

Strategic Improvement Plan 2021-2024

Matthew Pearce Public School 4526



School vision and context

School vision statement

In active partnership with the community, Matthew Pearce Public School is committed to providing a nurturing, safe and dynamic learning environment. Teachers, students and the community work collaboratively to enhance a culture of high expectations in all aspects of teaching and learning. Students are empowered to be resilient, collaborative, critical thinkers and motivated lifelong learners. We will be respectful, inclusive and adaptable global citizens.

School context

Matthew Pearce Public School is an innovative, dynamic and a highly inclusive school, providing outstanding teaching and learning programs. Included within the school population are a wide-range of high potential and gifted students. Wellbeing is supported by practices that enhance students' sense of belonging, value student voice and promote engagement in learning. Students are guided to be safe, respectful and responsible learners. Through the situational analysis, a sustained focus on developing a 'sense of belonging' and 'connectedness to each other' for students is evident.

Our school celebrates diversity with over 88% of our students from language backgrounds other than English and representing a wide variety of cultural groups. The school promotes understanding, acceptance and inclusivity in all programs. These experiences allow students to engage and succeed in a rapidly changing world.

Through our situational analysis, we have identified a need to further develop and refine data driven practices, ensuring all students have access to individualised, purposeful learning, through informed, evidence based decision making. A focus on further developing and refining summative and formative assessment tasks, data collection, analysis practices, adjustments to learning programs and developing greater consistency of judgement within and across the school will be evident.

We are committed to providing innovative programs to develop skills in citizenship, communication, collaboration, critical thinking and creativity, to ensure students reach their full potential. Our school has a reputation for excellence in academic achievement, sporting programs and performance in the creative arts.

Through our situational analysis, Tell Them From Me data, reflects the need to ensure all students have a sense of belonging, to feel included and have a connection to all members of the school community.

Matthew Pearce Public School enjoys vibrant community partnership that enhances our school identity. Our active Parents and Citizens Association plays a vital role in supporting school programs and improving educational outcomes for all students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

An uplift of 9% from baseline data of students in Years 3 and 5 achieving the top two bands of NAPLAN in reading.

An uplift of 9% from baseline data of students in Years 3 and 5 achieving the top two bands of NAPLAN in numeracy.

By the end of Stage One students will achieve Additive Strategies level 6/7 of the Numeracy Progressions.

Target year: 2023

An uplift of 7% from baseline data of students achieve expected growth in NAPLAN reading.

An uplift of 7% from baseline data of students achieve expected growth in NAPLAN numeracy.

Target year: 2024

At least 90% of students (K-6) will have achieved the learning indicators within the Understanding Texts element of the Literacy Progressions.

A minimum of 90% of EAL/D students have achieved indicators within the expected EAL/D Learning Progression phase.

K-2 students will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year to end year reading levels.

At least 90% of students (K-6) will have achieved the learning indicators within the Additive Strategies element

Initiatives

Reading and Numeracy

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals. Evidence-based teaching practices are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth.

- High impact professional learning on use of literacy and numeracy progressions to personalise learning and understanding.
- Expert and continuous use of student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use evidence-based professional learning models to build teacher capabilities and collective pedagogical practice.

Differentiation

Teaching and learning programs across the school are adjusted to cater for individual student learning needs, ensuring that all students are appropriately challenged and all adjustments lead to improved student achievement.

- Review and adapt whole school practices to identify and respond to high potential and gifted students.
- High impact professional learning to support teachers to adjust programs and assessments to ensure all students are challenged, engaged and their learning is explicit.
- Teachers support students to co-construct learning goals and make learning visible.
- Implementation of specialised and targeted support and intervention programs.
- Plan for and implement effective best practice teaching and learning for EAL/D learners, taking account of language-and-culture demands in curriculum and data from the EAL/D Learning Progressions.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned cycle and used responsively as an integral part of classroom instruction.

