

Strategic Improvement Plan 2021-2024

Paddington Public School 7432



School vision and context

School vision statement

At Paddington Public School every student is known, valued and cared for with their individual potential realised.

We develop all students as confident and capable learners able to design, research, troubleshoot and evaluate their learning for themselves and collaboratively, for academic progress, social success and wellbeing.

School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 250 students, our student enrolment originates from thirty nine different nationalities. This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A carefully designed innovative 'makerspace' is available to all students. It is a collaborative and creative learning environment where learning goals are flexible. Students identify, communicate, design and create solutions to projects whilst in this space.

A well established, quality before and after school care program accommodates the needs of our many working parents and cares.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES) along with Corwin our external Visible Learning Partner.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note, that this new plan builds upon the work undertaken in the previous school planning cycle. Moving forward, embedding a visible learning culture, shared language of learning, effective classroom teaching and evaluative practices will continue to be focus areas in the 2021-2024 School Improvement Plan.

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 individual student learning needs and inform differentiated teaching for all. Programs will be adaptive, showing evidence of revisions based on continuous tracking of student progress and achievement. Whole school consistent, sustained processes for collecting, analysing and understanding data will be evident.

Improvement measures

Target year: 2022

A minimum of 70.8% of Year 3 and 5 students achieve in the top 2 bands of NAPLAN reading.

Target year: 2022

A minimum of 63.3% of Year 3 and 5 students achieve in top 2 bands of NAPLAN numeracy

Target year: 2023

Percentage of students achieving expected growth in NAPLAN reading to be 80.1%.

Target year: 2023

Percentage of students achieving expected growth NAPLAN numeracy to be 63.3%.

Initiatives

Data Informed Practice

Build teacher capabilities in the use of data and ensure effective strategies and processes for data collection, analysis and reflection are in place to inform differentiated, responsive curriculum delivery.

- All staff will participate in high impact professional learning in data literacy, data analysis, data use in teaching and data use in planning.
- Establish and use instructional leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole stage, class, group and individual level.
- Review and adapt practices to ensure reliable summative and formative assessment is used alongside other contextual information to monitor student progress, evaluate growth over time and report student achievement.

Personalised Learning and Reporting

Develop a culture of feedback which leads to student ownership and achievement of individualised learning goals.

- All staff will participate in high impact professional learning of syllabus content and the literacy and numeracy progressions.
- All staff will participate in professional learning on the High Potential and Gifted Education Policy, to further support personalised learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and to program curriculum that meets specific student learning needs.
- Use student assessment data to inform the future direction of professional learning and resource allocation.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice across the Key Learning Areas of English and Mathematics.

Success criteria for this strategic direction

Assessment data collected in literacy and numeracy on a regular and planned basis and used responsively as an essential component of classroom instruction and lesson planning.

All teachers using formative assessment flexibly as an integral part of daily instruction enabling the monitoring of student progress and identification of gaps in learning.

Teachers proficient in planning and tracking student learning progress against literacy and numeracy progressions, using data to inform teaching practice.

Explicit processes in place school-wide to collect, analyse, evaluate and report specific internal and external student and school performance data across K-6. The leadership team respond to trends and provide feedback to the community.

Student reports containing personalised information about individual student learning progress and achievement and plans for meeting future learning goals..

All students respond to teacher and peer feedback to create, articulate, understand and achieve their literacy and numeracy goals.

High functioning EAL/D and LST teams building the capabilities of all teachers and are a vital part of whole school approaches to literacy and numeracy programs sharing, supporting and communicating progress and achievement with all stakeholders.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Sources of information include:

- Student progress monitored using a combination of data sources and mapped against literacy and numeracy progressions and syllabus standards.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Internal and external assessments: NAPLAN, Check-in data, Essential Assessment, PAT data, AGAT, etc.
- Interviews, surveys and observations including focus groups and conferencing.
- Analysis of teaching programs and student work samples.
- Student progress reports.
- Student voice including evidence of goal setting, knowledge, understanding and articulation of Learning intentions and success criteria
- Community open learning sessions
- Celebrations of progress and achievement - parents as partners, sharing learning goals

Analysis will be embedded within the initiatives and will inform future directions.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure all students are able to connect, succeed, thrive and learn there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing, engagement and connection to culture.

Improvement measures

Target year: 2024

School Excellence Framework indicates improvement in the wellbeing domain under the themes of caring for students, individual learning needs, planned approach to wellbeing and behaviour from sustaining and growing to excelling.

Target year: 2024

Tell Them from Me student data to improve from baseline 89.5% to sit above baseline in the following areas; Positive Relationships, Advocacy at School, Expectations for Success and Sense of Belonging.

Target year: 2022

At least 94.1% of students attend school, on average, more than 9 days per fortnight.

Initiatives

Social and Emotional Wellbeing

- Review current social and emotional programs that proactively teach healthy coping strategies, resilience, self-regulation and respectful relationships.
- Update whole-school approach to social and emotional programs and monitor, analyse and evaluate student wellbeing and pro-social behaviours.
- All staff will participate in high impact professional learning focusing on the PDHPE syllabus aspect of Wellbeing and Relationships.
- Strengthen attendance monitoring and support structures.

