classrooms across the school.
- Teachers regularly analyse feedback from students, families and staff in their planning and review.
- Develop ways of explicitly teaching the Learner Dispositions in context and provide opportunities for students to reflect on them regularly.
- Promote a culture where Learning Intentions and Success Criteria (LISC) are a consistent practice in providing opportunities for feedback at all levels.

Indicative funding sources the school will utilise to support this initiative include Professional Learning (\$23, 799), Quality Teaching Successful Students Staffing (\$63, 122)

Communities of Practice

Communities of Practice is a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning.

- Teachers engage in collaborative professional learning focusing on pedagogy and encompassing Visible Learning and formative assessment.
- All teachers develop strong connections with colleagues through collaboration in professional learning communities (PLC).
- Teachers analyse their own and others' teaching practice within PLCs through Learning Walks and are provided with regular opportunities for reflection on their own practice.

Success criteria for this strategic direction

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. **(SEF Teaching/Effective Classroom Practice/ Lesson Planning)**
- Accommodations and adjustments are made to suit needs as they arise. **(SEF Teaching/Effective Classroom Practice/ Lesson Planning)**
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. **(SEF Teaching/Effective Classroom Practice/ Lesson Planning)**
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. **(SEF Teaching/Effective Classroom Practice/ Feedback)**
- Teachers' feedback supports improved student learning. **(SEF Teaching/Effective Classroom Practice/ Feedback)**
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. **(SEF Teaching/Professional Standards/ Improvement of Practice)**
- Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities. **(SEF Teaching/Professional Standards/ Improvement of Practice)**
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. **(SEF Teaching/Learning and Development/Collaborative practice and feedback)**
- Staff engage in negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. **(SEF Teaching/Learning and Development /Collaborative Practice and feedback)**

Strategic Direction 3: Developing a culture of collaboration

Initiatives

- Teachers work collaboratively to ensure their pedagogy aligns with Visible learning practices that are shown through research to improve student outcomes.
- High Impact Professional Learning (HIPL) processes are utilised to provide opportunities for mentoring and co-teaching in optimal learning environments.

Indicative funding sources the school will utilise to support this initiative include Professional Learning (\$23, 799), Quality Teaching Successful Students Staffing (\$63, 122)

Success criteria for this strategic direction

- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. **(SEF Teaching/Professional Standards/Improvement of Practice)**
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. **(SEF Teaching/Learning and Developments/ Professional Learning)**
- Areas for development in teacher expertise are identified and addressed. **(SEF Teaching/Learning and Developments/Expertise and innovation)**
- Teachers are supported to trial innovative or evidence based, future-focused practices. **(SEF Teaching/Learning and Developments/Expertise and innovation)**
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. **(SEF Leading/Educational Leadership/Instructional leadership)**
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. **(SEF Leading/Educational Leadership/High Expectations Culture)**
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. **(SEF Leading/Educational Leadership/Community Engagement)**
- Physical learning spaces are used flexibly to meet a broad range of a student learning interests and needs. **(SEF Leading/School Resources/Facilities)**

Evaluation plan for this strategic direction

Deep analysis of effective feedback and collaboration data will guide future school planning to provide ongoing improvement to maximise student outcomes.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes based on the utilisation of feedback and clear pathways for collaboration?

Data:

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

- * Student work samples
- * Student learning goals and feedback samples
- * Survey responses
- * Exit slips from students, staff and community members
- * Tell Them From Me parent, teacher and student data
- * Community of Practice data
- * Focus groups
- * Student voice
- * Interviews with students, teachers and community members

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. This analysis of effective feedback and collaboration will take place once every term with the whole staff. Leadership team members will analyse data samples related to both effective feedback and collaboration every five weeks.

Annually, the school will review progress towards the improvement measures.

Implications:

Strategic Direction 3: Developing a culture of collaboration

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- * Future actions and resource allocation
- * Professional Learning design
- * Annual reporting on school progress measures