

Strategic Improvement Plan 2021-2025

Rouse Hill Public School 3008



School vision and context

School vision statement

At Rouse Hill Public School we work collaboratively to create an inclusive culture of high expectations in which every student is challenged and supported to learn and improve. We place our students at the centre of our decision-making, and strive to empower students to become respectful, responsible and resilient members of the community.

School context

Rouse Hill Public School is located in the rapidly growing North West region of Sydney. The current student enrolment of 1050, including a Support Unit consisting of one Multi-Category and three Autism classes, has increased considerably over the past three years and will continue to do so due to extensive development within our enrolment boundary. The teaching staff is growing in proportion to student enrolments and includes a mixture of experienced and early career teachers. The school caters for an increasingly culturally diverse student population. 60% of students have a language background other than English. 12 students identify as Aboriginal or Torres Strait Islander.

One of four bilingual schools in NSW, all students are provided with the opportunity to learn Mandarin. Our school provides extensive opportunities in sport, performing arts and extracurricular groups, and promotes a strong focus on developing respectful, responsible and resilient young members of the community. Rouse Hill Public School enjoys a strong relationship with its interested and active P&C Committee.

Our situational analysis, underpinned by a whole school focus on the What Works Best: 2020 update and the School Excellence Framework self-assessment, identified a need to establish purposeful data-informed practices to support teachers to successfully plan for and deliver quality differentiated instruction to all students, from those requiring additional learning support to those identified as high potential and gifted. Analysis of NAPLAN and Scout data, along with system-generated improvement measures, has identified the need for a rigorous focus on quality assessment in English and mathematics in order to strengthen pedagogy and increase the percentage of students achieving expected growth. Professional learning for teachers will include the development and use of quality summative and formative assessment, including a focus on robust consistent teacher judgement.

As a growing school, a strong focus on creating a collaborative culture in which teachers and leaders are lifelong learners will deepen curriculum knowledge and the use of evidence-based explicit teaching practices, building collective teacher efficacy. This will include a gradual release of responsibility model, allowing students to become self-regulated learners. High impact, differentiated and responsive professional learning will ensure that teachers at all career levels develop their capacity to meet the needs of their students. There will be a focus on ensuring comprehensive teaching and learning programs are strategically designed according to the teaching and learning cycle. A thickening of leadership, regardless of position or title, will promote sustainability of quality pedagogical practices.

Analysis of Sentral and Tell Them From Me data supports a considered and responsive approach to wellbeing in order to support our students to connect, succeed and thrive, and develop students' sense of belonging. Consistent academic and behavioural expectations will be forged around a restorative approach, with opportunities to seek and respond to student voice. Ongoing refinement of learning support team processes will enhance consistency, support students to meet school expectations and personalise learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth and attainment in English and mathematics, and to build strong foundations for success in all key learning areas, we will develop and sustain whole school evidence-based teaching, assessment and evaluative practices.

Improvement measures

Reading growth

Achieve by year: 2023

Check-in Assessment

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

Numeracy growth

Achieve by year: 2023

Check-in Assessment

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

Achieve by year: 2025

Responses to the Tell Them From Me teacher survey for 'Data Informs Practice' place us equal to or above the NSW government norm.

Achieve by year: 2025

85% of students are reading at or above their end-of-year expected reading benchmark level.

Initiatives

Data Informed Instruction

Effective assessment, data collection and analysis practices allow teachers to identify student achievement, monitor growth and plan teaching programs that are responsive to need.

- Teachers will implement a variety of assessment tools and tracking systems that are evidence-based, align to syllabus outcomes, school assessment schedules and scope and sequence documents.
- Teachers will co-construct rubrics with 5-point scales linked to syllabus outcomes to inform the teaching and learning cycle and cater for the range of learners in their class.
- Teachers will participate in rigorous consistent teacher judgement sessions in order to make on-balance judgements of student achievement and inform teaching and learning programs.

Personalised Learning

A learning culture in which students are engaged at their point of need inspires them to achieve to their full potential.

- Teachers will deepen their knowledge of the English and mathematics syllabi to drive teaching and learning programs that meet students at their point of need.
- Processes will be refined and/or initiated that support teachers to identify and cater for all learners, including low performing and high potential and gifted students.
- The provision of meaningful self-assessment and peer-assessment opportunities will equip students to become assessment capable learners.
- Timely, actionable and individualised feedback will support student learning and growth.

Success criteria for this strategic direction

- 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.
- Valid and reliable assessment data is regularly analysed to help promote consistent and comparable judgements of student learning, monitor student academic growth and identify skill gaps for improvement and areas of extension.
- Teaching and learning programs and specialist support programs are differentiated and include evidence-based strategies that respond to individual student need.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Feedback supports students to articulate, understand and achieve literacy and numeracy learning goals.
- Students are assessment capable learners who identify their current level of achievement and next steps in their learning journey.

