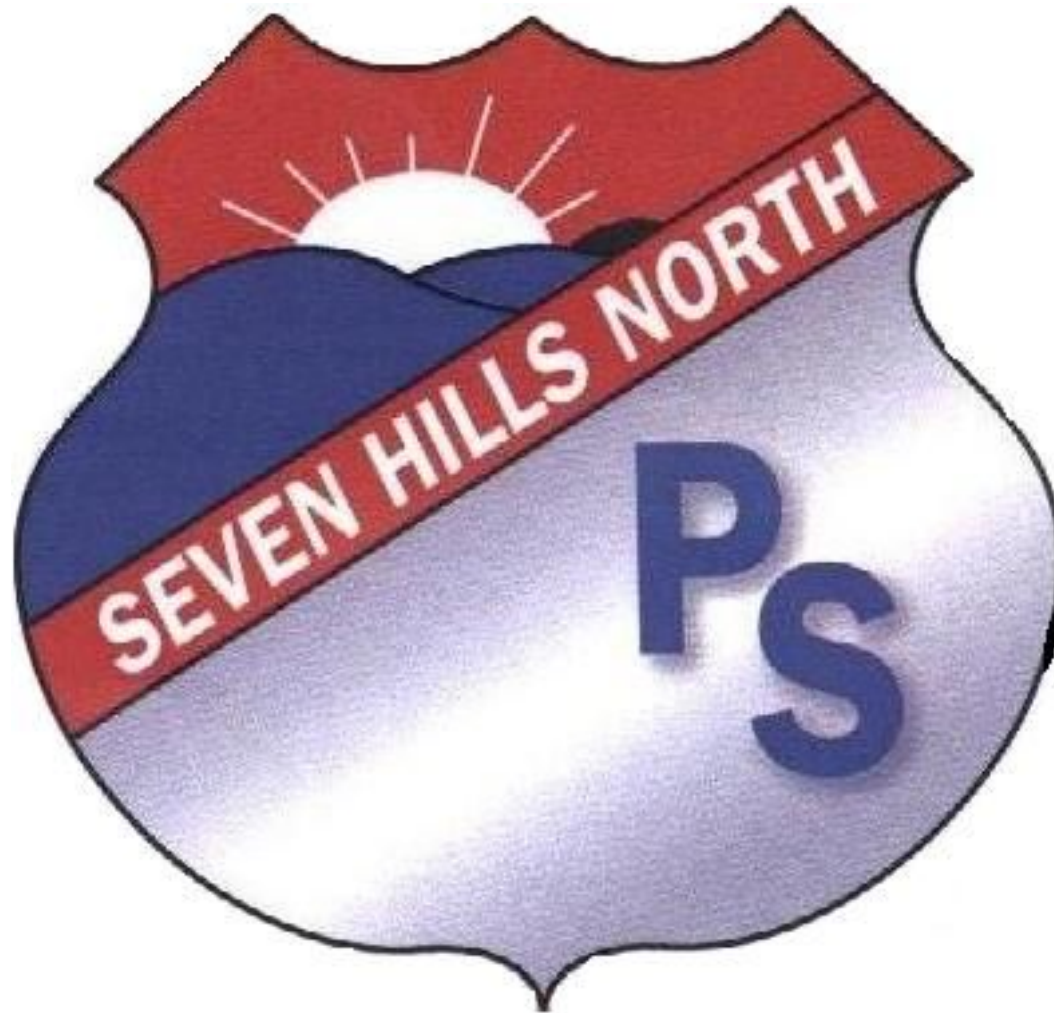


Strategic Improvement Plan 2021-2025

Seven Hills North Public School 3053



School vision and context

School vision statement

At Seven Hills North Public School, we develop confident, creative and critical thinkers who are engaged in their learning. We foster leadership, responsibility, resilience and citizenship. We build strong connections with all stakeholders to create a nurturing learning environment in which all students are cared for, have a sense of belonging and are encouraged to pursue their goals. We are deeply committed to developing enthusiastic lifelong learners who can contribute meaningfully to society as informed global citizens. At Seven Hills North Public School, every student, every teacher, every leader improves every year.

