

# Strategic Improvement Plan 2021-2024

## Picnic Point Public School 4342



**'Strive to Excel'**

# School vision and context

## School vision statement

Picnic Point Public School's vision is to provide a safe, stimulating environment where children are supported and challenged through high quality, evidence informed learning experiences to achieve their potential. The school will equip the child for the demands and opportunities of the future by delivering a differentiated, effective and rigorous curriculum, where students will develop positive dispositions towards learning and become articulate, assessment-capable visible learners who see errors as opportunities to learn and aspire to challenge. This will be delivered by a professional and highly motivated staff, in partnership with the community and will reflect mutual respect by all stakeholders.

## School context

Picnic Point Public School is situated in the suburb of Picnic Point in the South West Sydney Region of New South Wales. The school currently has 397 students enrolled with approximately 61% of students having a language background other than English. The school has an Opportunity Class (OC) to cater for academically gifted Year 5 and Year 6 students with high potential.

Picnic Point Public School offers a welcoming, supportive educational environment which focuses on the student being offered extensive and meaningful learning opportunities. The programs offered at the school are underpinned by Visible Learning practices, including literacy, numeracy, the arts, sporting opportunities and high potential and gifted education. All programs are delivered within a caring and creative environment, underpinned by strong, pedagogical curriculum and student welfare initiatives.

The school, staff and community is committed to the pursuit of excellence in all areas, with each student reaching their own personal best. The school culture nurtures the development of Learner Qualities; brave, gritty, motivated and curious learners who are collaborative, mindful, optimistic and reflective. These learning dispositions will be used now, and into the future, as they are lifelong qualities. The school maintains strong partnerships with parents, carers, and the community, with an active Parents and Citizens (P&C) association.

This School Improvement Plan (SIP) has been developed as a result of thorough consultation and analysis completed through the rigorous school evaluation process and the Situational Analysis, inclusive of all stakeholders; students, staff, parents and community. This new School Improvement Plan builds upon the the work undertaken in the previous school planning cycle, further developing Visible Learning practices and high quality, evidence-informed, explicit teaching. The new School Improvement Plan focuses on the following three strategic directions and aims to improve:

1. Student Growth and Attainment - To maximise student achievement in literacy and numeracy through building strong pedagogical practices.
2. Leading Partnerships of Learning - All key stakeholders work collaboratively to promote a quality learning environment to improve student outcomes and to build school and community capacity, engagement, growth mindset and collegiality.
3. Wellbeing and Inclusivity - To become critical, creative problem solvers with a positive mindset to contribute positively to society and connect, succeed and thrive.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To maximise student achievement in literacy and numeracy by strengthening pedagogical foundations through developing and refining data informed teaching practices that are responsive to the learning needs of all students.

## Improvement measures

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### Target year: 2022

An uplift of between 5.6% of students achieving in the top two bands for NAPLAN Reading.

### Target year: 2022

An uplift of between 4.9% of students achieving in the top two bands for NAPLAN Numeracy.

### Target year: 2023

An uplift of 4.3% of students achieving expected growth in Reading

### Target year: 2023

An uplift of 1.9% of students achieving expected growth in Numeracy

### Target year: 2024

Improved student outcomes in both literacy and numeracy measured by internal school data.

## Initiatives

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### Evidence-informed pedagogy in Literacy

Working with an expert teacher, we will develop a common approach to teaching literacy, particularly writing, using evidence-based research, and recognising the importance of longitudinal monitoring to challenge and maximise learning..

- Develop staff expertise in designing and using reliable diagnostic, formative and summative assessment and feedback as tools that support literacy learning.
- Embed high impact, evidence Informed, professional learning to build knowledge and capacity in data literacy, analysis and differentiation.
- Embed school systems that support positive mindsets and embracing challenge in literacy.

### Evidence-informed pedagogy in Numeracy

Working with the Primary Maths Specialist Teacher Initiative (PMSTI) and Specialist teacher, we will establish a common goal and vision for teaching mathematics to enhance dialogic practices and develop reasoning, analytical thinking, communicating and problem solving skills.