Evaluation plan for this strategic direction

Question

To what extent have we maximised student growth and attainment in English and mathematics?

To what extent are whole school evidence-based teaching, assessment and evaluative practices embedded and sustainable?

Data

The external and internal student performance measures

Evaluation plan for this strategic direction

to be used will include:

- School Excellence Framework self-assessment
- NAPLAN data analysis
- Benchmarking
- Check-in assessment results
- Program evaluation
- Student confidence to self-assess their own achievement and identify their next steps
- Teacher and student surveys
- Learning walks; student responses analysed
- Assessment schedules
- Minutes from Learning Support Team meetings and Consistent Teacher Judgment sessions

Analysis

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework and self-assessment. Executive team and whole staff reflective sessions. Revisiting What Works Best and comparing pre-situational analysis reflection to current reflection.

Implications

The findings of the analysis will inform future directions and focus areas.

Strategic Direction 2: Teachers and leaders as lifelong learners

Purpose

In order to foster lifelong learning amongst teachers and leaders, we will develop communities of practice that focus on explicit teaching and build collective teacher efficacy through collaboration and high impact professional learning.

Improvement measures

Achieve by year: 2025

Responses to the Tell Them From Me teacher survey demonstrate a positive trend from 2024 in the following areas within 'Learning Culture'.

- Students become fully engaged in class activities.
- I monitor the progress of individual students.
- I set high expectations for student learning.
- Students find class lessons relevant to their own experiences.

Achieve by year: 2025

Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Collaboration' from 2024 data.

- Teachers have given me helpful feedback about my teaching.
- I discuss my assessment strategies with other teachers.
- I discuss learning problems of particular students with other teachers.

Achieve by year: 2025

Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Leadership' from 2024 data.

- School leaders have provided me with useful feedback about my teaching.
- School leaders have helped me improve my teaching.

Initiatives

Communities of Practice

Internal and external communities of practice foster collective teacher efficacy.

- A variety of internal and external differentiated professional learning communities will draw on research and evidence-based practices, and target identified priority areas at a whole school, group and individual level, drawing on expertise within and outside the school.
- A thickening of transformational leadership will be supported through mentoring, coaching, cascading and drawing on internal and external leadership resources.
- The principles of the High Impact Professional Learning Policy will drive professional learning experiences.
- An ongoing focus on collaboration will encourage staff to welcome opportunities to observe, be observed, provide and receive feedback, co-teach and share expertise to support teacher development.
- Considered and impactful shoulder-to-shoulder support will build teacher and leadership capacity.

Highly Effective Teaching Practices

A whole school approach ensures the most effective evidence-based teaching methods maximise learning progress for all students and enhance sustainability. Effective methods are identified, promoted and modelled.

- Differentiated teaching and learning programs will explicitly link to syllabus outcomes and will be sufficiently flexible to meet the needs of all learners.
- English and mathematics programs will target student need through explicit teaching practices.
- Teachers will maintain high expectations based on knowledge of their students gained through the analysis of formative and summative assessment data.
- Teachers work collaboratively to ensure their

Success criteria for this strategic direction

- Teaching and non-teaching staff proactively seek to improve their performance through staff collaboration, co-teaching, observations and effective feedback.
- High-impact professional development is productive, targeted and meaningful in developing collective teacher efficacy, and building capacity of staff in identified priority areas.
- The school uses responsive and flexible systems to develop effective instructional leadership, management skills and leadership attributes for whole school improvement, thereby contributing to a strong pipeline of leaders.
- All teacher Performance and Development Plan goals incorporate aspects of the strategic improvement plan, demonstrate an explicit focus on genuine improvement in practice and align with the Australian Professional Standards for Teachers.
- Application of the syllabus and the teaching and learning cycle is evident across and within mathematics and English teaching and learning experiences.
- Assistant Principals Curriculum and Instruction, Assistant Principals and expert teachers work shoulder-to-shoulder with teachers and leaders to develop and build professional capacity so that highly effective and evidence-based teaching, aligned with What Works Best, is evident in all classrooms and programs.

Evaluation plan for this strategic direction

Question

To what extent have explicit teaching practices become established within the school? What is the impact of this on student learning outcomes?

To what extent has high impact professional learning become embedded into all communities of practice?

Strategic Direction 2: Teachers and leaders as lifelong learners

Improvement measures

- School leaders have provided guidance for monitoring student progress.

Achieve by year: 2025

Responses to the Tell Them From Me student survey demonstrate a positive trend in the area of 'Students Who Are Interested and Motivated' from 2024 baseline.

Achieve by year: 2025

All teachers use professional standards and Performance and Development Plans to identify and monitor specific areas for development or continual improvement.

Achieve by year: 2025

Self-assessment against the five elements of the High Impact Professional Learning tool moves us towards 'Excelling.'

Initiatives

pedagogy aligns with practices that are shown through research to improve student outcomes, underpinned by the eight themes in What Works Best.

- Teachers will improve their understanding of the teaching and learning cycle.

