

Strategic Improvement Plan 2021-2024

Padstow North Public School 4088



School vision and context

School vision statement

At PNPS we build confident, resilient and self directed individuals. We achieve this through creating challenging and engaging learning opportunities, setting high expectations and supporting the belief that every child, teacher and leader has the capacity for continued growth. We ensure students are at the centre of all our decision making and work cooperatively with colleagues, parents, communities and organisations to build strong partnerships.

School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. The school currently has 345 students enrolled with approximately 69% of students having a language background other than English. The school has two classes for students with a primary diagnosis of Autism.

Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. Current priorities include a whole school approach to wellbeing, data driven practice and a culture of high expectations. We also provide quality extracurricular programs in creative and performing arts, dance, debating, public speaking, sport and technology.

Padstow North Public School has a strong team of professional and dedicated teaching and non-teaching staff who are at various stages of their careers. The school culture is collaborative and supportive. The school maintains a strong partnership with parents and the community through an active Parents and Citizens (P&C).

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching.

1. Student Growth and Attainment.

When analysis was conducted against student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. The student performance results are consistent with the 2018 and 2019 SEF-SaS which identified several key components in the elements; data skills and use, feedback, differentiation and assessment. Our staff through internal and external measures have also identified these as areas for future professional learning.

2. Collaborative Expertise.

The leadership team will maintain a focus on distributive instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress and the gaps in student achievement decrease. Our approach will build upon the current instructional leader model and provide further opportunities for staff to plan, observe and teach lessons together. Opportunities will be provided that enable teachers to work together collaboratively to increase collective teacher efficacy and develop a shared understanding of a year's progress. This will include a focus on 'Know They Impact' and embedding Visible Learning strategies.

3. Known Valued and Cared For.

After conducting an analysis of School Wellbeing, using TTFM data, staff feedback and student focus groups, it was evident that students' sense of belonging, individual learning

School vision and context

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needs including closer consultation with families and student voice are areas of ongoing focus. Student attendance was also a concern and a whole school streamline process is needed with closer community partnerships. This was consistent with 2018 and 2019 SEF-SaS data that referenced 'a planned approach to wellbeing' as a focus theme.

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

Strategic Direction 1: Student growth and attainment

Purpose

We will provide our students with a strong foundation in reading and numeracy through high expectations, explicit teaching and data driven practice, supporting learning success now and in the future.

Improvement measures

Target year: 2022

Achievement of system-negotiated targets

- An uplift of 7% of students achieving the top 2 bands in NAPLAN reading.

Target year: 2022

Achievement of system-negotiated targets

- An uplift of 14% of students achieving the top 2 bands in NAPLAN numeracy.

Target year: 2023

Achievement of system-negotiated targets

- An uplift of 15% of students achieving expected growth in NAPLAN reading.

Target year: 2023

Achievement of system-negotiated targets

- An uplift of 9% of students achieving expected growth in NAPLAN numeracy.

Target year: 2024

Internal Improvement Measure

- Internal measures indicate improvement of student outcomes in literacy and numeracy.

Initiatives

Data skills and use, Literacy and Numeracy.

Data will be embedded within a whole-school framework, collecting robust evidence of student learning and using that data to target teaching and track student progress over time. Key focus areas:

- Establish a school wide system to regularly assess, collate and analyse student progress to inform the next steps in teaching.
- Refine formative and summative assessment tasks and marking rubrics to analyse student progress, evaluate growth and report on student achievement.
- Professional learning in data literacy, data analysis and data use to drive teaching and learning, including identifying and targeting learning gaps.

Evidence Based Pedagogy in Numeracy

Developing a whole school approach to Mathematics based on current research, closely linked with Visible Learning and John Hattie's work. Key areas of focus and professional learning will be:

- Improving students' skill levels and higher order thinking in Mathematics.
- Mathematics learning goals successfully integrated into lessons K-6.
- Effective use of reasoning and problem solving skills.

Success criteria for this strategic direction

Staff use quality assessments that promote consistent and comparable judgements of student learning, monitor progress and identify gaps.

Teachers analyse and interpret student data and respond to trends in student achievement.

Assessment informs future teaching and provides feedback to students on their learning and next steps.

The leadership team comprehensively analyse student progress and achievement data for insights into student learning and discuss results with staff.

Whole school approach to numeracy embeds the most effective evidence based teaching methods to optimise learning progress for all students, across a full range of abilities.

Teaching and learning programs K-6 are adjusted to address individual student needs.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed, with inbuilt assessment and differentiation.

Evaluation plan for this strategic direction

To what extent have we provided a strong foundation in reading and numeracy through high expectations, explicit teaching and data driven practice?

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:

- Internal assessment
- External assessment, eg. NAPLAN and PAT
- Teaching Programs
- Classroom observations and walkthroughs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student work samples
- Coaching records
- Student Individual Education Plans (IEPs)
- Student focus groups
- Spirals of Inquiry, data analysis

The evaluation plan will involve:

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.

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

Strategic Direction 2: Collaborative Expertise

Purpose

To improve teacher capacity to deliver high impact teaching strategies through enhanced collaboration and effective feedback, further improving student performance.

Improvement measures

Target year: 2024

Achievement of staff feedback targets

- Teacher data indicates collaborative practices have improved teacher knowledge and practice.

