Strategic Improvement Plan 2022-2026

Putney Public School 2913

School vision and context

School vision statement

At Putney Public School, we are a dynamic and inclusive learning community. Together we are committed to delivering innovative, engaging, and evidence-based programs guided by data-driven practices. We foster lifelong learning and ongoing improvement for our students and staff through high expectations, collaboration and effective feedback. Our school community will continue to work together in the pursuit of excellence and high expectations for the learning growth and achievement of all students.

School context

Putney Public School is located in Ryde and currently has a student enrolment of 451 students. Our school culture is one of continuous improvement and growth for all our students and teachers, as we work collaboratively with our parents and community, to provide evidence-based, innovative practices in our pursuit of school excellence.

53% of students have a language background other than English with 21% of students identified as beginning or emerging, requiring some level of EAL/D (English as an Additional Language or Dialect) support. Two students identify as Aboriginal or Torres Strait Islander background.

Students strive to be safe, responsible, respectful and active learners. They are encouraged to have a voice through leadership opportunities and the SRC. Parry the Panda, an SRC initiative, helps to drive consistent classroom and playground expectations. 'Be an Upstander' posters, initiated by the SRC, are displayed around the school and reflect our proactive commitment to combat bullying and promote inclusivity. Work will take place on developing a whole school approach to classroom and behaviour management, in line with the Department of Education's new Behaviour Strategy, to further promote wellbeing through engaging and effective classrooms while lifting student performance.

Extra-curricular opportunities in sport, creative and performing arts, technology, drama, debating and band enable our students to excel through a range of different experiences.

Through our situational analysis we identified a need to build even stronger partnerships with our parent community by informing and engaging them in curriculum programs, assessment approaches and reporting practices. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

In order to maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, sharing and analysing data to inform teaching and learning that caters for the needs of all students. Individual and targeted support will be provided to maximise growth and engagement for identified students. Continual monitoring of student performance data will determine the areas of need and success at a class and school level, with the involvement of the whole school community.

We will enhance the capacity of our teachers to employ evidence-based and effective teaching practices that support the growth and attainment of all students through targeted and intentional professional learning and observations. Explicit systems for collaboration and feedback will promote continuous improvement in individual and collective teacher efficacy.

Early Career Teachers will be mentored by an Impact Coach through collaborative and reflective professional development practices and supported through the NESA Teacher Accreditation process.

We are committed to working collaboratively to implement effective, high-impact practices

School vision statement

School context

leading to the learning growth of all students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, sharing, analysing and using data to inform differentiated teaching and learning practices. We will develop and sustain a culture of reflection and action, evaluating the impact of our teaching and learning on student growth and attainment.

Improvement measures

Numeracy growth
Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Years 4 and 6 for 2023 compared with Years 4 and Year 6 in 2022.

Reading growth
Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for reading in Years 4 and 6 for 2023 compared with Years 4 and Year 6 in 2022.

Initiatives

Data-driven practices

Ensure effective strategies and collaborative processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- high impact professional learning in data literacy, data analysis and data use and decision-making in teaching for all staff
- implementation of Stage and Executive Reflection and Action Days twice per term
- refining strategies for generating authentic and meaningful data to be analysed for supporting student growth and attainment in numeracy
- refining strategies for generating authentic and meaningful data to be analysed for supporting student growth and attainment in reading.

Differentiated Learning

Develop systems to engage and challenge students of all abilities in differentiated teaching and learning to support student progress. This will be achieved through:

- implementing systems to allow ongoing collaboration for designing and adjusting dynamic numeracy and reading programs in response to student data, including for equity groups such as EAL/D
- refining and implementing consistent practices for Personalised Learning and Support Plans in collaboration with the Learning Support Team and our community
- refining and implementing consistent practices for Personalised Learning Pathways for First Nation students in collaboration with their families
- high level professional learning to assist in the identification and support of High Potential and Gifted Education students

Success criteria for this strategic direction

Whole school monitoring of student learning - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. *(SEF - Assessment - Excelling)*

Student growth - The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *(SEF - Student Performance Measures - Excelling)*

Internal and external measures against syllabus standards - School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. *(SEF - Student Performance Measures - Excelling)*

Teaching & Learning Programs - 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. *(SEF -Curriculum - Excelling)*

Differentiation - Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. *(SEF - Curriculum - Excelling)*

Evaluation plan for this strategic direction

QUESTIONS:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Have we embedded consistent data-driven practices across all stages for reading and numeracy?