Evaluation plan for this strategic direction

To what extent do teachers actively engage in collaborative practices to reflect on, evaluate and adapt practice?

Data

The measures to be used will include:

- School Excellence Framework self-assessment
- High Impact Professional Learning self-assessment
- Teaching and learning programs
- Program evaluations and adjustments
- Program supervision
- Learning walks
- Lesson observation feedback
- Performance and Development Plan (PDP) self-assessment and annual review
- Assessment schedules
- Teacher surveys

Analysis

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework and self-assessment. Executive team and whole staff reflective sessions on the Performance and Development Framework and Performance and Development Plans. Revisiting What Works Best and comparing pre-situational analysis reflection to current reflection. Professional discussions and pre- and post-self-reflection against the High Impact Professional Learning Policy.

Implications

The findings of the analysis will inform future directions and focus areas.

Strategic Direction 3: Empowering learners to connect, succeed and thrive

Purpose

In order to enable students to connect, succeed and thrive, we will reflect on, refine and implement wellbeing processes that empower students and increase engagement.

Improvement measures

Achieve by year: 2025

Responses to the Tell Them From Me student survey demonstrate a positive trend in the area of 'Students with a Positive Sense of Belonging' from 2024 data.

Achieve by year: 2025

Responses to the Tell Them From Me teacher survey demonstrate a positive trend from 2024 in the following areas within 'Learning Culture'.

- I am effective in working with students who have behavioural problems.

Achieve by year: 2025

Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Collaboration' from 2024 data.

- I talk with other teachers about strategies that increase student engagement.

Attendance (>90%)

Achieve by year: 2023

Between 85.50% and 90.50% of students will attend school 90% of the time or more, as per our 2022 lower bound and upper bound system-negotiated target.

Wellbeing

Achieve by year: 2023

Between 89.10% and 96.80% of students will report positive wellbeing in the Tell Them from Me student survey, as per our lower bound and upper bound system-negotiated target.

Initiatives

Restorative Practices

Embed a consistent whole-school approach to student wellbeing and engagement in which there is collective responsibility for student learning and success.

- Contextually appropriate, responsive and restorative wellbeing and behaviour procedures will be developed to align with Department of Education policies.
- A restorative approach and the Positive Behaviour for Learning framework will underpin our wellbeing philosophy.
- Wellbeing data will be collaboratively analysed regularly to support students at a whole school, grade and individual level, and guide interventions.
- Proactive communication with parents and the wider community will support the home-school partnership.

Supported Successful Students

Effective wellbeing practices will be embedded to support students to be healthy, happy, engaged and successful.

- A culture of high expectations regarding behaviour in all school settings will be refined and maintained by all teachers and support students to connect, succeed and thrive.
- Implementation of social emotional learning programs and increased opportunities to seek student voice will support the school to ensure that every student is known, valued and cared for.
- Ongoing refinement of learning support team processes will strengthen our capacity to cater for all students.
- Attendance data will be collaboratively analysed regularly to support students at a whole school, grade and individual level, and guide interventions.
- Effective use of integration funding support, equity funds and operational funding to employ School Learning and Support Officers (SLSOs) to support individuals and groups of students.

Success criteria for this strategic direction

- School wellbeing and behaviour procedures are restorative and align with the Wellbeing Framework and the Department of Education Behaviour Strategy.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
- Teachers demonstrate increased capacity to cater for students' cognitive, physical, social, emotional and spiritual domains of development.
- Effective learning and support processes assist teachers and parents to work in partnership to meet student needs.
- Respectful and positive relationships, enhanced by instructional leader support, are evident in all school settings.

Evaluation plan for this strategic direction

Question

To what extent are our wellbeing processes evident and consistent throughout the school?

To what extent are our students empowered and engaged in school? To what extent are they connecting, succeeding and thriving?

Data

A range of internal and external data sets will be continually analysed and reviewed to ensure positive student wellbeing. These data sets include:

- School Excellence Framework self-assessment

Strategic Direction 3: Empowering learners to connect, succeed and thrive

Initiatives

- The employment of above-entitlement teachers will cater for enrolment growth and minimise the need for class restructures during the year, thereby supporting strong wellbeing connections, consistency, stability and continuity of learning between students and teachers.

Evaluation plan for this strategic direction

- Tell Them From Me (Student, Parent and Teacher surveys)
- Sentral data, wellbeing and negative incidents
- Sentral data, parent correspondence
- Attendance data
- Student surveys
- Student voice
- Learning Walks data
- Wellbeing discussions and minutes from stage and Executive meetings
- Learning and Support Team data
- Teaching and learning programs

Analysis

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around School Excellence Framework and self-assessment. Executive team and whole staff reflective sessions on the Wellbeing Framework. Revisiting What Works Best and comparing pre-situational analysis reflection to current reflection. Professional discussions and self-reflection on wellbeing processes.

Implications

The findings of the analysis will inform future directions and focus areas.