Effective Environment for Learning

- Maintain a wellbeing approach that focuses on creating optimal conditions for learning across the whole school.
- Build knowledge and skills in using the most effective management approaches that combine preventative and responsive strategies consistently across all school settings.

Significance

- Teachers design lessons using a combination of their subject knowledge and the cognitive, social and cultural backgrounds of their students. Linking old and new knowledge and applying it to real life contexts for students.

Positive Health Outcomes

- All staff will participate in professional learning focusing on the PDHPE syllabus aspects of Healthy, Safe, Active Lifestyles and Movement Skill and Performance.
- Review and update current health and safety scope and sequence documents and units of work. across

Success criteria for this strategic direction

Students committed to having positive and respectful relationships with each other, their teachers and the community.

Expectations of behaviour co-developed by teachers and students clearly communicated across all school settings and consistently and supportively applied.

Whole school systems and integrated approach to explicit teaching of school core values, social skills, self awareness and emotional regulation.

Teachers proficient in their teaching and understanding of students with complex trauma, behaviour and/or learning needs.

All students experiencing a sense of belonging, significance and connection to school and their learning by engaging in activities that develop intercultural understanding, value background knowledge are inclusive and respect diversity.

Dynamic teaching and learning programs showing evidence of opportunities for students to explore personal actions that promote sustainable health and wellbeing practices and decision making behaviours.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate an increase in student social, emotional, behavioural, cultural and physical engagement.

Evidence to support our evaluation will include data from:

- Tell Them from Me surveys including; advocacy at school and positive student teacher relationships.
- Evidence of student voice including; engagement of students in decision making bodies of the school, student reflection in reports.
- Sentral Wellbeing data, including suspension and attendance data.

Strategic Direction 2: Wellbeing and Engagement

Initiatives

the whole school, K-6.

Evaluation plan for this strategic direction

- Student Social and Emotional programs.
- Transition to school programs
- Evidence of effective collaboration between school and community including outside agencies
- Student mentoring programs
- Learning and Support Team meeting minutes programs and referral systems.
- Teaching and learning programs.
- ACARA Personal and Capability Learning Continuum data
- Positive Behaviour for Learning evaluation tools
- Maker Space collaborative learning programs and observations.

Analysis will be embedded within the initiatives and will inform future directions.

Strategic Direction 3: Culture of High Expectations

Purpose

In order to maximise the learning outcomes for every student, all staff will be skilled in using explicit teaching techniques. Programs will be centered round evidence-informed high impact teaching strategies. Teaching metacognition and sharing data knowledge with students will allow them to become self-directed learners, aware of their own progress and motivated to continually improve. Confident and capable in working with teachers to help direct future learning.

Improvement measures

Target year: 2024

At external validation the school is assessed as excelling in the Effective Classroom Practice themes of Lesson Planning, Explicit Teaching and Feedback.

Target year: 2024

At least 70% of both teacher and student numbers attain 'complete integration' or 'transfer' levels on the Visible Learning Capability Continuums.

Target year: 2024

According to the 'Tell Them From Me' survey, increase the proportion of students identifying their 'intellectual engagement' and their school level factor score for 'quality instruction' as being at or above the NSW state average.

Initiatives

Explicit Teaching Strategy

- Continue to use visible learning as our whole school pedagogical base.
- All staff will participate in professional learning to build their curriculum knowledge, improve lesson design and include high impact teaching strategies into programs across the whole school.

Cognitive Readiness

- All students will understand how to learn and activate metacognitive strategies, applying learning dispositions effectively.
- Continue to explicitly teach and build deeper understanding of learning dispositions through the Paddington Learning Powers.
- Develop a whole school scope and sequence for teaching the Paddington Learning Powers across K-6.

Student Learning Strategies

- Build student capabilities to be able to articulate their learning and know; What am I learning?, Why am I learning it and how do I know if I have been successful?
- Develop student understanding of their responsibility to achieve their individual learning goals through practice, effort, time and input.
- Provide opportunities in programming, for students to transfer their understanding and skills by applying them to real-life context.

Success criteria for this strategic direction

All teachers committed to identifying, understanding and implementing the most effective explicit teaching methods with highest priority given to evidence-based teaching strategies. There are high expectations of success and progress for all.

A whole school integrated approach to Quality Teaching with lesson plans that include opportunities for modelled, guided and independent learning.

Balanced lesson plans in literacy and numeracy featuring effective lesson starts, learning Intentions and success criteria, differentiation and lesson reflections.

Students responding to teacher and peer feedback and articulating their literacy and numeracy goals. Students self-reflecting on the learning intention and relevance of a lesson along with success criteria.

Learning dispositions contextualised in all lessons with students being able to articulate their personal goals in this area.

All students able to articulate their learning, transfer their understanding and skills to real-life context and work towards meeting their individual potential.

Evaluation plan for this strategic direction

The extent to which teachers use explicit, high impact strategies and students' readiness to learn will be determined by:

- Staff Performance Development Plans.
- Formal class observation records and learning walks.
- Focus group interviews/video diaries about learning.
- Analysis of programming documents for evidence of explicit teaching, formative assessment, balanced lesson structure, high impact teaching strategies and student reflection of learning.

Strategic Direction 3: Culture of High Expectations

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives and will inform future directions.