Students articulate, understand and achieve their negotiated literacy and numeracy learning goals.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Objective, valid and reliable measures, are used to assess high potential and gifted students to identify their specific learning needs.

Student progress and achievement is mapped and aligned to the Learning Progressions to inform and guide explicit teaching practice.

EAL/D (English as an additional language or dialect) and LaST (Learning and Support Teacher) teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Questions

- Does school data reflect achievement of targets?
- Has planned PL been completed?
- Is there evidence of improved practice in classrooms? How do we know?
- Are there targeted specialist programs aligned to student needs? What are they? How do we know they are successful?
- Are students co-constructing learning goals?

Data

- NAPLAN

Strategic Direction 1: Student growth and attainment

Improvement measures

of the Numeracy Progressions.

Evaluation plan for this strategic direction

- BEST START
- Check in Assessments
- School assessments
- SENA
- Reading Bench Mark
- EAL/D Learning Progressions
- Literacy and Numeracy PLAN 2

Analysis and Implications

For all initiatives, triangulation of school based and external data measures, to determine the positive effect on student achievement, evaluate impact of programs and define future directions.

Strategic Direction 2: Teaching with Clarity and Purpose

Purpose

Teachers will demonstrate a commitment to maintaining and developing their professional standards. Collaboratively, they will identify, understand and implement the most effective evidence-based teaching strategies. Data, qualitative and quantitative, will be used to monitor student progress in order to reflect on teacher effectiveness and inform future learning programs.

Improvement measures

Target year: 2024

Collaborative Teaching Practice

Teachers work together, inspired and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.

High impact professional learning is aligned to system, school and individual performance and development goals.

Explicit and structured systems are evident that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

A culture of collaborative planning, reflection and peer coaching is evident to ensure continuous development of skills and knowledge, with the school mean equal to or above NSW Government norms as measured by Tell Them From Me (TTFM) surveys.

Target year: 2024

Data Informed Professional Learning Communities

Excelling in the theme of 'Data Use in Teaching' within the element of 'Data Skills and Use'.

Teaching with clarity and purpose to ensure all students are equal to or above state norms in standardised assessments.

Initiatives

Collaborative Teaching Practice

Develop a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life so that teachers continuously develop their skills and knowledge.

- Establish regular structured lesson observations that focus on how different teaching approaches impact on student learning.
- Regularly dedicate time for working with colleagues to plan, develop and refine teaching and learning programs.
- Provide professional learning opportunities to gain expertise in evidence-based teaching practices that engage in effective collaboration.

Data Informed Professional Learning Communities

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Teams work collaboratively using data to monitor and assess student progress and design future learning programs on stage, class, group and individual levels.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

Collaborative planning ensuring valid consistent teacher judgement is evident across the school.

All teachers engage in class observations with structured, formal feedback about the effectiveness of strategies and practices observed in lessons.

Assessment data is collected and analysed in a systematic way to track student learning and inform teaching and learning programs that are responsive to the learning needs of all students.

Data and feedback inform teaching practice and direct learners in learning.

Evaluation plan for this strategic direction

Questions

- Is there a collaborative and planned approach, including appropriate and timely feedback for staff, aligned to lesson observations, walk-throughs, peer discussions to improve practice?
- Are there scheduled professional learning and collaborative planning sessions?
- Have staff attend professional learning provided by external agencies aligned to Learning Intentions and Success Criteria (LISC) and feedback?
- Is there evidence in teaching programs and lessons reflecting professional learning content?
- Is data analysis and programming for literacy and numeracy in 5 week cycles evident?
- Are there modified assessment tasks, both formative and summative, established and implemented?
- Are LISCs evident in every classroom daily?

Data

- Professional learning sessions - feedback documentation
- Data analysis - planning sessions

Strategic Direction 2: Teaching with Clarity and Purpose

Improvement measures

Student learning goals are monitored through the collection of quality, valid and reliable data.

