

# Strategic Improvement Plan 2021-2024

## Mount Pritchard East Public School 4210



# School vision and context

## School vision statement

At Mount Pritchard East Public School our vision is to build communities of practice and partnerships with our families and local school networks to be equipped to thrive and succeed in an ever changing context that needs all of us ready to move effortlessly between remote, digital learning interchangeable with face to face life experiences and learning opportunities.

- ***We will ready our community and work alongside them to ensure they are equipped for digital, remote or face to face learning in an ever changing climate.***

We believe in the infinite capacity of our students and the need to focus on the whole child with the importance of identifying strength and need to grow and develop in all the domains of intellectual, spiritual, social and emotional, creative and physical wellbeing. Alongside this ethos is the focus on Wellbeing with a specific lens of improving attendance, engaging learners, self regulation skills, student voice and leadership to increase student sense of belonging and identity. Our vision for our students resonates with the High Potential and Gifted Education motto which is to identify the potential, develop the talent and make a difference.

- ***We will develop and grow all our students potential to thrive as a whole learner and to be engaged, self-regulated and responsive learners.***

In order to achieve this vision we know as leaders we need to look at our pedagogy, staff professional learning, collaborative practice and develop high expectations with collective efficacy. We will continue to analyse and evaluate best practice to identify trends and make valid inferences about the application of professional learning and evaluating process, reflecting on the impact on student learning.

- ***We will look at the impact of what we do and continue to strive for excellence in how to best support our learners and educational community.***

## School context

Mt Pritchard East Public School (MPE) is a small school with a current enrollment of 241 students and a staff of 32. Our professional and dedicated staff strive to provide an excellent education tailored to the needs of our children in our community in a creative and well-resourced environment. MPE is situated in the centre of Mount Pritchard nestled next to a golf course which gives a landscape impression of open fields and greenery from the oval. The school grounds are a combination of expansive grassy areas, shaded quiet play areas, a section of playground equipment and an asphalt surface covered by a large shade structure (COLA). The students also have access to local council fields adjacent to the school for sporting and cultural events.

Our school has a strong connection with our community and has worked extensively over the years with our Parents and Citizens School Council (P&C), networked with local schools and continue to be a hub for networking and communities of practice. Partnerships within a number of successful initiatives has developed strong community support which has seen parent and community helpers participate in parent reading tutor programs, fundraising and open day activities to augment the excellent array of programs offered to our students. This will continue to be an important part of MPE culture to engage and include our community, working alongside and for our families.

Pedagogy and evidence based practices are at the forefront of what we do and how we do things with rigor and evaluation of what we can do to ensure the most effective impact for our students in the domains of intellectual, creative, socio-emotional and physical. At MPE we will be looking at building partnerships and communities of practice in our local community and to further develop our students in terms of their wellbeing needs and strengths, academic achievement and value added to show growth and personal goal setting and achieving of these goals.

MPE has been an Early Action for Success School for the past five years which involved students intensively supported in K-2 with additional support and resources to further enhance their development in Literacy and Numeracy. The school employs a speech therapist to work with students. Early intervention will continue with research into a balanced Literacy and Numeracy pedagogy designed for our students. Differentiation and development into looking at student potential, development of talent and making a difference will also be a instrumental in guiding our future steps.

The school has completed a rigorous situational analysis in consultation with all stakeholders. It is important to note that this builds upon the work undertaken in the previous school planning cycle around the previous plan's strategic directions:

- **Inspired high impact teaching and learning** for engaging, quality, reflective practice;
- **Instructional Collaboration** to foster innovation, growth and progress and
- **Inclusive Authentic Partnerships** that build trust, value and celebration of our school.

The Situational analysis identified three areas of focus for this Strategic Improvement Plan:

### 1. Student growth and attainment

It was evident that while our school met expected outcomes and historically has been making growth, that reading, writing and numeracy continue to be areas for explicit focus in the new school plan. Evidence also demonstrated a need to focus on increasing the percentage of students in the top two bands of NAPLAN. Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence base provided by What works best: 2020 update. Staff will look at how to encompass data analysis and design teaching and learning programs driven by data, evidence based practices and differentiation to support student growth, in conjunction with the embedding of the High Potential Gifted and Talented Policy to develop students intellectually, creatively, socio-emotionally and physically.

