

# Strategic Improvement Plan 2021-2024

## Pennant Hills Public School 2857



# School vision and context

## School vision statement

Our vision at Pennant Hills Public School is to empower students to become independent lifelong learners, who are actively engaged and motivated with their learning and the school. Our design of teaching and learning experiences will develop communication, collaboration, creativity, critical thinking and citizenship.

At Pennant Hills Public School staff, parents and carers work together to enable all students to strive for personal best, experience success, and promote individual student growth through focus on personal effort and mindset.

Our students will be caring, active citizens on local and global stages, with skills to realise their potential and excel in an ever-changing world.

## School context

Pennant Hills PS, established in 1925 and situated on two sites 500 metres apart, currently has an enrolment of 586 students. Physical facilities include air-conditioned classrooms with interactive whiteboards, school hall, canteen, Uniform Shop, Computer room, library and Before and After School Care Centre located on the Trebor Road campus. Our school is a welcoming, friendly, safe, nurturing and challenging learning environment. It is characterised by the wonderful support of parents, carers and our diverse local community which works in partnership with our committed, professional, and caring staff to provide for the total education of every child in 'Learning for Life', our school motto.

Our school community promotes at all times the values of responsibility, respect, kindness, fairness and being a learner. The school has a high reputation in the community for excellence in academic, sport and creative arts programs. The school's comprehensive sport program provides opportunities for participation in the Premier's Sporting Challenge, Primary School Sports Association competition in netball, softball, Oztag and soccer and a variety of school-based sport experiences. PHPS offers performance opportunities in music, choir, instrumental and dance, which resulted in the NSW Director-General of Education's School Achievement Award for Outstanding Performing Arts Programs. Additional programs include MiniLit and MultiLit, literacy and numeracy learning support funded by the Parents' and Citizens' Association, EAL/D and environmental education. Our Learning and Support Team works in partnership with parents, carers and outside agencies to develop and implement programs to cater for students with special needs. Student learning is further enhanced through the teaching of technology integration, public speaking and debating, specialist music and dance instruction, gardening club, Student Representative Council.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

## Improvement measures

### Target year: 2022

- Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in reading of 79%.
- Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in numeracy of 73.1%.

### Target year: 2023

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target in reading of 73.3%
- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target in numeracy of 74%.

## Initiatives

### Data informed practice for systematic and explicit teaching of reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs.
- the impact of the implemented strategies on student learning.
- teacher professional learning and school resourcing.

Data informed practice for systematic and explicit reading instruction is

- embedded in all programs
- visible in all classroom practice
- monitored and tracked across the school

and leads to improved growth and performance in students.

### Evidenced-based practice - Systematic and explicit mathematical instruction

Evidence-based practice for systematic and explicit mathematical instruction is

- embedded in all programs.
- visible in all classroom practice.
- monitored and tracked across the school.

and leads to improved growth and performance in students.

We will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs.

## Success criteria for this strategic direction

School wide scope and sequences are consistently followed and reflect current best practice and curriculum requirements. Units of work are developed collaboratively and systematically follow the outlined scope and sequences for each Key Learning Area as part of a coherent program. Individual lessons and programs are adapted based on feedback from formative and summative assessment data, where accommodations and adjustments are made to activities as well as teacher reflection on delivery and teaching practice to ensure continuous improvement for all students, across the full range of abilities. (SEF Element - Teaching - Effective Classroom Practice)

In all classrooms, formative assessment is used flexibly and responsibly as an integral part of daily classroom instruction. Formative assessment is used to inform teaching, adapt practice and meet the learning needs of all students. 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. Student learning is tracked K-6 to ensure consistency of skill acquisition and to maximise learning. (SEF Element - Learning - Assessment)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Progress towards goals is monitored through collection of quality, valid and reliable data. Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include

# Strategic Direction 1: Student growth and attainment

## Initiatives

- the impact of the implemented strategies on student learning.
- teacher professional learning and school resourcing.

## Support Programs

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions and LST and EAL/D strategies.

