

Strategic Improvement Plan 2021-2024

Petersham Public School 4502



School vision and context

School vision statement

Petersham Public School provides a quality learning environment, striving for academic excellence. Children are part of a supportive school community that inspires confident and creative individuals who are active and informed global citizens.

School context

Petersham Public School is an inner urban primary school with eleven classes and approximately 270 students. Petersham PS provides a happy, safe and caring environment where children achieve to the best of their abilities and become reflective, responsible, independent learners.

The school is set on spacious, leafy grounds, with sporting facilities including tennis, netball and basketball courts and play equipment. A strong focus on excellence in teaching and learning, positive student and staff wellbeing and strong partnerships with parents and the wider community underpins the school's philosophy.

Petersham Public School has a strong commitment to providing a holistic education, offering specialist programs in band, strings, recorders, dance, choir and a variety of sporting programs.

Curriculum differentiation to meet the diverse learning needs of students, integrating technology to enhance learning across the curriculum, and social/emotional learning programs are key focus areas for the school. Our high level area for improvement is strengthening our practices with High Potential and Gifted students through our partnership with the Gifted Education Research Resource and Information Centre (GERRIC) and implementation of the new High Potential and Gifted Policy. Kitchen gardens, a sustainable outdoor learning area (SOLA) and a chicken enclosure have been established to support environmental and sustainability education, through partnerships between staff, students and parents/carers.

The average achievement of students is above the state average in the National Assessment Program and the school demonstrates sustained growth. There is a strong learning support program which meets the needs of all learners, including high potential and gifted students. There is an active parent community which provides consultation and input on initiatives and directions and raises funds to support programs and upgrade resources. An onsite Out of School Hours Care service, managed by a parent committee, works closely with the school to meet the needs of the community.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve expected growth in literacy and numeracy for all students with targeted use of school resources.

Improvement measures

Target year: 2022

System Negotiated School Targets

A minimum of 79.1% of Years 3 and 5 students achieve in the top two bands in NAPLAN reading.

Target year: 2022

A minimum of 67.0% of Years 3 and students achieve in the top two bands in NAPLAN numeracy.

Target year: 2023

Continue to uplift the percentage of students achieving growth in NAPLAN reading from the 2021 progress measure, towards the system negotiated target baseline of 74.2%.

Target year: 2023

Continue to uplift the percentage of students achieving expected numeracy growth in NAPLAN reading from 2021 progress measures, towards the system negotiated baseline of 65.9%.

Target year: 2022

Increase the proportion of students attending greater than 90% of the time to 91.5%.

Initiatives

Whole School Assessment Schedule

Implement a whole school judgement process for analysing achievement and progress, including the use of comparative teacher judgement and digital assessment tools.

- Professional development for 3 teachers in the use of Essential assessment. These 3 teachers then mentor colleagues from 2022 onward.
- 3-6 Training in the Components of Reading TPL.
- Professional Learning-"CESE's What Works Best?" online training in order to inform high quality assessment practices.

Early and ongoing intervention

Target teacher and SLSO time and expertise to run ongoing learning interventions to narrow the achievement gaps between equity groups.

- Expert implementation of evidence informed intervention programs, such as the MultiLit suite to cater for the individual learning need of all students.
- Implementation of yearly Check In assessments and Phonics check in (Year One) to monitor growth, identify trends and inform intervention.

Success criteria for this strategic direction

Comparative teacher judgement and digital tools used by all teachers to analyse point-in-time assessments throughout the school year in Reading, Writing, and Mathematics (Assessment - Excelling).

All learning and support teachers are trained in the Science of Reading, via the MULTILIT suite.

(Effective classroom practice - Excelling).

Assessment is used flexibly and responsively by all teachers to identify students in greatest need to receive COVID 19 Intensive Learning Support from expert teachers deployed by the leadership team. (Assessment-Excelling & School Resources-Excelling)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate improved outcomes in literacy and numeracy?

Data

- NAPLAN Data
- Check-In Data
- Scout- Value Add
- PAT Data
- Essential Assessment
- Lesson Observations
- Formative Assessments (e.g. SENA)

Analysis

Regular review of these data sources to provide clarity around whether we are on track for achieving improvement measures.

Regular professional discussion around the School

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Excellence Framework (SEF).

Implications

The findings of the analysis will inform

- Future actions
- Evidence for External Validation

Strategic Direction 2: Quality Differentiation and Explicit Teaching

Purpose

To enhance student learning through targeted, explicit teaching

Improvement measures

Target year: 2022

Increase the percentage of growth in TTFM for students identifying high expectations for success 8.3 (school mean).

Target year: 2022

Increase the percentage student growth in TTFM to identify learning goals 80%.

Target year: 2022

Continue to uplift the percentage of teacher programs recording annotations of student differentiation to 80%.

Target year: 2022

SEF element (curriculum) - sustaining and growing trending upward toward excelling.

Target year: 2022

Increase the Best Start K to Naplan 3 value add from the baseline of Delivering to Sustaining and Growing.

