

Support Sheet #7

Priority Schools Funding Program



© 2005 NSW Department of Education and Training. This material was produced with the financial assistance of the Commonwealth Literacy, Numeracy and Special Learning Needs (LNSLN) Programme. The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Science and Training or the NSW Department of Education and Training.

The following processes underpin planning for continuous improvement in PSFP schools:

- representatives of all stakeholders in the school community have input into the school's planning processes so that the particular context of the school community is acknowledged and reflected in the plan
- the focus is on improving students' literacy, numeracy and participation outcomes through the collection and analysis of performance data leading to specific improvement targets and the achievement of long term goals
- priorities and goals in the the NSW DET Annual Priorities Statement and the Corporate Plan are clearly addressed
- the internal capacity of the school to improve and sustain change is identified and built into the plan – this includes the flexibility to respond to unforeseen situations that may arise due to the diverse nature of PSFP school communities
- the professional learning needs of teachers, parents and support staff in achieving targets are determined and resourced
- time is allocated to support a collaborative approach to school planning, evaluation and reporting.

References

NSW Department of Education and Training 2005 (forthcoming), *The Corporate Plan 2006-2008*, NSW Department of Education and Training, Sydney.

NSW Department of Education and Training 2004, *PSFP Support Document 2005-2008*, NSW Department of Education and Training, Sydney.

www.det.nsw.edu.au/directorates/schoimprov/sda/sda.htm

Related readings and websites

Hill, P. and Crevola, C 1999, *Key features of a whole school, design approach to literacy teaching in schools*, Australian Journal of Learning Disabilities. vol. 4, no. 3, September 1999.

Johnson, N 1996, *School leadership and the management of change*, IARTV Seminar Series, no. 55, July 1996, Jolimont, Victoria.

NSW Department of Education and Training 2003, *Developing home, school and community partnerships*, NSW Department of Education and Training, Priority Schools Funding Program, Sydney.

www.psfps.nsw.edu.au

www.det.nsw.edu.au/revies/pasp/index.htm

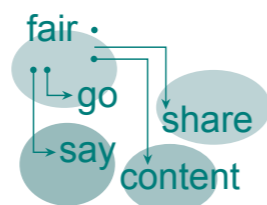
www.curriculumsupport.nsw.edu.au/teacherProfLearning

Contact: Priority Schools Funding Program

The PSFP Co-ordinator, Classroom and School Organisation and School Culture, can be contacted on:

www.psfps.nsw.edu.au

telephone: (02) 9244 5666
facsimile: (02) 9244 5139



Support Sheet #7

Priority Schools Funding Program



Fair Go
Fair Share
Fair Say
Fair Content
Fair Go
Fair Share
Fair Say
Fair Content
Fair Go
Fair Share
Fair Say
Fair Content

Level 16 / 1 Oxford St
Darlinghurst NSW 2010
(02) 9244 5262
psfp@det.nsw.edu.au

November 2005

Why effective planning is critical in PSFP schools

While effective planning for improvement is important for all schools, it is critical for Priority Schools Funding Program (PSFP) schools to ensure that school-based decision making results in actions leading to a reduction in the achievement gap for students. Effective plans in PSFP schools reflect the particular context of the school community and clearly articulate how PSFP funding and staffing supplementation will be used to improve students' literacy, numeracy and participation outcomes. They also embody the social justice and equity principles of a fair go, fair share, fair say and fair content that underpin the PSFP.

Planning in Low Socio-Economic Status (SES) School Communities

Planning for improvement in PSFP schools

The three year school plan is updated annually through analysis of student learning data, collegial planning processes in the school, and consultations within the school community. It addresses the local needs and aspirations of the school community and the NSW DET Priorities Statement and the Corporate Plan (NSW DET 2005).

Planning processes in PSFP schools must lead to action that ensures socio-economic status does not predetermine the outcomes of schooling for individuals or groups of students (NSW DET 2004). It is vital that school plans in PSFP schools reflect the strengths and capacities of PSFP school communities. They should identify and address the particular needs of students that may impact on their students' literacy, numeracy and participation outcomes.

