Strategic Improvement Plan 2021-2025

Thornleigh West Public School 4276

THORNLEIGHWEST

School vision and context

School vision statement

Thornleigh West Public School (TWPS) inspires learners to be confident communicators and leaders who strive for growth in learning. TWPS builds a community of lifelong learners who think critically, are knowledgeable and problem solve. Learners are curious, innovative and resilient. TWPS empowers students to be confident and compassionate world citizens who embrace diversity and social justice. Our collaborative school community share high expectations. We value authentic relationships that promote a sense of belonging.

School context

Thornleigh West Public School is located in Northern Sydney and has a student enrolment of 544. Our school is fortunate to have a wonderful community of students, with 32% of our students coming from Language Backgrounds Other than English. An established Multi-Categorical support unit that comprises of three support classes. Diversity and inclusion is valued.

Extra curricular opportunities in Sport and Creative and Performing Arts, enable students to flourish ensuring their well-being is positive.

Thornleigh West Public School has a strong sense of community which is actively promoted and valued. Our school encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through quality teaching and learning, collaboration and high expectations. Developing resilience, building relationships and a love of learning are the cornerstones upon which everything we do is built. Thornleigh West Public School nurtures student curiosity and has built a culture of thinking. The students at Thornleigh West Public School are well rounded and enjoy creative arts, academics and music.

Throughout the situational analysis process, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and high expectation is embedded. Teachers will successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the needs gap analysis, the school has identified system negotiated target areas in Reading and Numeracy.

Strategic Direction 1: Student growth and attainment

Purpose

Academic performance data and feedback helps teachers and students when it:

- consolidates relevant data about a student
- makes analysis of student performance more exact

Academic performance data is efficient if teachers know how to store it and access it. It is valuable if teachers know how to interpret it as part of an evidence-based approach to teaching and learning. Activating an evidence-based approach will be a focus to ensure student growth.

Consistent whole school structures will be used to improve student learning. There will be evidence based best practice present and an agreed whole school purpose and approach, which will create:

- an explicit professional practice and a common discipline and focus among teachers and school leaders

Learning is the focus at TWPS. We will adopt consistent learning structures in all classes then all students will experience an enhanced capacity to learn, and to develop skills, confidence, and curiosity. We believe that when learning strategies, and their purposes, are clear and accessible to all our students, they are better positioned to become engaged learners.

We will commit to assessment for learning to ensure student engagement, learning, and achievement is accelerated. We believe curiosity is enhanced as the depth of student understanding increases.

Improvement measures

Reading growth
Achieve by year: 2023

An increased percentage of TWPS students to achieve at the upper reading progression for their scholastic year (as defined by literacy progression and syllabus expectations).

Numeracy growth

Initiatives

Professional Learning

Embed and use professional learning models to build teacher capabilities and collective pedagogical practice based on best practice for reading and numeracy.

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 teachers' capabilities and collaborative practice.

Build leadership capacity in others to lead initiatives.

Evidence Based Practice

Thornleigh West Public School 2021 - 2024 school improvement plan will be based on evaluative thinking to ensure student progress and achievement.

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

High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Maintain and use Instructional Leader to work with teachers using 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

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular basis and used responsively as an integral part of classroom instruction.
- Teachers have collaboratively developed guidelines and belief statements related to the teaching of reading and numeracy.
- Lesson content and delivery of reading and numeracy lessons reflect evidence based best practice. Lessons will be worthwhile and have rigor.
- Student surveys reflect an increased knowledge of effective strategies to gain meaning when reading.
- Teacher surveys reflect increased confidence in planning explicit and systematic lessons in reading and numeracy.
- LST team is collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to reading and numeracy learning.
- Student voice will reflect the big ideas in their learning making connections to other KLAs.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyze the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Communication to parents via learning overviews, goals and reports
- Teacher and student survey using the four key questions:What are you learning? Where are you going with your learning? How are you going with your learning? Where are you going next in your learning? *Halbert & Kaser*
- Aligning educational standards and student assessment balancing external assessments and teacher based assessments in the assessment of learning and integrating students' formative assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

An increased percentage of TWPS students to achieve at the upper numeracy progression for their scholastic year (as defined by literacy progression and syllabus expectations).

Evaluation plan for this strategic direction

- Student goals will be tracked and evidence of their achievement
- Teaching and learning programs will reflect student needs
- Instructional Rounds data will be used to reflect and devise the next steps in learning
- Student voice - leadership and agency in own learning they will act as learners in the school improvement. Focus groups
- NAPLAN data
- Scout value added data
- Student work samples K - 6
- PLAN2 data
- Student PLPs

The evaluation plan will involve:

- coherence and sustained focus on data to ensure clarity to help inform the next level of work required
- learning culture where the School Excellence Framework is used for professional discussion
- evidence and evaluative thinking will be used with whole staff and the executive team
- regular check-ins with data to ensure authentic tasks and used to move teacher and student learning forward

Strategic Direction 2: Differentiated Learning

Purpose

Our recent NAPLAN results have identified a need for improved growth and value added in years 3 and 5 for our top two bands. The school NCCD data reflects growing individualised learning needs across K-6. This combined has driven the school to identify differentiated learning as a focus area.

Teaching and learning has a differentiated approach through curriculum planning, delivery and assessment. This approach will meet the needs of High Potential students and students with additional learning needs.

Teachers know students, how they learn and have identified next steps in learning. Quality learning programs are differentiated through the three aspects of content, process and assessment.

We believe high expectations and authentic relationships increase our students' confidence and curiosity, energising their commitment to learning. When we prioritise high expectations and authentic relationships, we believe the whole school's learning culture will prosper.