Evaluation plan for this strategic direction

- Teaching programs
- Data recorded from specialist programs
- ILPs
- Visible LISC in classrooms
- Staff surveys
- Teacher walk-throughs
- Peer observation
- TTFM - Focus on Learning, teacher survey
- Assessments (NAPLAN, Check-in, REACH)

Analysis and Implications

For all initiatives, triangulation of school based and external data measures, to determine the positive effect on student achievement, evaluate impact of programs and define future directions.

Strategic Direction 3: Wellbeing, Inclusion and Engagement

Purpose

In order for students to connect, succeed, thrive and learn, we will ensure there is a strategic and planned approach to develop evidence-based, whole school wellbeing practices to support learning.

Improvement measures

Target year: 2022

Belonging

Students identifying with a positive sense of belonging are equal to or above the NSW Government Norm in the Student Outcomes and School Climate as measured by the Tell Them From Me (TTFM) Primary Schools survey.

91.8% of students in Yrs 4-6 display positive wellbeing across the element of Belonging, Advocacy and Success.

Positive Behaviour for Learning (PBL) data continues to reflect less than 5% of students in Tier II data.

Target year: 2024

Inclusion

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

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

Target year: 2022

Attendance

92% of students attending school 90% of the time or more (Semester 1 only).

Initiatives

Belonging

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- Staff select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation through targeted evidence based programs.
- Teachers initiate strategies to further develop a positive learning environment characterised by supportive relationships and regular contact with each student.
- Data is reviewed to adapt practices to ensure a common vision, language and experience so students have a sense of belonging to their school and community.
- Student voice is empowered by the development of a consistent language to problem solve.
- PBL Tier II interventions are embedded in Learning Support and Wellbeing programs with behavioural and academic expectations explicitly reinforced to student, staff and community.
- All staff can identify and use strategies to encourage positive attendance.

Inclusion

The school will focus on giving students a voice, being active learners and developing qualities that will enable them to succeed, thrive and contribute positively to school life.

- Target support for students' different phases of development to ensure student success.
- Use of collaborative strategies shared with staff, the school community and other agencies to support the wellbeing of students.
- Implement a comprehensive and inclusive strategy to create an environment with clearly defined

Success criteria for this strategic direction

Data collection, monitoring and tracking of student wellbeing over time with evidence-based strategies used to support students.

Students engage in regular evidence-based wellbeing programs integrated into curriculum by all classroom teachers.

School-wide, collective responsibility for student wellbeing with targeted evidence-based interventions to support student success.

A K-6 approach where student behaviour is integrated within a strategic, system-level approach to learning and wellbeing. PBL Tier II practices implemented school wide, resulting in confident, resilient and engaged learners.

Parents are engaged, informed and in partnership with the school contributing positively to student learning.

All staff are aware of and can describe requirements for supporting whole-school approach to ensure positive attendance.

Evaluation plan for this strategic direction

Questions

- Have relevant staff attended professional learning sessions, aligned to programs?
- Have programs been implemented? - FORGE, UR Strong, PAX GBG, PBL initiatives.
- Has data been analysed and support networks for students operational?
- Is TTFM showing growth in Belonging?
- Have staff completed professional learning about the Behaviour Management Strategy? Has implementation begun?
- Are students able to self-regulate and problem solve?

Strategic Direction 3: Wellbeing, Inclusion and Engagement

Initiatives

- behavioural expectations.
- Build effective family and community engagement through communication, connections and collaboration.
- Specific learning program to support students to develop the skills, knowledge and attitudes necessary to actively and critically construct shared values.

Evaluation plan for this strategic direction

Data

- TTFM
- FORGE
- PAX GBG
- PBL
- UR Strong data
- Learning Support Team

Analysis and Implications

For all initiatives, triangulation of school based and external data measures, to determine the positive effect on student achievement, evaluate impact of programs and define future directions.