

# Strategic Improvement Plan 2022-2026

## Penrith Public School 2859



# School vision and context

## School vision statement

Penrith Public School strives to promote our core values of respect, cooperation, learning and environment. We promote excellence and equity by working to engage all students through a universal design for learning so they strive to be creative and critical thinkers in rapidly changing and interconnected world.

We provide educational experiences and opportunities that engage and motivate all students to learn, discover and critically analyse their knowledge.

A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community.

## School context

Penrith Public School, with a rich 150+ year history, has a current enrolment of 464 students, 30 of these students are in the Hearing and Multi-categorical support classes. Enrolments are predominantly of English-speaking background with an increasing number of students from other backgrounds (43 nationalities), with largest representation from Asian and Arabic speaking countries; there is a significant Aboriginal enrolment (49 students). Enrolment numbers are steadily increasing due to housing developments in the school intake area. There are significant socio-economic variations within the Penrith drawing area.

The placing of students in learning stages, support classes and the provision of an enrichment class promotes inclusion where every student is known, valued and cared for and all students are learning to their fullest capability. Students' needs are catered for through the promotion and development of an inclusive learning environment and adjustments that engage highly creative, literate and numerate individuals. A strong social skills program teaches students to make appropriate choices in behaviour and focuses on values for life.

The school's staffing entitlement in 2021 is 30.21 teaching staff and 7.482 non-teaching staff. The school also employs a Business Manager and Instructional Leader. An Assistant Principal, Wellbeing and an enrichment teacher have also been funded at a local level. Our executive staff is stable with 50% being in their first or second year in the role. 14% of our staff are in their early career as teachers. There is a 2.5% turnover of staff each year.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with Penrith Environmental Education Centre, Western Sydney University, NSW TAFE, Western Sydney Zoo, Joan Sutherland Centre, Penrith Panthers, NSW Health, Westcare, Connect Family Services, Penrith Selective High School, Penrith Valley Learning Centre and schools across the Metropolitan North region. The school has a small, but active P&C.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to age appropriate learning. Further work will need to occur as to how teachers here can successfully collaboratively plan for and deliver universal design for learning to students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our goals of student growth and attainment, collaborative teaching practice, and our focus on wellbeing, community and student engagement underpin our everyday operations at Penrith Public School. The school motto 'Forward with Pride' reflects our emphasis on positive self esteem and resilience. Students are provided with the opportunity to develop their interests and abilities and to succeed at their personal best through extra programs in academic, sporting, cultural and performing arts areas.

# Strategic Direction 1: Student growth and attainment

## Purpose

To establish sustainable structures and processes for quality teaching and learning through data informed practices, explicit teaching and differentiation with a focus on reading and numeracy. Teachers will deliver challenging, meaningful and engaging learning experiences and provide effective feedback to develop skills in critical and creative thinking, communication and self-regulation.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.

### Learning

**Element:** Student Performance Measures

Focus theme: Student growth (S&G)

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.

### Learning

**Element:** Student Performance Measures

Focus theme: Student growth (maintain S&G)

### Student Performance Measures

Achieve by year: 2026

At least 90% of Kindergarten students will have achieved within Level 4 of the understanding texts sub-element of the Literacy progressions.

## Initiatives

### Numeracy

- Staff will undertake professional learning to enhance and improve their working mathematically and differentiated teaching practices.
- Teachers collaboratively plan and deliver quality, engaging and differentiated programs in mathematics focusing on number sense and working mathematically outcomes.
- Teachers have high expectations of all students and engage students in quality, challenging and engaging differentiated mathematics lessons.

### Reading

- Embed sustainable whole school processes for collecting and analysing data with a particularly focus on decoding and vocabulary (K-2) and comprehension (3-6).
- Evaluate data to regularly inform effective teaching practices in relation to student learning needs
- Reflect and evaluate upon the impact of implemented strategies on student learning
- Identify of professional learning and school resourcing

### Data Driven Practices

- Assessment practices align with programming and curriculum outcomes
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use IL positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable

## Success criteria for this strategic direction

- All teachers display learning goals and discuss success criteria in classrooms
- All teachers are committed to identifying, understanding and implementing the most effect explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Reliable formative and summative assessment supports learning across the school and forms an integral part of daily classroom instruction.
- Student assessment data is regularly used school-wide to identify student achievements and progress to reflect on teaching and learning and inform future directions.
- The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement.
- EAL/D and LST 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

To what extent have we achieved our purpose and can we demonstrate the impact on student outcomes in numeracy and reading?