When setting targets to improve student outcomes, PSFP schools need to develop strategies within the three PSFP areas of action of:

- quality teaching and learning
- home, school and community partnerships
- classroom and school organisation and school culture.

This will lead to a culture of continuous and sustainable school improvement. Schools may also need to develop approaches and allocate resources to meet the educational needs of those groups of students who require additional support to engage in schooling.

What can PSFP schools do to plan for improvement?

As a school moves through the planning cycle, it goes through the following stages:

Stages in the school planning cycle

1. School self-evaluation How well are we doing?

In meeting the requirements of school self-evaluation, planning and accountability, PSFP schools should evaluate:

- progress towards the achievement of annual school targets as outlined in the three year school plan
- the range of necessary student outcomes data from school-based and system-wide assessment.

In addition, PSFP schools need to evaluate how effectively they have utilised PSFP funding and staffing supplementation to achieve school targets at the end of each year and at the end of the three year planning cycle.

2. Target setting What should we aim to achieve next year?

Targets are specific statements of the change in performance or practice a school intends to achieve as part of its three year plan. An effective target is developed considering the three year long term goals and annual targets to be achieved by the end of the three year planning cycle.

PSFP schools need to set achievable annual targets and also consider where they expect to be at the end of the three year planning cycle.

Targets in PSFP schools must focus on improving students' literacy, numeracy and participation outcomes with the aim of reducing, with a view to eliminating, the achievement gap.

Targets should:

- be evidence based and linked to student learning
- describe a better state of affairs than currently exists
- reflect state, regional and local requirements
- include strategies to be used and measures to indicate success
- be manageable in number and set in areas that reflect the context of the school community.

Developing an effective target

An effective annual target should be:
specific
achievable
measurable

An example of the process of refining a general target to one that is specific, achievable and measurable is illustrated below.

- raise the numeracy standards of all students to state level or above (three year goal)

↓

- improve student learning outcomes in the measurement strand of mathematics

↓

- improve student learning outcomes in the measurement strand of mathematics by an average of two marks per student

To assist PSFP schools in finalising their school plans a School Plan Checklist can be downloaded from the resources section in the PSFP website www.psfps.nsw.edu.au/resources/index.html

3. School planning What must we do to make it happen?

An effective school plan:

- develops a statement about the school's core values and beliefs and its vision, often expressed as a statement of purpose and reflecting the context of the school community
- clearly identifies the school's strategic direction for the next three years.

- describes the short term annual targets to be addressed in achieving the long term goals

- provides implementation details for the three year planning cycle. This is often organised into sections or priority areas and should include decisions about:

*What? How?
When? Who?
With what?
How do we know?*

- promotes a whole school focus on learning by operating across the three PSFP areas of action

- defines the targets, expected outcomes, indicators of success and allocation of PSFP funding and staffing allocation

- indicates responsibilities of individuals and school teams

- links professional learning of staff and the wider school community to the achievement of targets and goals

- reflects collaboration with teachers, students, parents and the community to improve student learning outcomes

There is no mandated format for school planning. Sample school planning templates are available at the DET intranet site.

www.det.nsw.edu.au/directorates/schoimprov/sda/sda.htm

4. Implementation and monitoring What do we do and how do we review it?

The implementation of the three year school plan is the responsibility of the whole school and its community. Ongoing monitoring should be built into evaluation.

While the three year school plan is a blueprint for action it should be a working document and responsive to changing needs and priorities. This is particularly important given the diverse and dynamic nature of PSFP school communities. Short or longer term goals will be modified on the basis of appraisal of strategies used and evaluation of outcomes. Internal and external data should be collected and reviewed progressively to gauge the success of change.

5. Reporting How well did we do?

An effective three year school planning process provides the opportunity for schools to publicly account for their effectiveness. It is important that the results of the evaluation process are communicated to the school community.

The Annual School Report should include:

- an emphasis on reducing the achievement gap for students
- acknowledgement of PSFP funding and staffing supplementation and other key funding sources
- progress towards achieving targets for the year
- a celebration of student and school achievements of the year
- the focus for the coming year.

