

Strategic Improvement Plan 2021-2024

Quakers Hill Public School 2918



School vision and context

School vision statement

Quakers Hill Public School is a school where every child is known, valued and cared for. We are committed to promoting equity and excellence, so each and every student is provided with the very best education and the opportunity to reach their full potential. As a school community, our shared vision is that every student, every teacher, every leader and our school improves every year.

Underpinned by the school banner statement Innovation-Excellence-Success, QHPS is at the forefront of education and a catalyst for innovation within the community. Our staff wholeheartedly embrace the school's philosophy; striving for excellence, providing all students with a high-quality and future-relevant education, and preparing them for rewarding and productive lives in an increasingly complex world. We lead, nurture and inspire students, staff and the school community to imagine the endless possibilities in learning and in life, and to have firm beliefs in these.

School context

Quakers Hill Public School is situated in a well-established residential area, providing quality education to approximately 1073 students. Current enrolments include 79% of students from a non-English speaking background and 36 Aboriginal and Torres Strait Islander students. The school enjoys a highly cohesive mix of experienced and early career teachers, who work in partnership with the community to support a culture of high expectations and quality teaching and learning. Quakers Hill Public School has a strong reputation as an inclusive school, which is well-resourced and provides strong academic and extra-curricular programs focusing on the development of the whole child. The school has opportunity and enrichment classes, as well as a highly effective Learning and Support Team. Positive Behaviour for Learning supports student wellbeing and promotes a safe and supportive school culture, where every child is known, valued and cared for.

The strong partnership that the school enjoys with the Parents and Citizens Association (P&C) is an essential and vital component of the connectedness and shared vision that our school as a learning community enjoys. We have a clear direction for our school and our students, and we work together to achieve this vision through strategic improvement. QHPS continues to be the school of choice for families within the local drawing area, for students from Kindergarten to Year 6.

The school has completed a situational analysis, that has identified three areas of focus for this Strategic Improvement Plan. These strategic directions build upon the work undertaken in the previous school planning cycle.

1. Student growth and attainment

There will be a continued focus on how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. An Instructional Leader role has been developed to lead the school's focus on the explicit teaching of reading.

2. Communities of practice

We will continue to focus on building the capacity of the whole school community; striving for a self-sustaining and self-improving school that continues to support the highest levels of learning. Through Learning Hubs, Learning Walks and Reflective Planning Days teachers will continue to foster a culture of collaboration and collective teacher efficacy, leading to effective evidence-based teaching and ongoing improvement. Community engagement programs will be multi-faceted and look towards different modes of delivery to maximise reach and parent involvement.

3. Holistic approach to student well-being

We will continue to embed a whole-school strategic and planned approach embedding student centred learning approaches and well-being processes. There will be a continued focus on Positive Behaviour for Learning (PBL), resilience groups, Smiling Mind and

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transition processes to support student well-being, continuity of learning and build healthy minds, engaged classrooms and equip a generation of young people with the skills they need to connect, succeed, thrive and learn.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, develop assessment capable learners and build strong foundations for academic success, we will identify, understand and implement the most effective explicit teaching methods and utilise data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

A minimum of 66% of students achieve in the top 2 NAPLAN bands for reading (Lower bound system-negotiated target).

Target year: 2022

A minimum of 64% of students achieve in the top 2 NAPLAN bands for numeracy (Lower bound system-negotiated target).

Target year: 2023

A minimum of 67% of students achieving expected growth in NAPLAN reading (Lower bound system-negotiated target).

Target year: 2023

A minimum of 70% of students achieving expected growth in NAPLAN numeracy (Lower bound system-negotiated target).

Target year: 2024

A minimum of 66% of Aboriginal students achieving top 3 NAPLAN bands in reading (Lower bound school-negotiated target).

Target year: 2024

A minimum of 64% of Aboriginal students achieving top 3 NAPLAN bands in numeracy (Lower bound school-negotiated target).

Initiatives

Explicit Teaching

Build consistent and collective teacher capacity specifically in the explicit teaching of reading and numeracy, in order to improve student learning outcomes.

- Establish and utilise Instructional Leader positions to work with teachers to build capacity
- Implement Spirals of Inquiry to select teaching strategies in relation to student learning needs, focus teacher professional learning and school resourcing
- Develop numeracy expertise of teachers through Starting Strong and Working With the Big Ideas professional learning
- Establish Extending Mathematical Understanding small group intervention

Differentiation of Teaching and Learning

Embed a learning culture that enables student voice and develops assessment capable learners who are able to identify what they are learning, monitor their own progress, set goals and reflect on their learning.

- Strengthen Visible Learning practices through ongoing professional learning
- Establish Learning Communities where teachers share ideas and support colleagues to cater for student needs
- Promote student voice through Student Snapshots
- Implementation of High Potential Gifted Education Policy
- Embed and use high impact professional learning models to build teacher knowledge and understanding of differentiation
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities

Success criteria for this strategic direction

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 .

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

All students articulate, understand and achieve learning goals.

The school achieves excellent value-added results, significantly above the value added by the average school.