- Embed evidence informed pedagogy in numeracy
- Embed school systems that support positive mindsets and challenge in numeracy.
- Deliver high impact mathematics professional learning to support building teacher capacity and pedagogical change in teacher practice.

## Success criteria for this strategic direction

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A demonstrated commitment from the whole school community, reflects aspirational expectations of learning progress and achievement for all students.

School data shows that student progress and achievement in NAPLAN and Check-In is greater than statistically similar schools.

Progress and achievement of equity groups is equivalent to the progress and achievement of all students.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback, student assessment and tracking of student progress.

Teachers differentiate to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Teachers analyze, interpret and extrapolate data to inform planning and modify teaching.

Teachers regularly review learning with each student, ensuring they have a clear understanding of how to improve.

Distributed instructional leadership sustains a culture of effective, evidence-informed teaching and ongoing improvement.

Embedded school systems facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and specific, timely feedback.

Teachers collaborate and share their expertise with staff, both here and in other schools, to embed good practice.

## Evaluation plan for this strategic direction

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To what extent have we strengthened pedagogical foundations in literacy and numeracy through high expectations, explicit teaching and data informed practice?

## Evaluation plan for this strategic direction

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To what extent have we responded to the learning needs of all students to maximise student achievement in literacy and numeracy?

The school will use the following data sources to regularly analyze 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, PAT, Check-In
- Teaching Programs
- Classroom observations and walk-throughs
- Student work samples
- Coaching feedback records
- Students IEPs and PLPs
- Data analysis

### **The evaluation plan will involve:**

Regular review of these data sources to provide clarity about whether or not we are 'on track' for achieving the intended improvement measures.

Regular professional discussion based on the School Excellence Framework elements and themes. at Executive, Grade and whole staff meeting reflective sessions.

Term by term review and triangulation of the data sources including quantitative and qualitative, internal and external data, to corroborate decision making.

After analyzing the data, determinations will be made about the future of the four year's work and 'Where to next?'

# Strategic Direction 2: Leading Learning Partnerships

## Purpose

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Strong, distributed leadership, utilising expertise and empowering all, ensures a clear, shared vision to build school and community capacity, engagement, growth mindset and collegiality. Our school community work collaboratively to develop, implement and evaluate systems that promote quality learning environments and improve student outcomes.

## Improvement measures

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### Target year: 2024

Internal measures indicate an increased percentage of staff demonstrating enhanced leadership.

### Target year: 2024

Internal measures indicate increased collaborative partnerships, utilising expertise and empowering all.

### Target year: 2024

Internal measures and TTFM data indicate increased percentage of parents engaging authentically and meaningfully with student learning and reporting.

### Target year: 2024

Internal measures indicate an increased percentage of staff, students and parents regularly using reflection and reciprocal feedback to inform and maximise teaching and learning.

## Initiatives

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### Build leadership and teacher capacity

- Enhanced leadership density and capacity in providing high quality challenge and support through effective partnerships.
- Teachers engage in collegial discussion to reflect on, refine and develop challenging and supportive teaching strategies.
- Teachers evaluate their teaching impact and support opportunities to lead within and beyond the school community.
- Develop staff capacity to build high expectations and to provide challenging, rich, differentiated learning experiences.

### Collaborative Partnerships

- Strengthen partnerships and networks with the students, parents and wider community.
- Reinforce Visible Learning practices and explore innovative ways to reach a larger percentage of the parent community.
- Teachers collaboratively share expertise and work in professional learning communities to support and deliver high quality Visible Learning experiences.
- Embed a culture of reflection and reciprocal feedback in the classroom, across the school and beyond the school community.

## Success criteria for this strategic direction

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

The whole school is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs, in consultation with parents and carers.

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 feedback on expected outcomes.

The school uses a centralized system to analyze and report reliable data on student and school performance and to evaluate student progress and learning over time.

