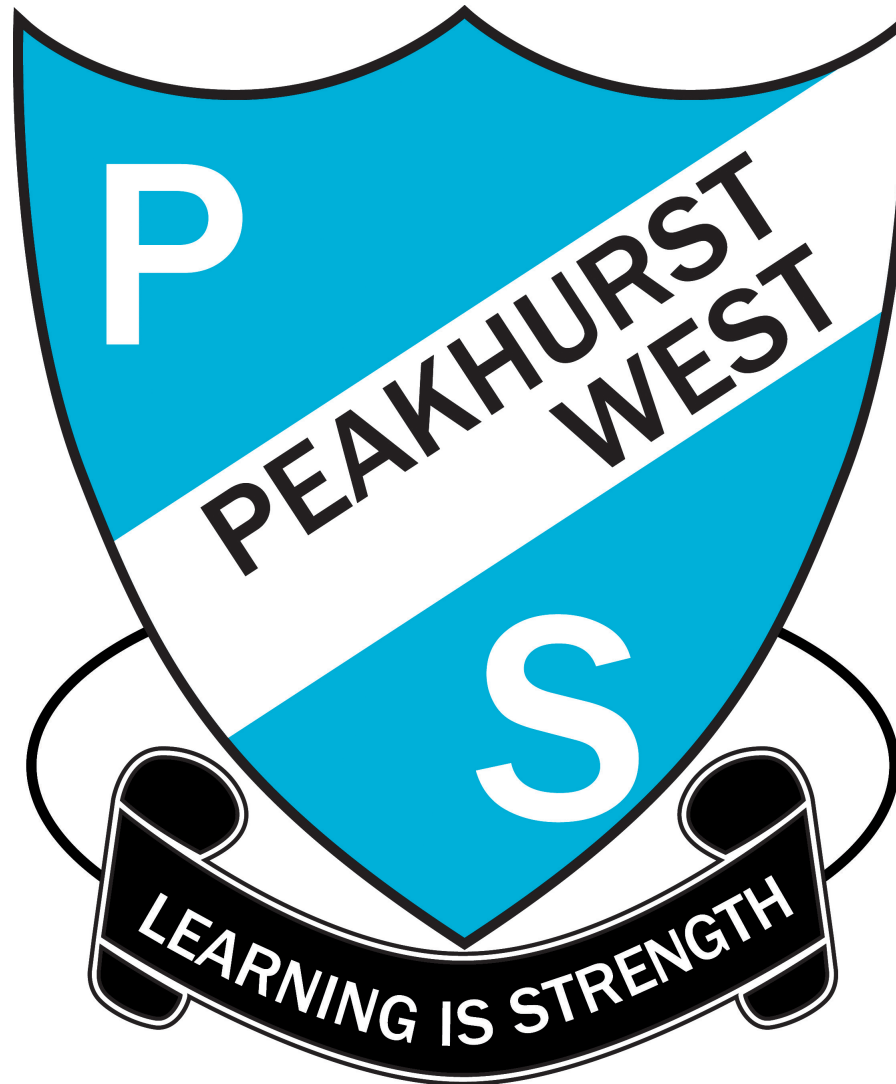


# Strategic Improvement Plan 2024-2027

## Peakhurst West Public School 4013



# School vision and context

## School vision statement

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At Peakhurst West Public School we aspire to create a vibrant learning community where every individual student is empowered to excel, innovate, and lead with integrity. We foster lifelong learners who embrace diversity, challenge assumptions, and make meaningful contributions to a changing world. Our vision is to cultivate an environment that nurtures curiosity, creativity, and critical thinking, equipping students with the skills and resilience to succeed. We aim to ignite a passion for learning and empower students to reach their full potential. Guided by our core values of respect, responsibility and safety, we are committed to shaping future leaders who inspire positive change. Together, we celebrate diversity, foster creativity, and nurture the potential within each member of our school community. We aim to instil in our students a sense of purpose and ethical leadership, preparing them to be compassionate citizens who positively impact their communities. All members of the school community will collaborate to improve outcomes for students. All community stakeholders are committed to the pursuit of excellence.

## School context

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Peakhurst West Public School is located in Southern Sydney and has a student enrolment of approximately 300. The school is a focal point of the community and the culture promotes connectedness, inclusion and belonging. Our school is supported by a strong and vibrant multi-cultural community. 64% of our students have a language background other than English, 3.17% of students identifying as Aboriginal. Our FOEI is 85. Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Debating, Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our external validation and situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

We will collaboratively develop quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. School services will be utilised to build understanding on how to do this successfully and the Assistant Principals will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where there is not expected growth. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The school will initiate improvement in the collection, analysis and use of data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

Teachers explicitly teach reading and numeracy strategies and use data to analyse student growth.