School context

Seven Hills North Public School is an historic school with a proud history, originally established in 1883 and rebuilt in 2003. Our school is affectionately known as a 'country school in the middle of the city' due to its small size, its wonderful playground of grass and trees and its 'family' atmosphere. This atmosphere is created by a supportive community partnership between students, teachers and parents. The school's mission is to provide all students with the opportunity to achieve their personal best in a supportive and caring school environment.

Our school enjoys a rich cultural diversity. There are 270 students currently enrolled at the school, with 49% of students coming from a non-English speaking background and 9% who are Aboriginal and/or Torres Strait Islander. Our school values the identity, culture, heritage and languages of all students, delivering quality education and cultural programs with strong community support. The school is a member of the Bungaribee Principal's Network and has a strong partnership with the Blacktown Learning Community of Schools and the Nurrunginy Aboriginal Education Consultative Group (AECG).

Our school provides high quality educational programs with a strong focus on improving literacy and numeracy outcomes for all students. An emphasis on individual learning goals and student engagement ensures that every student has the opportunity to attain high personal standards of performance. We are deeply committed to developing well-rounded citizens and work tirelessly to support the academic, social, emotional, physical and behavioural goals of each child.

The school staff is comprised of dedicated early career and experienced teachers with a variety of strengths and skills, who work collaboratively to deliver differentiated learning programs. The school provides a nurturing and caring environment that promotes positive relationships and encourages students to achieve their full potential. Our school priorities include maximising learning outcomes for all students; using data to inform teaching practices; developing innovative classroom practices that integrate technology and promote future-focused skills; promoting student wellbeing; and providing quality extra-curricular programs. The school has made a strong collective commitment to building teacher capacity through quality professional learning and developing reflective teaching practices.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to personalised learning and are supported by a relentless focus on improvement. Professional learning will 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. Our work with individual students will be responsive and closely monitored and individual and targeted support will be provided to support student growth.

In order to develop greater consistency of judgement within and across stages, there will be a continued focus on developing quality summative and formative assessment tasks and data collection practices. Data will be analysed to determine the impact of teaching and individualised learning plans. Continual monitoring of student performance data will determine areas of need and success at a student, class and school level.

School vision and context

School vision statement

School context

Our school has continued to focus on enhancing educational and community partnerships with local learning communities, community groups and parent support networks, such as the Parents and Citizens Association (P&C). Our school has strong community support and has an onsite OOSH (Out of School Hours).

Seven Hills North Public School is committed to improving engagement and achievement for all students through the provision of inclusive educational opportunities for all members of our school community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

Reading growth and attainment

Increase % of students achieving expected growth in reading.

- A shift in the median PAT-R score to be at the school-negotiated target.
- An increase in percentage correct in on stage reading for the Check-in Assessment.

Numeracy growth

Achieve by year: 2023

Numeracy growth and attainment

Increase % of students achieving expected growth in numeracy.

- A shift in the median PAT-N score to be at the school-negotiated target.
- An increase in percentage correct in on stage numeracy for the Check-in Assessment.

PLAN2 Reading

Achieve by year: 2025

PLAN2 Phonological Awareness (PhA), Phonic Knowledge (PKW) & Fluency (FIY)

- PLAN 2 data will indicate an increase in targeted school cohorts meeting grade expectations in Phonological awareness, Phonic Knowledge and Fluency sub-elements of the Literacy learning

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional Learning in data literacy, data analysis and data use in teaching for all staff. Teachers use rigorous identification and monitoring processes to ensure a tiered approach to interventions.
- Stage teams work collaboratively to use data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Professional Learning on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Students are supported to develop learning goals and have a clear understanding of what they need to do to achieve growth in literacy and numeracy..
- Students are provided with specific feedback and can self-assess, reflect and monitor their learning.

Success criteria for this strategic direction

- 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.
- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Teachers analyse and interpret data and feedback and collaboratively use this to inform teaching practice, direct learning develop interventions.
- All teachers have a sound understanding of student assessment and data concepts.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- EAL/D and Learning Support teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

The school will use the following **data** sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Scout - Value added data
- PLAN2 data - Literacy and numeracy progressions
- School-based assessment data analysis at fortnightly Stage meetings - digital data wall analysis
- Student work samples - collected and analysed each term
- Student PLPs - reviewed each term
- Student focus groups. - conducted twice yearly
- Programming and Curriculum Self-Assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

progressions.