- Embed the use of formative data collection, use of Progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by research.
- Establish collaborative support for teacher performance development and evidence-based programs and lessons.
- Develop quality EAL/D teaching professional learning.
- Change and adjust practice using the Progressions, explicit individual student goals, formative feedback to differentiate teaching.
- Analyse NAPLAN and school based data to identify target areas.
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

## Success criteria for this strategic direction

ongoing monitoring of success. (SEF Element -Teaching - Data Skills and Use)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF Element - Teaching - Professional Standards - Literacy and Numeracy Focus)

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 achievement decrease. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF Element - Leading - Educational Leadership - Instructional Leadership)

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at Action Group, stage and executive meetings twice a term. The evidence of this data will be uploaded into SPaRO. These data sources include:

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN, check-in assessments
- Observational checklists and anecdotal records
- Teacher program checks
- Student work samples

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- LST data
- Feedback from reflective sessions with teaching staff and executives
- Feedback during Action Group leader meetings

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring every 5 weeks with the Action Group Leaders. 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

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

In order to improve student wellbeing we will develop a whole school approach to well being that caters for all students and their needs to allow them to succeed as learners and better engage with the school and their learning journey.

### Improvement measures

#### Target year: 2022

- Improvement in the percentage of students to be at or above the lower bound system-generated target of 91.5% as evidenced in TTFM (advocacy, belonging and expectations).

#### Target year: 2022

- Improvement in the percentage of students attending school more than 90% of the time to be at or above the system-negotiated lower bound target of 92.7%.

#### Target year: 2024

- Improvement in the percentage of teachers embedding Digital Technologies/STEM pedagogical practice in to all Key Learning Areas to 100%.
- Improvement in the percentage of students reporting higher levels of student engagement above 90%.

### Initiatives

#### Wellbeing & Attendance

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated ILPs.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

#### Engagement through Digital Technologies/STEM

Improve classroom practice through a focus on incorporating effective use of Digital Technologies/STEM strategies across all Key Learning Area programs. This will be achieved through:

- Developing high impact professional learning for all staff.
- Strategic resourcing to support purchasing of equipment.

Digital Technologies/STEM pedagogical practice will be:

- embedded in all programs
- visible in all classroom practice

### Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Element - Learning - Wellbeing)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF Element - Learning - Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the whole school. (SEF Element - Learning - Wellbeing)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. (SEF Element - Learning - Wellbeing)

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

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing and engagement?

#### Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at Action Group, stage and executive meetings twice a term. The evidence of this data will be uploaded into SPaRO.

## Strategic Direction 2: Wellbeing and Engagement

### Initiatives

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and will lead to improved levels of student engagement.

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### Evaluation plan for this strategic direction

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These data sources include:

- Observational checklists and anecdotal records
- Teacher program checks
- Student work samples
- LST data
- Feedback from reflective sessions with teaching staff and executives
- Feedback during Action Group leader meetings
- TTFM data

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring every 5 weeks with the Action Group Leaders. 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



## Strategic Direction 3: Parent and carer partnerships

### Purpose

In order to improve parent and carer relationships with the school we will develop systematic processes that allow the school to regularly update and inform parent and carers on all school matters.

### Improvement measures

#### Target year: 2024

- Improve the school mean of parents that indicate that they are well-informed by the school to 8.0 in Tell Them From Me data.

#### Target year: 2024

- Improve the school mean of parents who feel welcome at the school to 8.0 in Tell Them From Me data.

### Initiatives

#### An informed community

Informing our community about evidence-based practice, curriculum, assessment & reporting, school programs and policy guidelines to provide the community the information they want and need to support their children. Our partnership will be strengthened through effective use of:

- the school newsletter
- the SZ app
- P&C meetings and their communication channels
- Parent forums

to inform and educate our community to strengthen partnership to benefit the students.

### Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF Element - Learning - Learning Culture)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF Element - Learning - Learning Culture)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF Element - Learning - Reporting)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF Element - Leading - Educational Leadership)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF Element - Leading - Management Practices and Processes)

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of a more informed parent community?

#### Data:



## Strategic Direction 3: Parent and carer partnerships

### Evaluation plan for this strategic direction

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These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at Action Group, stage and executive meetings twice a term. The evidence of this data will be uploaded into SPaRO. These data sources include:

- Minutes from P&C meetings
- TTFM data
- School newsletters
- Feedback from parents
- Feedback from reflective sessions with teaching staff and executives
- Attendance data from Parent Forums
- Exit slips from Parent Forums

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring every 5 weeks with the Action Group Leaders. 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