### Data

The school will use a combination of data sources to tracking and analyse school-based and external student assessment data to inform teaching and planning, measure growth and guide improvement.

- NAPLAN data
- SCOUT - value added data
- Literacy and Numeracy PLAN2 data
- PAT
- Phonological and Phonics assessments (Kindy, Yr1)

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Learning

**Element:** Student Performance Measures

Focus theme: NAPLAN (maintain excelling)

Focus theme: Student growth (Maintain excelling)

### Reading Growth: Aboriginal Students

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for reading in Years 4 to Year 6 for 2026 compared with 2025 results.

### Numeracy Growth: Aboriginal Students

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for numeracy in Years 4 to Year 6 for 2026 compared with 2025 results.

## Initiatives

formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

- When lesson planning, all staff reference student information, including progress and achievement data, curriculum requirements, and student feedback, and provide continuous improvement for all students.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

- Observations
- Student voice
- Teacher focus groups
- Student work samples
- Student IEPs and PLPs

### Analysis

- Analysis will be embedded within the initiatives through progress and implementation monitoring.
- Teachers will track student progress and collaboratively collect and analyse a variety of assessment data to identify areas for improvement and cater for the individual needs of all students.
- The school will review review progress towards improvement measures annually.

### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year).

# Strategic Direction 2: Collaborative Teaching Practice

## Purpose

To engage in collaborative teaching practices, using data to inform teaching and learning with a focus on meeting the diverse needs of all learners. Penrith Public School values a professional learning culture that is driven by high expectations and evaluative thinking that supports improved outcomes for the school community.

## Improvement measures

### Collaborative planning

Achieve by year: 2026

100% of staff use collaborative programming and analyse data to improve the quality of teaching and learning of literacy and numeracy.

Improvement as measured by the School Excellence Framework:

### Learning

**Element:** Curriculum

Focus theme: Curriculum provision (Excelling)

Focus theme: Teaching and Learning Programs (Excelling)

### Mentoring & Peer Observations

Achieve by year: 2026

100% of staff participate in mentoring and peer observations.

Improvement as measured by the School Excellence Framework:

### Teaching

**Element:** Learning and Development

Focus theme: Collaborative practice and feedback (Excelling)

## Initiatives

### Collective Teacher Efficacy

- Staff develop a school wide approach to effective evidence-based teaching methods and an open and supportive collegial environment that promotes quality professional dialogue and sharing of knowledge and resources.
- Teachers improve practice and employ evidence-based teaching strategies, with effective methods identified and modelled with peers, through engagement in lesson observations and discussing teaching strategies and ideas to improve student outcomes.
- All staff engage in regular and ongoing collaborative planning supported by school wide systems and structures to deliver quality teaching and learning.
- All staff optimise learning progress for all students, across the full range of abilities.
- All staff use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

### Professional Development Opportunities

Provide high quality, specific learning opportunities that drive and achieve our strategic directions.

- All staff take responsibility for engaging in professional learning activities, reflect upon their career progression and set specific targets
- Staff develop an understanding of the school's performance and development process to improve their knowledge, understanding and skills.
- Staff develop knowledge of the Australian Professional Teaching Standards.
- Specific goals in the Strategic Improvement Plan and staff PDPs will be used to identify professional learning needs resulting in quality teaching and learning to improve student outcomes.

## Success criteria for this strategic direction

- All classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students in accordance with the New South Wales curriculum.
- All staff have engage in peer observations and are given time to reflect and receive feedback to improve teacher performance.
- All programs available online for teachers and executive to develop, monitor, refine and evaluate.
- All teachers have a targeted Performance Development (PDP) which is linked to the NESA Teaching Standards and will allow them to implement quality teaching and learning programs with clear links to the school's Strategic Improvement Plan and the School Excellence Framework (SEF).
- All staff have a good understanding of PPS's strategic directions and appreciate their impact on the school's success.

## Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate collaborative practice across the school? How has collaborative practice had an impact on student outcomes in numeracy and reading?