## 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 Years 4,5 and 6 for 2024 compared with Years 4,5 and 6 in 2023.

### 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 Years 4,5 and 6 for 2024 compared with Years 4,5 and 6 in 2023.

## Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 1% in the attendance rate of students attending school more than 90%, from 70.53% in 2023 to 73.53% in 2025.

## Initiatives

### Explicit teaching of reading strategies

To build capacity in teaching staff to explicitly teach the fundamental skills of reading and effectively use data to inform teaching.

- To include strategies in their programs to explicitly teach phonics (K-2) and reading fluency (K-2) and track their progress and growth using data.
- To explicitly teach and monitor students' reading fluency across K-6 to improve comprehension and monitor growth using the DoE fluency tool.
- To participate in PL to support staff in effective reading strategies (K-6) using the strategies outlined in the DoE document "Effective Reading Guide K-2 and 3-8.

### Explicit teaching of vocabulary in numeracy

To build capacity in teaching staff to explicitly teach the necessary vocabulary in mathematics to comprehend questions and effectively use data to inform teaching.

- To include strategies in their programs to explicitly teach mathematics vocabulary and track their progress and growth using data.
- To explicitly teach and monitor students' understanding across K-6 to improve comprehension and monitor growth using effective assessment strategies.
- To participate in PL to support staff in explicit teaching of vocabulary in mathematics (K-6) using the DoE Numeracy Learning progressions

### Effective Use of Data

Teachers have the opportunity to review student assessment data and relevant background information, and compare results from external assessments (e.g., Check-in Assessments, NAPLAN, phonics screener) with internal measures to build consistent and comparable judgement of student learning.

## Success criteria for this strategic direction

Teaching and learning programs outline the implementation of NSW syllabus outcomes and requirements, describing what all students are expected to know, understand, and do in the area of reading fluency and comprehension.

Teachers use evidence of learning, including formative assessments to inform their teaching, and adapt their practice to meet learning needs of students.

Teachers collect and use assessment data to monitor achievements and identify gaps in learning to inform planning for student groups and individual students

Students will understand their learning goals and the steps needed to achieve these.

## Evaluation plan for this strategic direction

Question: To what extent do our school teaching and learning programs describe the expected student progress in knowledge and skills in reading fluency, vocabulary and comprehension?

Data: Staff capacity is built to enable staff to access, use and analyse internal and external data of individual student needs to inform and pivot their practice.

The following data sources will be utilised to regularly analyse the effectiveness of the initiatives:

- NAPLAN
- Check In
- DoE snapshot assessments
- IniaLit phonics program (K-2)
- Phonics Screeners
- DoE Reading fluency tool
- Interview for Student Reasoning (IfSR)
- Clarity framework - assessment waterfall chart

Analysis: Analysis will be embedded through:

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Teachers access and engage in professional learning and discussion that builds in the analysis, interpretation and evaluation of student learning data.
- There is a school-wide process for analysing the most relevant student data to gain insights into student progress, and achievement . Analysis is used collaboratively by staff to determine appropriate actions to improve student learning

## Evaluation plan for this strategic direction

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- regular reviews of data sources to measure progress against the intended improvement measures.
- regular data discussions to evaluate the effectiveness of information to inform practice.
- triangulation of data sources

# Strategic Direction 2:

## Purpose

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Using the Clarity Learning Framework school leaders will support staff to build their capacity to learn, teach and lead through shared accountability and responsibility.

## Initiatives

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### Build staff capacity in Explicit Teaching

Effective, Explicit Teaching Empower teachers to implement evidence-based quality teaching practices to expand their professional knowledge base and to reflect on their practice.

\* Build teacher capacity through participation in evidence-based literacy and numeracy professional learning.

\* Expertly use the most effective evidence-based teaching methods to optimise learning progress for all students.

\* Embed explicit systems that promote collaboration focusing on professional dialogue and evaluative practice to improve professional knowledge and consistent teacher judgement.

### Effective Use of Assessment

- There is a whole school assessment approach to ensure the learning of all students is systematically resourced and monitored.
- The school analyses assessment data to identify student and cohort learning progress. Teachers use summative data to identify student learning, allocate resourcing and validate formative assessment practices.

## Success criteria for this strategic direction

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Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers explicitly review previous content and preview the learning planned with students in each class

There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice.

