

Strategic Improvement Plan 2021-2025

West Pennant Hills Public School 2858



School vision and context

School vision statement

At West Pennant Hills Public School, we strive to *inspire young learners* within an innovative, future focused and inclusive school culture that values and celebrates life-long learning and where they are known, valued and cared for.

To achieve academic excellence, dynamic and committed staff work in collaboration with each other, students and parents to deliver explicit and engaging learning experiences to build strong foundations in literacy and numeracy.

To maintain a positive learning environment and high expectations, teachers, parents and students work in partnership to ensure that every student is able to connect, succeed and thrive.

School context

At West Pennant Hills Public School, we acknowledge the traditional owners of the land to the east the Guringai people and to the west the Dharug people. We pay our respect to elders past, present and emerging.

West Pennant Hills Public School, officially opened in 1850, is located in the rapidly developing residential area in Sydney's north west Hills district of Sydney. Surrounded by main roads, the school is a safe hub for learning within the community. Many residents of West Pennant Hills have and continue to have a strong connection and association with the school over its long history. The school has a student population of 606, including 39% who have English as an additional language or dialect. Diversity and inclusion is highly valued.

West Pennant Hills Public School has a tradition of academic excellence with high standards and high expectations embracing the whole child and their development through a comprehensive range of learning programs that feature a strong focus on literacy and numeracy, integration of technology and extra-curricular opportunities such as bands, choirs, sport, dance, robotics, debating and public speaking. Students enjoy a nurturing, stimulating and inclusive environment where they develop their skills and capacity to become responsible productive life-long learners. Dynamic and committed staff work collaboratively to enhance student well-being, encouraging each student to achieve their full potential. The school is well supported by an active parent community. The P&C operates a wide variety of additional services for the students, parents and community, including the Creative Arts, Bands and Strings' program, the canteen, school banking and uniform shop.

West Pennant Hills Public School has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student Growth and Attainment

When analysis was conducted against student outcome measures, it was evident that the school needed to improve student achievement, growth and performance in literacy and numeracy. This will be strengthened by a whole school approach to improving explicit, differentiated teaching and improved processes for data collection, monitoring and usage.

2. Student and Parent Engagement and Wellbeing

An analysis of our wellbeing and engagement data indicated that sense of belonging for students is an area of ongoing focus. The school's focus will be on improved systems to support attendance, a clear process for collection, analysis and use of data to monitor and refine a whole school approach and improved implementation of communication and collaboration with students and parents to improve belonging and learning at WPHPS. As a school we will strive to strengthen our engagement and build relationships with our Aboriginal, Torres Strait Islander and Multicultural parents.

3. High Expectations and Continuous Improvement

Feedback from parents and staff indicated that the school needs increased

School vision and context

School vision statement

School context

collaborative and support processes to improve teaching and learning as well as work to ensure that students understand what they are learning, what they need to learn next and why it is important.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in Literacy and Numeracy through high quality explicit teaching, curriculum planning and data analysis.

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 with 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 with Year 3 and 5 in 2022.

Initiatives

Effective Classroom Practice: Explicit Teaching

Improve effective classroom practice through a structured whole school approach to the explicit teaching of Literacy and Numeracy.

- Establish and embed explicit quality teaching practices to enhance the teaching of Literacy and Numeracy
- Develop collaborative and collegial approaches to whole school Literacy and Numeracy programming and lesson planning
- Utilise student assessment data to guide differentiated, explicit and engaging teaching practices
- Maintain and strengthen instructional leadership across the school

Assessment: Whole School Monitoring of Student Learning

Establish effective school-wide data collection systems to enable teachers to collate, analyse, interpret and communicate student data to monitor student growth, determine future teaching directions, set targets and provide feedback to all stakeholders.