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:

The school will use the following data sources:

- NAPLAN/SCOUT data analysis
- Internal whole school data analysis
- Spirals of Inquiry data
- LaST data
- Observation of practice
- Student voice

Analysis:

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Increase the percentage of students in the desirable quadrant with high skills and high challenge in the Tell Them From Me survey (TTFM) to be above 75% (Lower bound school-negotiated target).

Target year: 2024

Increase the percentage of students achieving end of year reading level expectation for their grade to be above 90% (Lower bound school-negotiated target).

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform future actions, annual reporting on the school's progress measures published in the Annual School Report each year.

Strategic Direction 2: Communities of practice

Purpose

In order to promote the growth of teachers, students and the community we will develop communities of practice that involve collaboration, facilitate collective teacher efficacy and encourage and build effective leadership.

Improvement measures

Target year: 2024

Parents' Participation at School

Increase the percentage of parents talking with their child's teacher about learning more than three times to be above the school negotiated target of 72%.

Increase the percentage of parents attending community events more than three times to be above the school negotiated target of 70%.

Target year: 2024

Parents' Support Learning at Home

Increase the percentage of parents' average score in regards to supporting learning at home (TTFM) to be above the school negotiated target of 9.

Target year: 2024

Drivers of Student Learning

Increase the percentage of teachers' average score in regards to collaboration Tell Them From Me (TTFM) to be above 9.5.

Increase the percentage of teachers' average score in regards to teaching strategies (TTFM) to be above 9.5.

Increase the percentage of teachers' average score in regards to leadership (TTFM) to be above 9.

Initiatives

Professional Learning Communities

Implement a range of practices to build collective teacher efficacy and consistency of best practice through collegial and supportive professional networks.

- Establish and embed Learning Walks that focus on current evidence-based teaching practices
- Continue reflective planning days that facilitate professional dialogue and collaboration
- Strengthen and expand Learning Hubs
- Provide formal mentoring/coaching support for Early Career Teachers through explicit systems.

Culture of Collaboration

Embed effective partnerships in learning with students and parents built upon educational aspiration and a culture of high expectations resulting in sustained and measurable whole school improvement and the pursuit of excellence.

- Provide opportunities for community engagement through planned events
- Embed the use of online learning platforms to engage all stakeholders in the learning process
- Embed processes for engaging parents as partners in learning to build knowledge and understanding of educational practices and support all learners

Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a culture of collaboration and high impact professional learning?

Data:

The school will use the following data sources:

- Tell Them From Me
- Circle of Practice data
- Early career teacher (ECT) survey data
- Learning Hub reflections
- Community feedback

Analysis:

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform future actions, annual reporting on the school's progress measures published in the Annual School Report each year.

Strategic Direction 3: Holistic approach to student wellbeing

Purpose

To ensure all students connect, succeed, thrive and learn, there will be a planned approach to develop whole school wellbeing processes that support high levels of wellbeing, engagement and attendance.

Improvement measures

Target year: 2022

A minimum of 88% of students attend school at least 90% of time (Lower bound system-negotiated target).

Target year: 2022

A minimum of 92% of students respond positively to Well-being in the Tell Them From Me survey (Lower bound system-negotiated target).

Target year: 2024

Decrease the number of negative student incidents recorded in Sentral by 50% from the school-negotiated baseline of 725 (363).

Target year: 2024

Increase the number of positive student incidents recorded in Sentral by 15% from the school-negotiated baseline of 1409 (1620).

Initiatives

Student Centred Learning

Implement a range of strategies and methods of teaching that shift the focus of instruction from the teacher to the student.

- Explore and establish Walker Learning Approach in the early years of schooling
- Strengthen and support transition programs across the school that support continuity of learning for all students
- Promote student leadership through targeted programs that connect student voice and student directed initiatives
- Share expertise and support teachers to trial innovative learning practices and evaluate, refine and scale success
- Design and utilise effective flexible learning spaces that enhance student engagement and collaboration

The Whole Child

Embed programs that create learning environments that support students to be healthy, happy, engaged and successful.

- Build capacity of staff to implement KIDDO Physical Literacy Program to improve the fundamental movement skills of students
- Embed consistent Positive Behaviour for Learning strategies that promote positive, respectful relationships among students and staff
- Implement evidence-based whole school well-being practices that result in measurable improvements in well-being and engagement to support learning
- Develop opportunities for students to build connections with staff and other students through resilience and social skills programs

Success criteria for this strategic direction

The school engages in strong collaborations that inform and support continuity of learning for all students at key transition points.

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.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

Teachers model and share a flexible repertoire of strategies for classroom management and the promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a planned approach to whole school wellbeing processes that support high levels of wellbeing, engagement and attendance?

Data:

The school will use the following data sources:

- Tell Them From Me
- SCOUT
- LaST
- PBL
- Walker Learning
- Transition parent surveys/teacher observation notes

Analysis:

Analysis will be embedded within the initiatives through

Strategic Direction 3: Holistic approach to student wellbeing

Evaluation plan for this strategic direction

progress and implementation monitoring. The school will review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform future actions, annual reporting on the school's progress measures published in the Annual School Report each year.