

Strategic Improvement Plan 2021-2025

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 589 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, and 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

Reading growth

Achieve by year: 2023

READING GROWTH

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared to Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

NUMERACY GROWTH

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared to Year 3 and 5 in 2022.

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.
- the impact of the implemented strategies on student learning.

Success criteria for this strategic direction

School wide scope and sequences will be consistently followed and reflect current best practice and curriculum requirements. Units of work will be 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 will be adapted based on feedback from formative and summative assessment data, where accommodations and adjustments will be 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. This will be evidenced in scope and sequence documents, teacher programs and observed classroom practice. (SEF Element - Teaching - Effective Classroom Practice).

In all classrooms, formative assessment will be used flexibly and responsibly as an integral part of daily classroom instruction. Formative assessment will be used to inform teaching, adapt practice and meet the learning needs of all students. The school will use systematic and reliable assessment information to evaluate student learning over time and will implement changes in teaching that lead to measurable improvement. Our focus is derived from the Assessment chapter in the What Works Best update; 'The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.' The school will develop processes to support teachers' consistent, evidence-based judgement and moderation of assessments. Student learning will be tracked K-6 to ensure consistency of skill acquisition and to maximise learning. The tracking of formative assessment K-6 will be observed through the use of PLAN2 across the school in the elements of Phonological Awareness (ES1-S1), Fluency (S1-S3) and Understanding Texts (S2-S3). Teacher programs will have observational data annotated and begin to have future adjustments made based on this data for reading. (SEF Element - Learning - Assessment).

All teachers will have a sound understanding of student assessment and data concepts (e.g. causality, bias). They will analyse, interpret and extrapolate data and they will collaboratively use this to inform planning, identify

Strategic Direction 1: Student growth and attainment

Initiatives

- teacher professional learning and school resourcing.

Success criteria for this strategic direction

interventions and modify teaching practice. Progress towards goals will be monitored through the collection of quality, valid and reliable data. Teachers will 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 will 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, such as those outlined in the What works Best Update: Use of Data to Inform Practice, and include ongoing monitoring of success. This will be observed through teacher programs being adjusted based on data collected, meeting minutes with the discussion focus around curriculum provision and modification for students (Stage, Executive and LST) and through the monitoring of data through PLAN2, NAPLAN and Check-in. (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. This is driven by the evidence base outlined in the What Works Best Update; Students who experience explicit teaching practices make greater learning gains than students who do not. This will be observed in teacher programs, with an focus on explicit teaching and will be observed during team teaching and observational sessions. (SEF Element - Teaching - Professional Standards - Literacy and Numeracy Focus)

The leadership team will maintain 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 will establish a professional learning community which is focused on continuous improvement of teaching and learning. When this occurs, it will be reflected in staff PDP goals as taking a school-wide

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

responsibility to improve, Executive and Action Group meeting minutes where effective distributed leadership occurs, the attendance of parent workshops that focus on curriculum change, Reading and Mathematics instruction and feedback from in-house professional learning sessions to engage with new curriculum and current pedagogical skills. (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
- 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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Wellbeing

Achieve by year: 2023

WELLBEING

- TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 91.5%.

Attendance (>90%)

Achieve by year: 2023

ATTENDANCE

- 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%.

STUDENT ENGAGEMENT AND TECHNOLOGY

Achieve by year: 2025

STUDENT ENGAGEMENT AND TECHNOLOGY

- 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

and will lead to improved levels of student engagement.

Success criteria for this strategic direction

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. As outlined in the What Works Best Update: wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning. Students will be able to identify aspects of the new PHPS Wellbeing Policy including behaviour expectations and reward systems. (SEF Element - Learning - Wellbeing)

There will be school-wide, collective responsibility for student learning and success, which will be shared by parents and students. Planning for learning will be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. This is solidified in the evidence from the What Works Best Update: Student wellbeing results from many interconnected elements of school and home life. This will be observed through parent feedback surveys, parent/carers interaction with online tools such as SeeSaw and through face-to-face participation and attendance during parent workshops and information sessions. (SEF Element - Learning - Wellbeing).

Positive, respectful relationships will be evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the whole school. The school will be 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. As evidence in the What Works Best Update; An emotionally safe school environment means students feel safe to attend and know that they will be supported should they encounter any issues. It is an environment that fosters positive relationships and where students feel supported and advocated for. Teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Element - Learning - Wellbeing (SEF Element - Learning - Learning Culture - Attendance)

Strategic Direction 2: Wellbeing and Engagement

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. 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 parents and carers on all school matters.

Improvement measures

INFORMED PARENTS

Achieve by year: 2025

INFORMED PARENTS

- Improvement in the school mean from Tell Them From Me Survey data for parents indicating that they are well-informed by the school to be at or above 8.0.

Welcoming School

Achieve by year: 2025

WELCOMING SCHOOL

- Improvement in the school mean from Tell Them From Me Survey data for parents indicating that they feel welcome at the school to be at or above 8.0.

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 will demonstrate aspirational expectations of learning progress and achievement for all students, and will be committed to the pursuit of excellence. Effective partnerships in learning with parents and students will mean students are motivated to deliver their best and continually improve. As evidence in the research found in the What Works Best Update: High Expectations. (SEF Element - Learning - Learning Culture)

The school will engage in strong collaboration 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. Our focus will include preschool to school transitions, year 6 to year 7 transition and across site transition from year 2 to year 3. (SEF Element - Learning - Learning Culture)

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

The school will be 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 will measure school community (parent and student) satisfaction and share 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

Strategic Direction 3: Parent and carer partnerships

Evaluation plan for this strategic direction

parent community?

Data:

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at executive meetings once 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 on a term by term basis. 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