PLAN2 Numeracy

Achieve by year: 2025

PLAN2 Counting Processes (CPr) & Additive Strategies (AdS)

- PLAN 2 data will indicate an increase in targeted school cohorts meeting grade expectations in Counting Processes and Additive Strategies sub-elements of the Literacy learning progressions through the Interview for Student Reasoning - Additive Strategies (IfSR-AS) assessment.

SEF-SAS Differentiation

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Differentiation (Learning Domain, Curriculum) to be excelling.

SEF-SAS Data Skills and Use

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Data Skills and Use to be excelling.

Evaluation plan for this strategic direction

evidence

- Parent responses during student conferencing and to annual feedback surveys
- Annual SEF SaS

The analysis will involve:

- Regular review of these data sources to determine whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes and annual self-assessment of achievement.
- Executive team will lead whole staff School Plan reflection and planning meetings: three per term.
- Term review and triangulation of data sources including quantitative and qualitative, internal and external data.

Data analysis will inform the effectiveness of initiatives, support the modification of the implementation plan and practices and inform future school improvement directions.

Strategic Direction 2: Professional Practice

Purpose

To develop a culture of continuous improvement, staff will engage in high impact professional learning (HIPL) and collaborative practices that support ongoing school-wide improvement in teaching practice and student learning outcomes.

Improvement measures

Achieve by year: 2025

- All staff consistently demonstrate key components of explicit teaching theme (What Works Best - CESE) in classroom practice.

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Data Use in Teaching (Teaching Domain, Data Skills and Use) to be excelling.

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF element Learning and Development (Teaching Domain) to be excelling.

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF element School Planning, Implementation and Reporting (Leading Domain) to be excelling.

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in all themes of SEF element Effective Classroom Practice (Teaching Domain) to be excelling.

Initiatives

High Impact Professional Learning

Ensure that every staff member improves every year by embedding authentic processes for the development of professional goals and personalised professional learning.

- PDP processes ensure that staff goals align to their individual professional needs and the Australian Professional Standards for Teachers.
- Professional learning is delivered on evidence-based instructional practices and is linked to focus themes in What Works Best (CESE).
- Teachers collaborate to use student assessment data to develop teaching plans for continuous improvement.
- Professional learning plans are tailored to the needs of individual staff members and adheres to the principles of high impact professional learning.

Collaboration for Improvement

Embed processes of collaboration within and beyond stage teams to ensure that collective knowledge is cultivated to improved learning outcomes for all students.

- Stage meetings and stage planning days are organised around collaboration for programming, assessment and creating consistent teacher judgement.
- Stage meetings and stage planning days are organised around action research, where data is gathered, improvement measures are trialled and then data is regathered to track student improvement and growth.
- Stage teams meet on a regular basis to analyse student assessment data and create short action plans to improve student performance.
- Teachers collaborate with staff across learning networks to share and embed effective practice, facilitate professional dialogue and support ongoing improvement in teaching practice.

Success criteria for this strategic direction

- All staff members are actively engaged with the PDP process, including goal-setting, reflection and feedback. Teachers use the Australian Professional Standards for Teachers to identify and monitor areas for professional growth and to work towards gaining or maintaining accreditation at their career stage.
- All teachers can identify, understand and implement the most effective explicit teaching practices and employ evidenced-based teaching strategies (SEF - Classroom Practice; What Works Best themes)
- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- 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.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.
- All teams implement principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Evaluation plan for this strategic direction

Strategic Direction 2: Professional Practice

Initiatives

- Executive team members lead action research processes in the school (via Practice Changing Practice). Action plans are designed to implement innovative and evidenced-based practices and include processes to evaluate and measure improvement.

Evaluation plan for this strategic direction

The school will use the following **data** sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Teacher Performance and Development Plans and evidence.
- Analysis of SCOUT and eTAMS data
- Classroom observations, including Learning Walks and peer observations.
- Adjustments to teaching and learning programs and program evaluations.
- Staff surveys, reflections and evaluations: staff responses in Tell Them From Me and QSL
- School-based assessment data analysis at fortnightly Stage meetings
- Student work samples - collected and analysed each term
- Student focus groups. - conducted twice yearly
- Programming and Curriculum Self-Assessment evidence
- Annual SEF SaS

The analysis will involve:

- Regular review of these data sources to determine whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes and annual self-assessment of achievement.
- Executive team will lead whole staff School Plan reflection and planning meetings: three per term.
- Term review and triangulation of data sources including quantitative and qualitative, internal and external data.