## Evaluation plan for this strategic direction

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Question: To what extent is there a whole school approach to student assessment and a clear understanding by teachers about how to plan, create and analyse assessment information to interpret the impact of explicit teaching on student learning outcomes?

Data: Staff capacity in explicit teaching and effective use of assessment will be built using the Clarity framework. This involves teacher PL and modifying current practice to enable evidence-based teaching techniques to be implemented.

Data will be collected following PL focusing on the DoE's model of explicit teaching. Teachers will embed specific learning intentions and success criteria which will enable students to identify the skills and knowledge that they are expected to achieve.

Assessment data will show both teachers and students what they are expected to do how to do it and what it looks like when they have succeeded.

We will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the schools future directions.

- All staff have participated in the Clarity Professional Learning Suite
- All staff have opportunity to evaluate and provide feedback about professional learning

## Strategic Direction 2:

### Evaluation plan for this strategic direction

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- All staff will embed clear learning intentions and success criteria for students in their classroom.

**Analysis:** Analysis will be embedded and include:

- Regular review of these data sources to provide clarity and whether we are on track for achieving the intended improvement measures
- Regular discussion and review of the SEF elements and themes
- Staff PL will be evaluated and staff will have the opportunity to implement evidence- based methods in their classroom.
- regular data discussions

# Strategic Direction 3: Community Engagement

## Purpose

To further develop and increase engagement with our community and to provide opportunities to be actively involved in the school's learning culture ensuring positive connections and school improvement.

## 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 by 1% from 2023 to 2027.

## Initiatives

### Authentic Improved Communication

Authentic parent and community engagement to build and strengthen sustainable partnerships to ensure parents and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

- Increase opportunities for parents as partners in their child's learning through improved school wide communication using SEESAW, calendar of events, school bytes, face to face conferences with students and parents and reporting
- Parents and community engaging in school activities such as the joining the P&C, attending events, engaging in parent teacher, student conferences
- Promotion of significant events
- Improving partnerships with parents and opportunities to engage in the decision making of the school
- Provide a variety of culturally significant opportunities to engage the whole school community to promote inclusivity.

### Improved Student Attendance

School attendance impacts students' academic achievement and other long-term outcomes. Attendance improvement at Peakhurst West Public School will be achieved through a range of different student wellbeing focus areas.

- Enhance Positive Behaviour for Learning (PBL) as a targeted whole school wellbeing and behaviour initiative.
- Create genuine opportunities to increase student engagement and participation at school to increase a sense of belonging
- Use of relevant DoE policies and documents, such as the Wellbeing for School Excellence Evaluation Support Tool, to inform student wellbeing initiatives

## Success criteria for this strategic direction

- Attendance and punctuality data is regularly collected and analysed.
- Attendance concerns are promptly communicated with students and parents and documented appropriately.
- Whole of school and personalised attendance approaches ensure teachers, parents and the community work together to support consistent and systemic processes that ensure student absences are limited do not impact on learning outcomes.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor, refine and inform an evidence based whole school approach to wellbeing and engagement to improve learning, as developed working with the Safeguarding Kids Together Team.
- Increased enrolment numbers
- The school engages in strong collaboration and communication between parents, students and the broader community that inform and support continuity of learning for all students and embed a culture of high expectations.
- Increase in active parent participation within our learning community.

## Evaluation plan for this strategic direction

Q: To what extent is student and community engagement improved ?

- Is attendance data regularly analysed and factors that impact on attendance and engagement used to inform planning?
- Are parents/carers and the school community engaged to foster student attendance?
- Is there a whole of school and personalised attendance approach to improve regular attendance rates for students, including those at risk?
- Does the school promote strong partnerships with parents/carers?

# Strategic Direction 3: Community Engagement

## Initiatives

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- Development of whole school and personalised systematic attendance monitoring processes to improve regular attendance rates for students causing concern
  - Development of school procedures relating to student wellbeing and student management with respect to new DoE policies. (behaviour plan)
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## Evaluation plan for this strategic direction

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- Do parents/carers and community members have the opportunity to engage in a range of school related activities which help build a cohesive educational community and enhanced sense of belonging?

D: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

SCOUT - Attendance/Enrolment and Wellbeing Data

SENTRAL - Attendance/Punctuality/ Wellbeing Data/Awards

Learning and support team minutes

Tell Them From Me - student/parent/staff surveys

Student survey evaluations

engagement data in extra curricular activities

Parent/Community event participation data

P&C Membership and participation data Data will be analysed by relevant teachers, leaders and teams.

A: This analysis will guide the schools future directions