

# Strategic Improvement Plan 2023-2026

## Mount Pritchard East Public School 4210



# School vision and context

## School vision statement

At Mount Pritchard East Public School, we strive to ensure every student's potential is nurtured through excellent education, dedicated staff and a supportive community. We foster inclusive and respectful relationships among our school community, promoting wellbeing and high expectations. Our students are known, valued and cared for through a positive learning environment built on student voice and mutual respect.

## School context

Mount Pritchard East Public School is a small school located on Darug land in South West Sydney with a current enrollment of between 210-240 students and a staff of 25-30. We have between 8-12% Aboriginal students, 60-70% students with English as an Additional Language and/or Dialect and 5-10% of students are born overseas. Our FOEI is 142. The school grounds are a combination of grassy areas, shaded quiet play areas, a section of playground equipment and an asphalt surface covered by a large shade structure.

Our professional and dedicated staff strive to provide excellent education tailored to the needs of our children in an inclusive and positive environment. We foster a community of high expectations by challenging and engaging students to develop their full potential. Our practice is driven by current and effective evidence-based pedagogy to ensure we achieve our academic targets and student growth.

Students' well-being is a priority with all our students being known, valued and cared for. Every student's social and academic potential is fostered through high expectations, best teaching practices and strong relationships. We value the perspectives and opinions of students and provide them opportunities to shape their learning. Student attendance and engagement are paramount in ensuring academic success and is a focus for the school community.

Our school has a strong connection with our community and has worked extensively over the years with our Parents and Citizens Association (P&C), networked with local schools and continues to be a hub for networking and communities of practice. This will continue to be an important part of our culture to engage and include our community, working alongside and for our families.

The Situational analysis identified three areas of focus for this Strategic Improvement Plan:

### **1. Student growth and attainment**

Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence-based practices including What works best: 2020 update. Staff will continue to look at how to encompass data analysis and design teaching and learning programs driven by data, evidence-based practices and differentiation to support student growth.

### **2. Wellbeing and Engagement**

Analysis of the school wellbeing metrics demonstrated that there is a need to focus on trauma informed practices. Professional learning will continue to build the capacity of staff around Wellbeing for School Excellence. Inclusion of attendance, student voice and engagement to develop the whole child is reflected in this Strategic Direction.

### **3. Building capacity through evidence-based practices**

We are focused on ensuring a whole school approach to high impact, professional learning

# School vision and context

## School vision statement

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to develop the capacity of all staff to implement evidence-based programs that optimise learning for all students. The need to develop the capabilities of our teachers will be created through targeted professional learning using identified areas of need and evidence-based practices.

# Strategic Direction 1: Student growth and attainment

## Purpose

A strong focus on student learning maximises learning outcomes for every student. Staff use data in order to be responsive in meeting student needs. Committed teachers ensure curriculum planning and delivery promotes evidence-based teaching practices.

## Improvement measures

### 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 2023 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 2023 compared with Year 3 and 5 in 2022.

## Initiatives

### Assessment and Data Use

- Support teachers to confidently use formative and summative data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.
- We embed whole school systems for assessment using a variety of departmental assessment tools to check for students' understanding and inform what should be taught next.
- Use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.

### Explicit teaching of Curriculum

- Pitch each lesson at the right level for students in the class. Use student data to inform the expected standard.
- Provide increasingly more complex tasks that consider the prior knowledge and ability of each student and ask challenging questions that require deeper thinking and problem solving.
- Plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge. Consider the order of lesson delivery and the amount of content to be delivered in each lesson to create achievable steps for students to progress towards mastery.
- Review prior learning before beginning new or more complex learning to identify and build on what students already know. For example, at the beginning of a unit of work use formative assessment to assess previously covered skills, concepts or content knowledge, so that lessons can be adjusted or paced to students' skills and knowledge and effective differentiation put in place.

## Success criteria for this strategic direction

### Assessment and Data Use

- Teachers respond to student achievement at individual, group and whole school levels. (SEF Assessment: Summative Assessment)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF Assessment: Whole School monitoring of student learning)
- Teachers analyse, extrapolate and interpret data and collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF: Data Skills And Use: Data Literacy)
- Teachers clearly understand and apply a full range of assessment strategies in determining teacher directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. (SEF: Data Skills And Use: Data Use in teaching)

### Explicit Teaching of Curriculum

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and are committed to the pursuit of excellence. (SEF Learning Culture: High Expectations)
- The schools curriculum provision supports high expectations for student learning. (SEF Curriculum: Curriculum provision)
- 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: Teaching and learning programs)
- The whole school approach ensures the most effective evidence based teaching methods optimising learning progress for all student s across the full range of abilities. (SEF Effective Classroom practice: Explicit Teaching)

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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- Teachers employ effective evidence based teaching practices. (SEF Effective Classroom practice: Explicit Teaching)

## Evaluation plan for this strategic direction

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### Question

To what extent will we be aware that the data we have has had an impact on teaching and learning, and that quality teaching and learning has been achieved?