### 2. Wellbeing and Engagement

Analysis of the school wellbeing metrics demonstrated that student sense of belonging is an area of ongoing focus. Extensive professional learning around Wellbeing and the Wellbeing for School Excellence evaluation led to a revelation that our Wellbeing practices needed to include more than Behaviour. The inclusion of attendance, student voice and engagement to develop the whole child is included in this Strategic Direction. Therefore, we will have a whole school focus on Wellbeing programs and practices to develop all the domains: Cognitive wellbeing, Emotional wellbeing, Social wellbeing, Physical wellbeing and Spiritual wellbeing which almost mirrors the domains of the HPGE which is an area that the school sees value in pursuing both hand in hand with activities to 'promoting social and emotional learning', 'strengthening transitions' and 'creating, developing and growing self regulated, responsive and inspired learners'.

### 3. Building Personal and Professional

Capacity survey findings from students, parents and staff ascertained the general need to include more community learning opportunities with a look at how to manage this around covid barriers. Remote learning and learning hubs were developed and will continue into the future plan.

John Hattie and Raymond Smith edited the book on the '10 Mindframes for Leaders - Visible Learning approach to School Success' 2020 introductory title 'How we think about the impact of what we do is more important than focusing on what we do' looks at 25 years of visible learning research from the mindframes of Viviane Robinson, Dylan Wiliam, Sugata Mitra, Simon Sinek, Dominique Smith, Laura Link, Jim Knight, Zaretta Hammond, Michael Fullan, Nancy Frey, Douglas Fisher, Jenni Donahoo, Peter DeWitt and Jane Clinton. The underlying theory of action to this research is 'ensuring that school leaders have the expertise to communicate and act on their interpretation of the diagnosis of school and classroom data, selecting high probability intervention(s), implementing these interventions effectively, and evaluating the impact of the selected interventions on student learning'

# School vision and context

## School vision statement

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## School context

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(Hattie, J., & Smith, R. (Eds.) , 2020, p 4) along with What Works Best (2020 update) underpins this Strategic Direction to look at embedding the High Impact Professional Learning policy with the evidence based practices to enhance our pedagogy and practice to improve student outcomes.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students whilst ensuring that the planning and delivery of curriculum promotes growth utilising effective teaching practices.

## Improvement measures

### Target year: 2022

Achievement of system-negotiated targets:

- Increase in the proportion of students in the top 2 bands of NAPLAN reading by at least 7.5 percentage points.

### Target year: 2022

Achievement of system-negotiated targets:

- Increase in the proportion of students in the top 2 bands of NAPLAN numeracy by at least 6.7 percentage points.

### Target year: 2023

Achievement of system-negotiated targets:

- Increase in the proportion of students achieving expected growth in NAPLAN reading by at least 11.2 percentage points.

### Target year: 2023

Achievement of system-negotiated targets:

- Increase in the proportion of students achieving expected growth in NAPLAN numeracy by at least 11.7 percentage points.

## Initiatives

### Data analysis and Impact

***Within our teaching and learning we will embed effective, evidence-based practices that are driven by data to tailor teaching and learning programs that are differentiated and designed to shift student and growth and attainment for impact. We will:***

- Expertly use **formative and summative assessment in an assessment schedule** to analyse whether current learning needs of all students are met and assessment of growth and impact is tracked periodically to enhance teaching and learning programs.
- **Triangulate internal and external data** to ensure consistency across the school using consistent teacher judgement, developing tools for assessment and data walls of growth and impact to foster collaborative conversations around student growth and attainment.
- Creating **professional learning for all staff on data analysis** as a way of driving teaching programs for all students. This will enable staff to identify students' learning needs for development
- **Assist teachers in analysing their own impact, reflecting and evaluate on their practice** and using this knowledge to refine practice by embedding a culture of high expectations and reflective practice using coaching conversations and reflection tools.

### Curriculum

***An integrated approach to quality teaching, curriculum planning and delivery, will assist in promoting learning excellence and responsiveness in meeting the needs of all students and ensuring that curriculum and policy requirements are met and are consistent across all key learning areas. We will:***

- **Align all teaching and learning programs across the school in all KLAs** to show evidence that they are addressing individual student needs, curriculum is differentiated and explicit quality teaching with high expectations is delivered in all classes. Evidence of

## Success criteria for this strategic direction

### Learning

Teaching and learning programs across the will school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Teachers respond to trends in student achievement, at individual, group and whole school levels.