Target year: 2022

Trend towards improving the Naplan 3 to NAPLAN 5 value add to Excelling.

Target year: 2024

100% of all learning plans and pathways are written in collaboration with parents, carers and external agencies. These plans are evaluated every term.

Initiatives

Extending High potential and gifted students

Support every student to achieve their education potential through talent development opportunities and differentiated teaching and learning practices.

- GERRIC training for all staff
- Differentiated programs

Individualised learning

Challenge and support student learning needs through targeted goal setting in literacy and numeracy.

- Personalised learning and support plans that support students with additional learning and support needs. These plans are written in collaboration with parents/cares and in consultation with external agencies.
- Personalised Learning Pathways (in consultation with parents/carers and community networks) to improve learning outcomes and educational aspirations of Aboriginal and Torres Strait Islander students.

Success criteria for this strategic direction

Teachers implement the five key iterative actions, as identified in the High Potential and Gifted Education policy.

(Learning Culture - Excelling)

Differentiated success criteria is used to focus on students' performance on specific tasks and clearly identify for students where and why mistakes have been made.

All students have learning goals, which are updated termly.

(Data Skills and Use - Excelling)

Teachers identify and record adjustments in programs to address individual student's needs, ensuring all students are challenged and adjustments lead to improved learning.

(Curriculum - Excelling)

Analyse student growth data at stage meetings and work with parents to develop personalised learning plans and set review meetings (Data Skills and Use - Excelling).

Teachers utilise student assessment data to create differentiated and responsive programs to meet the needs of students at different levels of achievement (Curriculum - Excelling), (Reporting - Excelling), (Data Skills and Use - Excelling).

Evaluation plan for this strategic direction

Question

To what extent can we demonstrate the impact and improvement of student outcomes as a result of quality differentiation and explicit teaching?

Data

Strategic Direction 2: Quality Differentiation and Explicit Teaching

Evaluation plan for this strategic direction

The following data sources will be used to determine success:

Programs

Pre and Post assessments

NAPLAN Data

Check-In Data

Scout- Value Add

PAT Data

InitialLit Cumulative Data

Essential Assessment

Lesson Observations

Formative Assessments (e.g. SENA)

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Data is analysed and triangulated regularly to determine the extent to which the purpose of improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact to guide both ongoing implementation as well as future school planning to ensure continuous improvement and student growth.

Monitor use of consistent use of effective differentiated success criteria to meet the specific learning needs of students across the full range of abilities.

Strategic Direction 3: Authentic partnerships and Continuous Improvement

Purpose

A planned approach to enhance student outcomes through quality relationships between staff, students, local schools and the community.

Improvement measures

Target year: 2024

80% of parents communicating with classroom teacher(s) two to three times per year about their child's progress.

Target year: 2022

100% of students in Stage 3 trained annually in Peer Support.

Target year: 2024

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to the upper bound optional system negotiated target of 93.5%.

Target year: 2024

All staff to engage in 50 hours per year of professional development as informed by PDPs, School and System Priorities.

Target year: 2024

36% of parents/carers involved in the school community.

Initiatives

Targeted professional learning

A planned approach to enhance teacher practice and student outcomes through tailored professional learning.

- All Stage 3 students to complete Peer Support training.
- All staff to engage in weekly professional learning with a semester focus determined by data analysis.
- All staff to engage in professional learning as informed by their professional development plan.
- All members of the Student Representative Council (SRC) to commit to leadership training with SRC mentor.
- Early career teachers are linked with a mentor to strengthen educational practice and complete accreditation.

Community engagement

Engage in strong collaboration with parents, carers and external providers to inform and support continuity of learning.

- Expert use of online platforms to increase parent/carer engagement with the school and curriculum.
- Amplify the opportunities for parents and carers to be involved with their child's learning through information workshops.
- Systematically collaborate with the Parents and Citizens Association to drive initiatives to support student learning.

Success criteria for this strategic direction

School instructional leader K-6 implements evidence-based practices to build teacher capacity in literacy and optimise growth. (Effective classroom practice - Excelling).

Early career teachers complete accreditation within the first 3 years of teaching (Learning and Development - Excelling).

Stage 3 teachers and students to be trained in PEER support to build student capacity in leadership (Wellbeing - Excelling).

Whole school professional learning on Wellbeing Framework to support teachers in creating teaching and learning environments that enable students to be healthy, happy, engaged and successful. (Wellbeing - Excelling).

K-6 and Literacy Intervention staff will implement a digital platform to communicate an overview of weekly learning to parents/carers and strengthen community awareness. (Learning Culture - Excelling).

Evaluation plan for this strategic direction

Question

What has been the impact of implementing targeted professional learning for all staff and students, linked to the SIP.? How has improved community engagement impacted on the school community and learning opportunities?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Essential Assessment); teaching programs; classroom observations; P&C minutes, community surveys, student work samples; mentoring records; School Excellence Framework assessments.

Evaluation plan for this strategic direction

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The findings of the analysis will inform

- Future actions
- Evidence for External Validation