### Data

We will use a range of data and curriculum resources such as:

- NAPLAN
- SCOUT - Value Added Data
- Check In Assessment
- PLAN2
- Guttman Charts
- Writing data with a value-added score
- Comprehension data with a value-added score
- Best Start
- Learning Progressions
- Reading data every 5 weeks (K-2)
- Phonics screening (Year 1)
- Phonemic awareness data
- Sounds assessment
- Sight word tracking
- Teaching and Learning programs every semester
- Observations will occur from supervisors every semester
- Programming checklist documents

## Evaluation plan for this strategic direction

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- Data collected from HPGE groups

### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

To build explicit systems, connections and collaborative relationships that enhance and foster a strategic and planned approach to whole-school well being so that students connect, succeed, thrive and develop into self-regulated life-long learners.

## Improvement measures

### 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 for the school is increased from 87.73% in 2023 to 88.83% by 2027.

## Initiatives

### Inclusive classroom practices

- Build teacher capacity to respond to disengagement and disruptive behaviours and support students to re-engage in learning.
- Develop high-quality student-teacher relationships ensuring they invest time in getting to know students, including knowing their interests, strengths, attitude towards learning and aspirations.

### Learning engagement

- Discuss students' progress with parents and carers to establish partnerships built on trust and respect. Communication will work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.
- Identify and promote student progress and achievements to ensure that all students are known, valued and cared for across the school.
- Establish mentoring programs that identify strengths and success as well as build resilience.

## Success criteria for this strategic direction

### Inclusive Classroom Practices

- 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: Behaviour)
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing: A planned approach to wellbeing)
- All classrooms and other learning environments are well managed with a consistent, school-wide approach. (SEF Effective Classroom Practice: Classroom Management)
- 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: Classroom Management)

### Learning Engagement

- 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: Attendance Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF Curriculum: Differentiation)
- There is a school wide collective responsibility for student learning and success which is shared by parents and students. (SEF Wellbeing: Individualised learning needs)
- 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: Attendance)
- Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF Curriculum: Differentiation)

## Success criteria for this strategic direction

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- There is a school wide collective responsibility for student learning and success which is shared by parents and students. (SEF Wellbeing: Individualised learning needs)

## Evaluation plan for this strategic direction

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### Question

How can we measure the impact of our Wellbeing and Engagement practices and what impact will this have on student attendance, behaviour, engagement, student voice and development?

### Data

The following data will be analysed to evaluate this determination:

- Student feedback and surveys
- Parent feedback and surveys
- Tell Them From Me (TTFM)
- Attendance data
- Focus group forums
- Interviews
- Sentral data in Wellbeing
- Suspension data
- HPGE Internal data
- Aboriginal Personal Learning and Support Plans
- Generate baseline data to reflect programs of 5 domains of the Well-Being Framework

### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications



### Evaluation plan for this strategic direction

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The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- The strategic direction team will determine whether student behaviour and wellbeing programs are effective in maximising student learning potential and capabilities are extended in assisting them to become independent, creative and critical collaborative learners who are responsible, responsive and self regulatory.

# Strategic Direction 3: Building capacity through evidence-based practice

## Purpose

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To foster a school-wide culture of committed, reflective and collaborative professionalism which is underpinned by regular school-wide use of data to inform quality teaching and learning focused on high expectations.

## Initiatives

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### Capacity building through High Impact Professional Learning

- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Work with colleagues to use class, cohort and school data to inform co-planning such as lessons and assessments.
- Open classrooms to other teachers and be prepared to analyse each other's strengths and areas for improvement.

### Building Collaborative Networks

- Seek out 'partner' schools where stages or faculties can connect and share ideas, resources and professional learning.
- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
- Share and develop ideas and resources within and beyond the immediate school context.

## Success criteria for this strategic direction

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### Capacity building through High Impact Professional Learning

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF Learning and Development: Collaborative Practice and Feedback)
- Whole school and inter school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers by expert teachers. (SEF Learning and Development: Coaching and Mentoring)

### Capacity building through High Impact Professional Learning

- 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 improvement decrease. (SEF Educational Leadership: Instructional Leadership)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF Educational Leadership: High Expectations Culture)

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of professional capacity and community engagement?

### Data

We will use a combination of data sources. These will

## Strategic Direction 3: Building capacity through evidence-based practice

### Evaluation plan for this strategic direction

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include:

- Programming reflections
- TTFM Survey Data
- Parent Survey
- HIPL School Self-assessment Tool
- Staff PDPs
- Internal Assessment Data

#### **Analysis**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures

#### ***Implications***

The findings of the analysis will inform:

-Future directions

-Annual reporting on school progress measures  
(Published in the Annual Report each year and in the Newsletter/ Website during the year)