### Data

- Programs
- Professional Learning
- Stage Meeting notes
- Student and teacher focus groups
- Teacher surveys
- Observations
- Student voice
- CTJ sessions
- PDP feedback and reviews

## Strategic Direction 2: Collaborative Teaching Practice

### Improvement measures

#### School Excellence Framework - Professional Standards

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

#### Teaching

**Element:** Professional Standards

Focus theme: Improvement of practice (Excelling)

### Initiatives

#### Personalised Learning , Mentoring and Feedback

- Provide high quality coaching and mentoring opportunities for beginning teachers
- Learning goals and success criteria are explained to students and visible in the classroom  
Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

### Evaluation plan for this strategic direction

#### Analysis

- Establishment of a feedback model to monitor and report on progress
- Monitor the effectiveness of professional learning opportunities through stage collaboration and regular feedback
- Analysis of improvement of student learning outcomes in areas that have been targeted through TPL

The findings of analysis will inform:

- Future action
- Annual reporting on school progress measures

# Strategic Direction 3: Wellbeing, Community and Student Engagement

## Purpose

To establish a positive learning culture that develops a deep sense of belonging through targeted learning experiences where every student and every teacher is known, valued and cared for. Using a planned approach to wellbeing, the school will embed evidence-informed processes across the school through authentic, inclusive teaching and learning practices to develop aspirational, motivated, resilient learners. Effective collaborations between parents, students and wider community will support student engagement and a continuity of learning for all students.

## Improvement measures

### Attendance >90%

Achieve by year: 2023

Working towards the baseline data of 78.3% of students attending greater than 90% of the time

Improvement as measured by the School Excellence Framework:

### Learning

**Element:** Learning Culture

Focus theme: Attendance (SUSTAINING AND GROWING)

Achieve by year: 2026

Increase the proportion of students reporting a sense of belonging at school >80% for social-emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms.

Improvement as measured by the School Excellence Framework:

### Learning

**Element:** Wellbeing

Focus theme: Caring for students (Maintain Excelling)

## Initiatives

### Attendance

- Teachers will know, value and care for every student, maintain efficient record-keeping practices (Sentral) and liaise with their supervisor and parents/carers to enhance student wellbeing.
- The school fosters community awareness of and commitment to regular school attendance through whole school wellbeing practices.

### Mindfulness, Sense of Belonging and Student Engagement

- Investigate, implement, refine and monitor evidence-informed approaches to enhance student wellbeing, including ongoing development of learning, high potential and gifted education and support practices to maximise student engagement.
- Through active participation in wellbeing programs, students will develop resilience, collaboration skills and social competence to connect, succeed and thrive.
- Teachers will explicitly teach wellbeing strategies, collaboratively implement whole-school wellbeing initiatives and foster strong home-school partnerships in order to support students to reach their full potential.

## Success criteria for this strategic direction

- Teaching staff will use Sentral to record attendance, monitor student wellbeing, record parent communication and produce student reports.
- The school will implement a whole school approach to wellbeing implementing successful behaviour management processes and strategies to support optimum conditions for learning.
- Students feel a sense of belonging and have regular opportunities to meet with an identified staff member who can provide, support and assistance when necessary.
- Students requiring additional support are identified and adjustments and accommodations are evident through class programs and learning and support team documentation.
- Implementation of What Works Best elements of high expectations creating aspirational expectations of learning progress and achievement for all students.
- The school engages in strong collaborations with parents, students and the community to inform and support continuity of learning across transition points.

## Evaluation plan for this strategic direction

How have initiatives impacted on students' sense of belonging and attendance?

Data sources

- Attendance data
- Wellbeing entries on SENTRAL
- Tell Them From Me surveys
- pre and post survey data
- Feedback from enrichment classes regarding high potential and gifted students
- Teacher feedback and focus groups
- Observations, anecdotal notes and images



## Strategic Direction 3: Wellbeing, Community and Student Engagement

### Improvement measures

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Focus theme: A planned approach to wellbeing (Maintain Excelling)

Focus theme: Behaviour (Maintain Excelling)

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Achieve by year: 2022

Increase and sustain student attendance at or above 90%

Improvement as measured by the School Excellence Framework:

#### Learning

**Element:** Learning Culture

Focus theme: High expectations (S&G)

Focus theme: Attendance (Excelling)

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#### School Excellence Framework - Wellbeing

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

#### Learning

**Element:** Wellbeing

Focus theme: Caring for students (excelling)

Focus theme: A planned approach to wellbeing (excelling)

Focus theme: Behaviour (excelling)

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### Evaluation plan for this strategic direction

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- Learning support processes and records, including NCCD documentation

#### Analysis

The school will regularly review of these data sources to provide engage in professional discussion around the School Excellence Framework elements and themes.

The findings of analysis will inform:

- Future action
- Annual reporting on school progress measures