- Establish and embed whole school systems to support consistent and reliable student assessment and continuous tracking of student growth over time
- Staff engage in professional learning around data literacy, data analysis and data use in teaching
- Student learning goals informed by analysis of internal and external student progress and achievement data
- Use of PLAN2 to track growth in target areas of the Learning Progressions
- Use of data to inform practice and support targeted learning programs e.g. LST and HP&G

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. *(SEF - Effective Classroom Practice: Explicit Teaching)*

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. *(SEF - Curriculum: Differentiation)*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measureable improvement. *(SEF - Assessment: Whole School Monitoring of Student Learning)*

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. *(SEF - Data Skills and Use: Data Literacy)*

Evaluation plan for this strategic direction

Question:

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

Data:

We will use a combination of sources for triangulation. These will include:

- Internal data e.g. PLAN2, ACER, PAT Reading, benchmarking and learning progression goals
- External data e.g. SCOUT: NAPLAN, check-in assessments
- Observations of teaching

Evaluation plan for this strategic direction

- Review of program initiatives
- Focus groups e.g. student reflection, teacher and student surveys
- Document analysis e.g. work samples, data team documents
- Reflection on teaching programs and classroom practice
- Improvement as measured by the School Excellence Framework, Tell Them From Me and What Works Best surveys

Analysis:

Analysis will be embedded within the initiatives through routine implementation and progress monitoring. The school will review progress towards each of the documented progress measures at the end of each school year.

Impact:

The results of the analysis will inform:

- Future actions e.g. program adjustments, resourcing, professional learning
- Annual reporting on school progress measures published in the Annual Report each year.

Strategic Direction 2: SD 2 - Student and Parent Engagement and Wellbeing

Purpose

To ensure that all students are able to connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance:

Increase the proportion of students attending more than 90% of the time to be at or above the school's lower bound system-negotiated target of 91.2%.

Wellbeing

Achieve by year: 2023

Wellbeing:

Increase TTFM Wellbeing data (belonging, expectations) to be at or above the lower bound system-negotiated target of 91.2%.

Parent and Community Engagement

Achieve by year: 2025

Parent and Community Engagement

Improvement to be at or above NSW Govt Norms as measured by the Tell Them From Me surveys in the areas of Two-way Communication with Parents, School Supports Learning, Eight Drivers of Student Outcomes and Social-Emotional Outcomes.

Improvement as measured by the School Excellence Framework to be Excelling in the following themes:

- A Planned Approach to Wellbeing
- Parent Engagement
- Instructional Leadership
- Community Engagement

Initiatives

A Planned Approach to Wellbeing

Enhance and embed explicit and sustainable wellbeing practices to promote positive, respectful relationships and behaviour expectations to improve student engagement and sense of belonging.

- Use data analysis and reflective feedback to monitor, inform and refine whole school wellbeing practices
- Embed more systematic strategies at the universal, targeted and intensive level to improve student attendance
- Deepen staff's understanding of the Wellbeing Framework to strengthen school's capacity to deliver whole school wellbeing practices.

Parent and Community Engagement / Diversity and Inclusion

Establish and embed a school climate and culture that promotes a sense of community amongst students, staff and parents.

- Strengthen existing home-school communication practices to ensure parents are informed and have a deeper understanding of what happens across the school day
- Improved use of online platforms, such as Seesaw, to give parents improved access to learning at school
- Increased and improved opportunities for parents to support their understanding of what happens at school and how they can support their children's learning
- Build and strengthen respectful and effective working relationships that provide opportunities to engage and contribute towards achieving successful outcomes for Aboriginal and Torres Strait Islander students
- Authentically engage with the DoE Multicultural Education Policy to build and strengthen positive

Success criteria for this strategic direction

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

The school has implemented evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning. *(SEF - Wellbeing: A Planned Approach to Wellbeing)*

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. *(SEF - Wellbeing: Behaviour)*

Teachers directly and regularly engage with parents to improve understanding of what happens in the classroom and student learning to strengthen student outcomes. *(SEF - Reporting: Parent Engagement)*

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 - Educational Leadership: Community Engagement)*

Evaluation plan for this strategic direction

Questions:

To what extent have we increased student ability to be connected, succeed and thrive overall and for target groups?