Data analysis will inform the effectiveness of initiatives, support the modification of the implementation plan and practices and inform future school improvement

Strategic Direction 2: Professional Practice

Evaluation plan for this strategic direction

directions..

Strategic Direction 3: Wellbeing and Connections

Purpose

To ensure that all students and staff are able to connect, succeed, thrive and learn, there will be a planned approach to developing processes and partnerships which support high levels of wellbeing and engagement.

Improvement measures

Attendance (<80%)

Achieve by year: 2023

- Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target.

Wellbeing

Achieve by year: 2023

- TTFM Wellbeing data (Advocacy, Belonging, Expectations) increases to be at or above the lower bound system-negotiated target.

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF theme Wellbeing (Learning Domain) to be to excelling.

Achieve by year: 2025

- School Excellence Framework (SEF) self-assessment indicates improvement in SEF element Attendance (Learning Culture, Learning Domain) to be excelling.

Initiatives

Connecting with Community

- Identify and create opportunities to work across a range of learning communities with a focus on student, teacher, leader and school improvement.
- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.
- Embed processes for school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Partnerships enhance learning opportunities for students and lead to improved engagement.
- Provide parent and community workshops, forums and wider community events,
- Volunteers training to increase, parent/carer understanding and support of curriculum and wellbeing.
- Identify and create opportunities to work across a range of learning communities with a focus on student, teacher, leader and school improvement.
- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.
- Partnerships enhance learning opportunities for students and lead to improved engagement.

Succeeding and Thriving Together

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

Success criteria for this strategic direction

- A strategic and planned whole school approach to student wellbeing and engagement, including regular and ongoing planning, monitoring and evaluation, supports students to connect, succeed and thrive.
- The school has implemented evidence-based change to whole school practices, in line with the Wellbeing Framework for Schools and which result in measurable improvements in wellbeing and engagement to support learning.
- Strong partnerships are fostered with external organisations and communities of schools to deliver rich relevant and meaningful learning experiences.
- Effective partnerships in learning with parents enhance parent understanding of student learning and motivates students to deliver their best and continually improve. Opportunities provided to as well as involvement in community events that enhance a positive school culture.
- Teachers collaborate with learning communities to share expertise and embed best practice to develop self and others.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- High functioning Learning and Support processes identify students requiring cognitive, emotional, social, physical and spiritual. support and guide and assist teachers and parents in actively supporting students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.
- 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

The school will use the following data sources to regularly

Strategic Direction 3: Wellbeing and Connections

Initiatives

processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.

- 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.
- Embedding the Smiling Minds program K-6 to teach students mindfulness practices that enhance their wellbeing and support their resilience.
- Engage a School Wellbeing Officer (Chaplain) through the National Chaplaincy program to provide support to students, staff and parents.

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Wellbeing Framework: Self -assessment pre and post data.
- Attendance data (SENTRAL)
- Behaviour Data - incident reports and Suspension data
- PBL behaviour data analysis
- Attendance Improvement Plans.
- Extra-curricular group data.
- TTFM - Student wellbeing data: Expectations for Success, Advocacy, Sense of belonging
- QSL student, teacher and parents satisfaction.
- Teacher Performance and Development Plans and evidence.
- Adjustments to teaching and learning programs and program evaluations.
- Staff surveys, reflections and evaluations: staff responses in Tell Them From Me and QSL
- School-based assessment data analysis at fortnightly Stage meetings
- Student focus groups. - conducted twice yearly
- Annual SEF SaS

The analysis will involve:

- Regular review of these data sources to determine whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes and annual self-assessment of achievement.
- Executive team will lead whole staff School Plan reflection and planning meetings: three per term.
- Term review and triangulation of data sources including quantitative and qualitative, internal and

Strategic Direction 3: Wellbeing and Connections

Evaluation plan for this strategic direction

external data.

Data analysis will inform the effectiveness of initiatives, support the modification of the implementation plan and practices and inform future school improvement directions.