How effective have the Reflection and Action Days been in providing opportunities to respond to student data by creating differentiated teaching and learning programs for reading and numeracy?

What impact have improved data-driven practices and differentiated programs had on reading and numeracy data as measured through internal and external assessments?

DATA:

Data sources will include the following and will be collected and analysed by relevant teachers, leaders and teams. They will be presented and discussed at executive meetings twice per term and the evidence uploaded into SPaRO.

- NAPLAN and Check-in Assessments
- Year 1 Phonics Screener data - Term 3
- Internal school data - Essential Assessment, Star Reading Assessment, DIBELS Assessment, LLLL Assessments
- Minutes from Stage meetings and R&A Days
- Teaching and learning programs with reflections
- Student work samples
- PLSPs with assessment and reflections on goals, including for HPG students (related to numeracy and reading)
- PLPs with reflection on goals
- EAL/D programs, assessments and reports

ANALYSIS:

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

IMPLICATIONS:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Effective evidence-based practice

Purpose

In order to maximise the impact of teachers on student learning, we will further develop and refine evidence-based and effective explicit teaching practices that are responsive to student needs and lead to high quality and consistent teaching, learning, feedback and assessment practices. In addition to this, we will create a productive, positive school environment to promote student engagement and responsibility for learning, whilst ensuring classroom time is focused on learning.

Improvement measures

Effective Teaching and Learning
Achieve by year: 2026

Increase in the percentage of classrooms show evidence of Explicit Direct Instruction practices and Learning Intentions & Success Criteria to be at or above the school identified target of 85%.

Wellbeing
Achieve by year: 2023

Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 91.6%.

Positive Behaviour
Achieve by year: 2026

Improvement in the percentage of teachers across the school demonstrating consistent, positive behaviour management practices and tracking relevant data to be moving towards the school identified target of 95%.

Attendance (>90%)
Achieve by year: 2023

Improvement in the proportion of students attending >90% of the time to be at or above the system negotiated lower bound target of 95.5%.

Initiatives

Effective Teaching & Learning

Embed the use of Explicit Direct Instruction (EDI) in all classrooms to support consistency and engagement. This will be done through:

- high impact professional learning to unpack all facets of EDI, including LISC
- engaging in classroom visits and learning walks
- adapting teaching and learning programs to explicitly embed EDI
- establishing a professional learning community with local schools engaging in EDI

Student Engagement

Foster the future-focused skills of collaboration, creativity, communication and critical thinking in all students. This will be done through:

- Executive team to engage in professional reading about future focused learning
- using a range of technology, ICT and STEM initiatives to engage students in relevant, real-world learning experiences (eg. SRC designing playground spaces and whole school incursions)
- providing a variety of extra-curricular opportunities to develop skills in the four HPGE domains (eg. Techsperts, dance, musical and performance groups, Putney Press Gang etc.)
- investigative learning implemented in Early Stage One and introduction in Stage One

Implement a whole-school, consistent approach to positive classroom management and responses to behaviour. This will be done through:

- developing a whole school system for acknowledging and celebrating positive behaviour
- implementing The Resilience Project weekly lessons in all K-6 classrooms
- refining and communicating to our school community

Success criteria for this strategic direction

Explicit teaching - A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *(SEF - Effective Classroom Practice - Excelling)*

Feedback - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. *(SEF - Effective Classroom Practice - Excelling)*

Classroom management - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. *(SEF - Effective Classroom Practice - Excelling)*

Attendance - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. *(SEF - Learning Culture - Excelling)*

Behaviour - Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. *(SEF - Wellbeing - Excelling)*

Evaluation plan for this strategic direction

QUESTIONS:

Strategic Direction 2: Effective evidence-based practice

Initiatives

an updated, inclusive student behaviour policy
- promoting positive patterns of attendance

Evaluation plan for this strategic direction

Have all staff participated in ongoing PL about Explicit Direct Instruction and LISC?

How has the focus on EDI and LISC enhanced consistency or practice across the school?

To what extent is future focused pedagogies being implemented across the school?