The curriculum taught is enhanced by learning alliances with other schools or organizations to support pathways for all students.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

## Evaluation plan for this strategic direction

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To what extent has strong, distributed leadership, been built to utilize expertise and empower all?

To what extent has clear direction and a shared vision

### Evaluation plan for this strategic direction

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built school and community capacity, engagement, growth mindset and collegiality?

To what extent has the school community developed, implemented and evaluated systems and structures that promote quality learning environments?

The school will use the following data to regularly analyze 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 surveys
- External surveys
- Analysis of student progress data
- Teaching programs
- Family and Parent survey participation and feedback data
- Student work samples

#### **The evaluation plan will involve:**

Regular review of these data sources to provide clarity about whether or not we are 'on track' for achieving the intended improvement measures.

Regular professional discussion based on the School Excellence Framework elements and themes. at Executive team, stage based and whole staff meeting reflective sessions.

Term by term review and triangulation of the data sources including quantitative and qualitative, internal and external data, to corroborate decision making.

After analyzing the data, determinations will be made about the future of the four year's work and 'Where to next?'

# Strategic Direction 3: Wellbeing and Inclusivity

## Purpose

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Student learning is the centre of a core curriculum that is rich, rigorous and respects diversity in student learning. This will result in engaged learners and critical, creative problem solvers, who will connect, succeed and thrive.

## Improvement measures

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### Target year: 2022

Uplift of 3.5% of students attending greater than 90% of the time.

### Target year: 2022

Uplift of 2.7% in the Tell Them From Me (TTFM) wellbeing data (students sense of advocacy, positive learning climate, belonging)

### Target year: 2024

Improved wellbeing and student personal and social capability, as measured using internal data.

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## Initiatives

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### Engaged, Problem Solvers

- Actively connect students to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Develop creative, critical problem solvers who can advocate for themselves.
- Develop students' ability to reflect on and positively shape their behaviour when decision making.

### Belonging

Develop a whole school approach to Wellbeing, based on current research, linked to Wellbeing Framework and ACARA personal social capability learning continuum.

- Embed school wide initiatives designed to foster the five domains of wellbeing.
  - Provide staff with PL regarding the Wellbeing Framework and social and emotional learning.
  - Increase attendance rates through effective communication between staff and community in consultation and procedures.
  - Embed a sense of belonging and connectedness that respects diversity, cultural, religious and spiritual identity.
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## Success criteria for this strategic direction

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Evidence based change has been implemented to whole school practices, resulting in measurable improvements in wellbeing and engagement.

Planning for learning is informed by student well being and learning needs.

Teachers demonstrate increased expertise in designing programs to promote optimal levels of student wellbeing.

Consultation with parents and carers informs holistic information used when planning for learning.

Positive, respectful relationships are evident and widespread

Staff promote positive student wellbeing and student voice to ensure optimum conditions for learning.

High functioning Learning and Support Team and processes guide and assist staff and parents in actively supporting students.

Consistent, systematic processes ensure high rates of student attendance which positively impact wellbeing and learning.

## Evaluation plan for this strategic direction

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### Engaged, Problem Solvers

To what extent have we increased student's sense of advocacy, positive learning climate and belonging?

### Belonging

To what extent have we supported our students in becoming critical, creative, problem solvers who connect, succeed and thrive?

The school will use the following data sources to regularly analyze the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic

## Evaluation plan for this strategic direction

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directions. This analysis will guide the schools future directions:

- external assessment, e.g. TTFM survey
- internal assessment
- teaching programs
- classroom observations, walk through
- student work samples, reflections and surveys
- student attendance data
- students IEPs, PLPs
- Sentral wellbeing data

### **The evaluation will involve:**

Regular review of data sources to provide clarity about whether or not we are making progress towards achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes at executive team, stage team and whole staff meetings, to discuss and reflection data

Term by term review and triangulation of data sources, including quantitative and qualitative, internal and external data, to corroborate conclusions.

After analyzing the data, determinations will be made about the future of the four year's work and 'Where to next?'