Target year: 2024

Achievement of staff feedback targets

- Teacher capacity in delivering challenging and visible learning goals has increased.

Target year: 2024

Achievement of student feedback targets

- Increased percentage of students are able to articulate and evidence learning goals.

Initiatives

Visible Learning

Visible Learning is an evidence informed practice underpinned by the research of John Hattie. Visible Learning practices will create reflective and evaluative teachers who see learning through the eyes of their students. Our school will shift the focus from what is being taught to what learning is visibly occurring. Clear explicit lessons will promote student dialogue, establish steps for success, and assist all students to engage in learning and create learning goals at their level. Key focus areas include:

- Clear and consistent learning intentions in Literacy and Numeracy lessons
- Success criteria for students to track progress, develop learning goals and for teachers to give individual, specific and timely feedback
- Reflectively teachers who evaluate their impact from the learning they visibly see and hear
- Teachers collaborate and share expertise in professional learning communities to deliver high quality learning

Instructional Leadership

Instructional leadership will create an inspirational learning environment built on high expectations, trust and respect. Our instructional leaders will foster a shared vision towards great learning by evaluating our teachers' and school's impact on student learning. They will build the capacity of teachers by developing their knowledge and empowering them to become reflective and skilled practitioners with a focus on student growth. Key focus areas include:

- Collaboration between teachers and instructional leaders/expert teachers to purposefully plan for high quality teaching
- Shoulder-to-shoulder teaching to share and build teacher capacity

Success criteria for this strategic direction

The leadership team has established a professional learning community that is focused on continuous improvement of teaching and learning.

The school has embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and provision for specific and timely feedback between teachers.

Evidence-based teaching methods are embedded K-6.

Teachers provide explicit, specific and timely feedback related to student work. Student feedback is elicited by teachers and informs teaching.

Whole school approach to mentoring and coaching to develop and improve teachers capacity.

Teachers employ evidence-based effective teaching strategies with methods promoted and modelled across the school.

Instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement to improve student achievement.

Evaluation plan for this strategic direction

To what extent has visible learning and instructional leadership been embedded into what we do?

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:

- Internal staff surveys
- Internal student focus groups
- Teaching Programs
- Instructional Leadership pro-formas
- TTFM teacher survey results

Strategic Direction 2: Collaborative Expertise

Initiatives

- Professional discussion to reflect on practice, evaluate learning and refine teaching strategies
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Evaluation plan for this strategic direction

- Annual self evaluation of the SEF

The evaluation plan will involve:

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 against the internal and external improvement measures to corroborate conclusion.

Final analysis to determine the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Known, Valued and Cared For

Purpose

We will develop confident and resilient students with the skills and strategies for future success and wellbeing. Through a K-6 planned approach we will support students social and emotional development, increase their sense of belonging at school and foster a continued love of learning.

Improvement measures

Target year: 2022

Achievement of system-negotiated targets

- An uplift of 13% of students attending school >90% of the time.

Target year: 2022

Achievement of system-negotiated targets

- An uplift of 4% in student results in the Tell Them From Me Wellbeing data.

Target year: 2024

Achievement of internal targets

- Student surveys demonstrate that our social and emotional learning program has made impact.

Target year: 2024

Achievement of internal targets

- Learning and Support Team data demonstrates strong partnerships with parents/carers through meeting attendance.

Initiatives

Whole school social and emotional learning

Social emotional learning (SEL) is a methodology that helps students to better comprehend their emotions and demonstrate empathy for others. These learned behaviours are used to help students make positive, responsible decisions, create frameworks to achieve their goals, and build positive relationships with others. Evidence shows that higher levels of wellbeing are linked to higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle. Key focus areas include:

- Daily life integrates social and emotional learning, based on a whole school developmental approach.
- Student voice integrated into school life.
- Initiatives shared with the community, strengthening home- school partnerships and our children's wellbeing.

Increase students' sense of belonging and connection to school

Strong home and school collaboration leads to improvement in student achievement, behaviour, attendance and increased positive attitudes toward school and learning. Parents, educators and students benefit when true partnerships are established. Key focus areas include:

- Strong student-teacher relationships and connections.
- Increase attendance rates through raising awareness with staff and the community through consultation and procedures.
- Increase parental partnerships in their children's learning including knowledge of support programs and student development.
- Collaborative whole school approach to learning and support with a greater focus on inclusivity and parent partnerships to foster a continued love of learning in

Success criteria for this strategic direction

The school implemented evidence based change to whole school practices with measurable improvements in well being, social and emotional development and engagement.

Positive respectful relationships are evident and widespread among students and promote student well being.

Systematic processes ensure absences do not affect student well being and academic progress.

There is school-wide collective responsibility for student learning and success.

A high functioning Learning and Support Team guide and assist teachers and families to actively support students.

Planning and provision for learning is informed by holistic information about student's well being and learning needs in consultation with families.

Evaluation plan for this strategic direction

To what extent have we embedded strong wellbeing practices that support students social and emotional development, increase their sense of belonging at school and foster a continued love of learning?

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:

- External assessment, eg. TTFM survey
- Teaching Programs
- Classroom observations and walkthroughs
- Student work samples/ reflections/ surveys
- Student IEP's and BSP's
- Student attendance record

Strategic Direction 3: Known, Valued and Cared For

Initiatives

all student.

Evaluation plan for this strategic direction

The evaluation plan will involve:

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.

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