KNOWING MAKES THE DIFFERENCE:

Learnings from the
NSW Priority Action Schools Program

Findings of the independent meta-evaluation study
conducted for the NSW Department of Education and Training by

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The Priority Action Schools Program should be continued and made permanent as a source of enhanced support for schools in communities with deep needs 161
Recommendation 2 162
The level of funding available to schools should be about the same as for 2003, and the duration of funding should be two years (in some cases three) 162
Recommendation 3 163
The PASP should continue to be managed by a team of senior officers, located to ensure access to the most senior officers of the Department 163
Recommendation 4 165
PASP should continue to be conceptualised, managed and evaluated as a learning program identifying, applying, and monitoring the effectiveness of local solutions to local problems of schools in communities with deep needs 165
Recommendation 5 165
The NSW Department of Education and Training should institute procedures establishing differential and flexible staffing for schools in communities with deep needs 165
Recommendation 6 167
The Department should institute procedures that foster stability in staffing for schools in communities with deep needs 167
Recommendation 7 168
The managers of the Program should ensure that the learning of PASP schools, as knowledge building schools, is shared among participating schools and with other schools in communities with deep needs. 168
Recommendation 8 168
PASP schools should continue to work with academic partners to sustain their work as knowledge building organisations 168
Recommendation 9 169
The central concern for PASP schools should be a focus on transformative pedagogies that enhance learning outcomes for all students 169
Recommendation 10 171
PASP schools that have previously focussed on strategies aimed at changing students’ classroom behaviour should shift their efforts towards a focus on student engagement in learning, having higher expectations of students, and achieving improved student learning outcomes 171
Recommendation 11 172
Mentoring should continue to be a feature of the professional development strategies of PASP schools 172
Recommendation 12 173
PASP schools should be given the opportunity to participate in an interagency and community development forum that familiarises them with a range of initiatives aimed at supporting families and young people in communities with deep needs 173
Recommendation 13 173
This report should be made available to PASP schools, their academic partners, and others who can learn from the work of the Priority Action Schools Program 173