To what extent have we ensured that our systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

Sentral - full and partial attendance rates, wellbeing data

Strategic Direction 2: SD 2 - Student and Parent Engagement and Wellbeing

Initiatives

relationships with parents from diverse cultural and linguistic backgrounds.

Evaluation plan for this strategic direction

(awards, negative incidences), certificates given

HSLO referrals, plans and outcomes

Improvement as measured by the School Excellence Framework, Tell Them From Me and What Works Best surveys

Classroom programs

Special program implementation

Workshops and other parent connection initiatives - participation data

LST records

Student voice

Chaplain referrals and termly report

Analysis:

Analysis will be embedded within the initiatives through routine implementation and progress monitoring. The school will review progress towards each of the documented progress measures at the end of each school year..

Impact:

The results of the analysis will inform:

- Future actions eg. program adjustments, resourcing, professional learning
- Annual reporting on school progress measures published in the Annual Report each year.

Strategic Direction 3: SD 3 - High Expectations and Continuous Improvement

Purpose

Increased understanding of High Expectations and a continuous improvement culture through explicit systems for collaboration and feedback.

Improvement measures

Explicit Teaching

Achieve by year: 2025

Explicit Teaching

90% of teachers are incorporating WALT, WILF, WAGGOL, Learning Intentions and Success Criteria in their classroom as evidenced by classroom observations and teacher surveys.

Learning Culture

Achieve by year: 2025

Learning Culture

Improvement to be above NSW Govt Norms as measured by the Teacher Tell Them From Me surveys in the areas of Four Dimensions of Classroom and School Practices: Challenging and Visible Goals and Quality Feedback and in the Eight Drivers of Student Learning: Learning Culture and Teaching Strategies.

Collaboration, Feedback and Evaluative Practice

Achieve by year: 2025

Collaboration, Feedback and Evaluative Practice

Improvement on the average school scores as measured by the What Works Best survey on the Themes of Collaboration and Effective Feedback and in the Datasets of Evaluative Practice: Individual and IICD Collaboration.

Initiatives

Collaboration and Feedback for Staff

Staff actively engage in sustained high impact professional learning to improve their practice to achieve higher levels of student engagement and performance.

- Embed collaborative professional learning through classroom observations, walk-throughs, reflective discussions and targeted feedback
- Embed high quality PDP procedures using the Professional Standards to ensure continuous whole school improvement
- Staff engage in professional learning to support improved coaching reflective practices to promote the on-going development of all teachers

Student Feedback

In order to maximise student learning, the school will embed rigorous explicit, constructive and timely feedback strategies to ensure students know what they know (through assessment), what they need to learn next (learning goals), how they will get there (success criteria, exemplars and explicit learning experiences) and why it is important in literacy and numeracy. Students need to be a central part of the learning process. For each student to be successful, the school will be responsive to the learning needs of all students.

- Embed data informed formative assessment practices into daily classroom practice
- Explicit teaching of Learning Intentions and Success Criteria included in daily teaching practices
- Strategies for development of explicit individual learning goals in literacy and numeracy
- Enhance teacher capacity to a deep understanding of ways in which students collaborate, think critically, problem solve, and take an active role in their learning

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. *(SEF - Learning and Development: Collaborative Practice and Feedback)*

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. *(SEF - Educational Leadership: Instructional Leadership)*

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. *(SEF - Educational Leadership: High Expectations)*

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. *(SEF - Learning and Development: Coaching and Mentoring)*

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. *(SEF - Effective Classroom Practice: Feedback)*

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. *(SEF - Curriculum: Differentiation)*

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate impact through visible, challenging individual learning goals and the use of Learning Intentions and

Evaluation plan for this strategic direction

Success Criteria ?

To what extent have we improved our school collaborative practices?

Data:

We will use a combination of sources for triangulation. These will include:

- Focus groups e.g. student reflection, teacher and student surveys including What Works Best survey and TTFM
- Document analysis e.g. work samples, professional learning documents
- Improvement as measured by the School Excellence Framework, Tell them from Me and What Works Best surveys

Analysis:

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Impact:

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