To what extent has improved classroom practices and wellbeing initiatives improved student engagement?

DATA:

Data sources will include the following and will be collected and analysed by relevant teachers, leaders and teams. They will be presented and discussed at executive meetings twice per term and the evidence uploaded into SPaRO.

- PL records and reflection surveys
- Internal student surveys and forums
- Internal teacher survey data
- Learning walk data
- Teacher observations
- Teaching & learning programs
- Tell Them From Me survey data
- Sentral Wellbeing and Attendance data
- The Resilience Project student wellbeing survey

ANALYSIS:

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

IMPLICATIONS:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Building staff capacity through collaboration and feedback

Purpose

In order to build collective teacher capacity, we will develop a strong model of instructional leadership and explicit systems for collaboration and feedback to foster and sustain a culture of high expectations through quality teaching practices. We will promote an "open-door" culture, valuing and sharing the expertise within our staff and the power of self- and peer-reflection.

Improvement measures

Curriculum Reform
Achieve by year: 2026

100% of K-6 teachers monitoring and evaluating the impact of programs aligned to the new English and mathematics syllabuses with a focus on continual improvement.

Leadership and Collaboration
Achieve by year: 2026

TTFM data from teachers for Leadership and Collaboration indicates a sustained upwards trend which is at or above NSW Govt Norms.

Teacher Practice
Achieve by year: 2026

100% of teachers engaging in cyclical observations within stage teams, focused on improved practice and continual refinement of quality teaching.

Initiatives

Curriculum Reform

Utilise APC&I to manage curriculum reform, build the capacity of staff and support our early career teachers. This will be done through:

- active engagement in our local Curriculum Reform Community

- facilitating professional development and collaborative sessions to unpack and implement new syllabus documents

- classroom support, observations, team teaching and feedback

- mentoring Early Career Teachers in their first few years of practice through classroom support, observations/team-teaching with feedback and support through the NESA Teacher Accreditation process

- development of a school *instructional playbook* that includes key pedagogical information and expectations to support sustainable, consistent, high quality teaching and learning environments

Collaborative Practice

Embed high impact and effective systems for collaboration and feedback to build teacher capacity. We will do this through:

- targeted and intentional professional learning to promote continuous improvement in individual and collective teacher efficacy

- implementation of a variety of observation structures as a method for building staff capacity and fostering an "open-door" culture of sharing

- supporting the continuous development of current and aspiring school leaders

- building professional learning communities (PLC) that extend beyond our school

- implementing the Putney PS Reconciliation Action Plan, committing to establish, maintain and

Success criteria for this strategic direction

Improvement of Practice - The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. *(SEF - Professional Standards - Excelling)*

Collaborative practice and feedback - The school uses 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. This drives ongoing, schoolwide improvement in teaching practice and student results. *(SEF - Learning & Development - Excelling)*

Professional learning - The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. *(SEF - Learning & Development - Excelling)*

High expectations culture - The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. *(SEF - Educational Leadership - Excelling)*

Evaluation plan for this strategic direction

QUESTIONS:

Have we implemented planned collaborative practices for professional development feedback for all staff?

Have the new syllabus documents for all stages and subject areas been implemented consistently with supporting reporting processes?

Strategic Direction 3: Building staff capacity through collaboration and feedback

Initiatives

strengthen community connections and forge partnerships with the local AECG and First Nations communities

- using student voice from PIVOT and TTFM to provide insight into teaching practice and programs

Evaluation plan for this strategic direction

To what extent has the role of APC&I and our planned approach to PL improved our collective staff capacity and classroom practice?

To what extent have we implemented our Reconciliation Action Plan (RAP) and strengthened community connections and partnerships?

How effective have our collaborations with PLCs been in building teacher capacity to share and embed good practice?

How has student voice impacted teaching practice and programs?

DATA:

- Teacher observation records
- Teacher surveys, including PL reflections
- Teaching and learning programs and reflections
- APC&I timetable and records
- Completed NESA Teacher Accreditation documents (ECTs)
- Professional Development Plans with reflections
- TPL calendar
- Meeting minutes with PLCs
- Meeting minutes of RAP Committee
- Meeting minutes from stage teams

ANALYSIS:

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

IMPLICATIONS:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.