

# Strategic Improvement Plan 2021-2025

## Petersham Public School 4502



# School vision and context

## School vision statement

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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

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Petersham Public School is an inner urban primary school with eleven classes and approximately 260 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 an 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 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

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

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

## Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate has increased from 90.99% in 2023 to 92.09% in 2027.

## Initiatives

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### Strengthened data skills and use

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

- Whole School assessment schedule
- Whole School implementation of PAT online
- Data meetings twice per term
- Implementation of yearly Check In assessments, IfSR-AT and Phonics check in (Year One) to monitor growth, identify trends and inform intervention.
- Build teacher data literacy and analysis skills

## Success criteria for this strategic direction

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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).

Two staff members trained in the use of QuickSmart numeracy intervention

(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)

Executive work with teams using whole school assessment schedule, assessments and use of tracking sheets to monitor growth. Twice per term data meetings, evidenced by team meetings and PLAN 2

(Assessment - Excelling)

All classes across 2-6 implementing PAT Literacy and numeracy biannually and using this data to inform teaching.

(Assessment - Excelling)

Use of internal and external data to identify high potential students and those not meeting benchmark (Student Performance Measures - Excelling)

## Evaluation plan for this strategic direction

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### Question

To what extent have we achieved our purpose and can

## Evaluation plan for this strategic direction

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demonstrate improved outcomes in literacy and numeracy?

### Data

- IfSR-AT
- Check-In Data
- Scout- Value Add
- PAT Data
- Plan 2 data
- Lesson Observations
- Formative Assessments

### 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 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

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To enhance student learning through targeted, explicit teaching

## Initiatives

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### Quality Teaching and individualised learning

Support every student to achieve their education potential through quality teaching and personalised learning.

- Effective implementation of the High Potential and Gifted Education policy across K-6
- Differentiated programs and practices
- Consistent understanding around the 5 elements of effective assessment practices (1) Learning Intentions (2) Success Criteria (3) Feedback (4) Peer/Self assessment and (5) Goal setting
- Challenge and support student learning needs through explicit teaching and 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

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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).

Teachers to undertake training in the 5 elements of effective assessment practices and evidence of visible learning and quality differentiation in the classroom

(Assessment - Excelling)

## Evaluation plan for this strategic direction

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### Question

## Strategic Direction 2: Quality Differentiation and Explicit Teaching

### Evaluation plan for this strategic direction

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

#### Data

The following data sources will be used to determine success:

Programs and evaluations

Pre and Post assessments

Check-In Data

Scout- Value Add

PAT Data

InitialLit Cumulative Data

Lesson Observations

Formative Assessments

#### 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 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 and 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

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

## Initiatives

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### 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.
- Student and parent volunteers to collaborate with the school to update the school behaviour policy, inline with Inclusive Education Reform Guidelines.

## Success criteria for this strategic direction

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

Classroom teachers explicitly teach modelled, guided and independent reading ( Curriculum- 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).

Series of workshops scheduled and hosted by internal spokespeople and external providers for the community (Community engagement -Excelling)

## Evaluation plan for this strategic direction

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### 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

## Evaluation plan for this strategic direction

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relevant teachers, leaders and teams: external and internal student performance measures (Check In Assessment, PAT, Plan 2); teaching programs; classroom observations; P&C minutes, community surveys, student work samples; mentoring records; School Excellence Framework assessments.

### 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