### Teaching

A whole school approach will ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods will be identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The learning goals for students will be informed by analysis of internal and external student progress and achievement data. Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school will use 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.

### Leading

The school will be recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in)

# Strategic Direction 1: Student growth and attainment

## Initiatives

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curriculum and policy alignment to ensure consistency and transparency from conception of curriculum objectives, scheduling of timetables, allocation of resources and time, assessment and reporting. (**Curriculum and Policy Monitoring process**)

- Use **High Potential and Gifted Education Policy (HPGE)** to develop programs and processes to identify students who we can **'find the potential, develop the talent, make the difference'** in the domains of intellectual, creative, socially/emotional and physical.

## Success criteria for this strategic direction

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other schools.

## Evaluation plan for this strategic direction

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### Question

To what extent will we be aware that the data we have has had an impact on teaching and learning, and that quality teaching and learning has been achieved?

### Data

We will use a range of data and curriculum resources such as:

- NAPLAN
- SCOUT - Value Added Data
- Check In Assessment
- PLAN2
- Guttman Charts
- Writing data with a value-added score
- Comprehension data with a value-added score
- Best Start
- Learning Progressions
- Reading data every 5 weeks (K-2)
- Phonics screening (Year 1)
- Phonemic awareness data
- Sounds assessment
- Sight word tracking
- Teaching and Learning programs every semester
- Observations will occur from supervisors every semester
- Programming checklist documents
- Data collected from HPGE groups

## Evaluation plan for this strategic direction

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### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).



# Strategic Direction 2: Wellbeing and Engagement

## Purpose

To build systems, connections and relationships that enhance and foster student well-being, capabilities, voice and engagement that leads to self-regulated life-long learners.

## Improvement measures

Target year: 2024

Target year: 2024

- **High Potential and Gifted Education** identification and capacity building in place to find the potential, identify the talent and make the difference

Target year: 2022

- **Increase the proportion of students reporting a positive sense of well being** by at least 4.5% (TTFM)

Target year: 2024

- **Increase the percentage of Aboriginal students achieving in line with the Aboriginal Education Strategy 2019 - 2029** Each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential.
- All Aboriginal and Indigenous students to have achieved or improved their Personal Learning Pathways goals (PLPs).
- Staff embed in teaching and learning programs Aboriginal and Indigenous perspectives.

Target year: 2022

- **Increase the percentage of students attending school 90% of the time or more** by at least 4.2%

Target year: 2024

## Initiatives

### Wellbeing and the 5 Domains

*To promote and successfully develop the Wellbeing domains of Cognitive, Physical, Emotional, Spiritual and Social to grow well-rounded students*

- **Wellbeing 5 Domains** - Embed a school-wide culture that is diverse in its scope of Wellbeing and the 5 domains to encapsulate all areas to support learning and development of the whole student. Staff professional learning on the Wellbeing framework and the body of work around the 5 domains of cognitive, physical, spiritual, social and emotional domains.
- **High Potential and Gifted Education (HPGE)** Design and pilot the process of identifying, supporting, extending and challenging HPGE in our school to ensure we find the potential, develop the talent and make the difference.
- **Review all wellbeing programs** and align with the Wellbeing 5 Domains and embed changed practices and introduced programs in a cyclic evaluation, reflection and improvement process.
- **Aboriginal Education Strategies** engaged to ensure that each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential.

### Engagement and Connection

*To develop programs and systems where every child is valued, known and cared for which in turn improves engagement and attendance.*

- Connect and work across a community of schools on the initiative '**Every School Day Counts**' to focus on improving attendance through informing the community, better communication and supporting our families in having our students attend school regularly
- Embed a **school-wide culture that is strongly**

## Success criteria for this strategic direction

### Learning

Implementation of evidence based change to whole school practices that engage and build measurable improvements in students in the Wellbeing domains of cognitive, physical, emotional, spiritual and social in wellbeing and engagement to support learning.

Increased engagement and learning opportunities to support and enhance student capabilities identified through a comprehensive HPGE system to identify potential and push for this strength to be improved and developed further.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

Students are more engaged, self-regulating behaviour and motivated to participate and excel in different forums with leadership skills developing around student led initiatives.

### Teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. We will focus on this through the lens of HPGE and differentiation.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective,



## Strategic Direction 2: Wellbeing and Engagement

### Improvement measures

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- **See a decrease in the internal data of negative behaviour** incidences recorded term by term..
  - Wellbeing - Behaviour elements of the School Excellence Framework are assessed at excelling.
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### Initiatives

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**focused on positive behaviour for learning to support self-regulation and engagement.** Staff trained and sharing professional learning of trauma informed practices, wellbeing initiatives and restorative justice inline with the Student Behaviour Strategy

- Provide opportunities to give **Student voice**, participation and leadership.
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### Success criteria for this strategic direction

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evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

### Evaluation plan for this strategic direction

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#### Question

How can we measure the impact of our Wellbeing and Engagement practices and what impact will this have on student attendance, behaviour, engagement, student voice and development?

#### Data

The following data will be analysed to evaluate this determination:

- Student feedback and surveys
- Parent feedback and surveys
- Tell Them From Me (TTFM)
- Attendance data
- Focus group forums
- Interviews
- Sentral data in Wellbeing
- Suspension data
- HPGE Internal data
- Aboriginal Personal Learning and Support Plans
- Generate baseline data to reflect programs of 5 domains of the Well-Being Framework

#### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Evaluation plan for this strategic direction

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#### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- The strategic direction team will determine whether student behaviour and wellbeing programs are effective in maximising student learning potential and capabilities are extended in assisting them to become independent, creative and critical collaborative learners who are responsible, responsive and self regulatory.

# Strategic Direction 3: Building Personal and Professional Capacity

## Purpose

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To foster a school-wide culture of life-long learners through a collaborative, consistent and committed approach to developing collective teacher efficacy and community engagement.

## Improvement measures

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### Target year: 2024

- Move to Excelling against element 1- School leadership teams enable professional learning (**HIPL School Assessment Tool**).

### Target year: 2024

- Move to Excelling against element 2- Professional learning plan is driven by identified student needs (**HIPL School Assessment Tool**).

### Target year: 2024

- Parent survey to reflect an increase in parent voice via participation in school committees by 15%.

### Target year: 2024

-Effective partnerships established as identified in authentic project based learning projects.

### Target year: 2024

## SEF

- Teaching SEF element 'Learning and Development'-consolidation at excelling.
- Leading SEF element 'Educational Leadership'-consolidation at excelling.

## Initiatives

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### Personal and Professional building mentoring and coaching

*Align high impact professional learning for all staff within the school to foster collective efficacy and life long learners. We will:*

- Embed **sustainable, whole school approaches to professional learning** for all staff within the school to ensure a clear pathway for professional development.
- Support **staff to develop in areas of learning most critical to their classroom practice**, aligned with their identified professional development goals (PDP), and supported by evidence of learning, with a focus on student growth.

### Communities of Practice

*Connections with and within the local school community to enhance student engagement and develop effective communities of practice. We will:*

- Develop **opportunities for parents to guide and co-design student learning** as a result of forums and partnerships.
- Foster **networking opportunities with the local community** to strengthen partnerships and create opportunities for our students to thrive.

## Success criteria for this strategic direction

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A sustainable whole school explicit system and integrated approach to professional learning for all staff within the school. This drives ongoing, school wide improvement in teaching practice and student results.

A clear link between professional learning priorities of teachers, the Strategic Improvement Plan and student learning needs are analysed and evaluated continuously.

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Parent voice is valued, analysed and embedded into school improvement practices and shared with the local community.

Strengthen the collaborative culture within and across school communities with a focus on continuous improvement of teaching and learning.

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of professional capacity and community engagement?

### Data

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

- Programming reflections
- TTFM Survey Data
- Parent Survey
- HIPL School Self-assessment Tool
- Staff PDPs
- Internal Assessment Data

## Strategic Direction 3: Building Personal and Professional Capacity

### Evaluation plan for this strategic direction

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#### **Analysis**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures

#### ***Implications***

The findings of the analysis will inform:

-Future directions

-Annual reporting on school progress measures  
(Published in the Annual Report each year and in the Newsletter/ Website during the year)