High expectations apply to all members of the school community, and that students, teachers and other school community members are equally responsible for maintaining authentic relationships.

Improvement measures

Data Driven Practice
Achieve by year: 2025

Data Driven Practice

Data and evidence sets indicate the school is achieving at Excelling in the Teaching Domain in the theme of Data Skills and Use - Data Use in Teaching as measured against the SEF.

Differentiation
Achieve by year: 2025

Initiatives

Individualised Learning

To develop and implement needs based teaching and learning to meet the learning needs of all students.

- Provide teacher professional learning in differentiation to develop student adjustments in teaching programs

- Teachers write Personalised Learning and Support Plan (PLASP) documents for LST identified students in their class at Nationally Consistent Collection of Data (NCCD) levels of Substantial or Extensive levels

- Teachers are supported to develop and implement Personalised Learning Pathway (PLP) for identified students.

- Embed adjustments in to teaching and learning programs to meet student needs as evidenced in NCCD data

- Use the literacy and numeracy progressions K-2 to guide next steps in learning

- Provide ongoing teacher professional learning in differentiation across key learning areas through content, processes and assessment.

- Ensure all staff have completed Aboriginal cultural awareness training and apply this to class programs and own individual professional learning.

High Expectations

Embed high expectations in teaching and learning through planning open ended learning , quality questioning and opportunities for student challenge.

- Teacher Professional Learning on rich quality tasks and questioning as follow up to Instructional Rounds recommendations

- Devise an action plan for High Potential and Gifted students

- Improve staff performance in use curriculum knowledge to differentiate for high potential students

Success criteria for this strategic direction

- Individual PLASPS include student voice, parent and health professionals collaboration and use an evaluative cycle.

- PLASP goals used by SLSO support staff

- NCCD process identifies the level of adjustments needed for individual students supported by evidence.

- SMART goals monitored and progress shared with family through PLASP evaluations.

- Learning content, processes and assessment are differentiated in teaching programs as monitored through program supervision.

- Designed school based procedures following High potential and Gifted Education (HPGE) policy guidelines and developed action plan to implement through TWPS.

- Student growth plotted in PLAN2 using Literacy and Numeracy progressions in all K-6 classes.

- Increase in staff capacity to plan, document and implement differentiation and adjustments as needed for all students.

- Instruction Rounds data to provide evidence of open tasks and quality questions in day to day learning.

Evaluation plan for this strategic direction

The school will use systems and process to regularly review the progress of the initiatives. The school will work collaboratively across K-6 through:

- Stage teams
- Learning and Support Team
- Learning wellbeing team
- Executive team
- Whole school team
- Consultation and sharing learning with wider school community

Strategic Direction 2: Differentiated Learning

Improvement measures

Differentiation

Data and evidence sets indicate the school is achieving at Excelling in the Learning Domain in the theme of Curriculum - Differentiation as measured against the SEF.

Program supervision and feedback - 100% of class programs demonstrate levels of differentiation to meet student needs in all KLAs.

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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

High Potential and Gifted Education practices fully embedded into teaching and learning programs.

Initiatives

- All staff demonstrate commitment to all students making expected learning growth each year

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 measure of the strategic direction.

- Teaching program supervision
- NCCD data
- PLASP evaluations
- Literacy and Numeracy Progressions
- Instructional rounds data
- NAPLAN baseline data for HPGE
- Feedback from parent / teacher interviews
- External Validation - next cycle

Strategic Direction 3: Flourishing Students

Purpose

Positive expectations drive a learning culture - the classroom is a safe and secure place to learn. In that classroom, students know they will receive acceptance and respect. Acceptance and respect are intrinsic rights - they are not contingent.

TWPS will foster a positive and successful start to school through strong transition programs to new educational settings, and building positive relationships with students and families. Strong transition programs ensure that students are given opportunities to maximise success in different learning environments.

Through external validation and Tell Them From Me Survey data, student wellbeing and transition programs were identified areas of improvement.

Putting in strong practices that foster students' sense of belonging and value student voice promotes increased engagement in learning.

Students need to be emotionally, behaviourally and intellectually engaged at school for the best outcomes. The goal for TWPS is to develop and grow happy, healthy and confident students who strive to achieve success in all aspects of life.

Improvement measures

Wellbeing
Achieve by year: 2023

Wellbeing

TTFM Wellbeing data (advocacy, belonging and expectations) improves to be at or above the school's lower bound system-negotiated target of 92.2%.

Attendance (>90%)
Achieve by year: 2023

Attendance

Improvement in the percentage of students attending

Initiatives

Wellbeing

Fostering a school culture that promotes positive behaviour practices and nurtures the social, emotional and physical wellbeing of students in order to develop happy, healthy and confident citizens.

The following strategies will be put in place to ensure the wellbeing of students are being met:

- Review Positive Behaviour for Learners (PBL) through the use of data and research
- Instilling a sense of belonging in students
- Reflection on current practices and using data to drive future directions to implement a revised PBL program throughout the school

Success criteria for this strategic direction

- Data will be collected on the implementation of Positive Behaviour for Learners (PBL) program within the school. Based on data analysis, a review of current practices will help guide the school's future direction in behaviour management practices across the school
- Tell Them From Me (TTFM) survey data is collected to monitor engagement in a range of aspects of school life, practices and procedures from the perspectives of students, parents and teachers. Data will show growth in positive responses in the area of "Sense of Belonging".

Evaluation plan for this strategic direction

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

Data for analysis that will guide the school's future directions:

- Tell Them From Me survey
- Student focus groups
- Staff focus groups
- Community focus groups
- Check-in for targeted students (Wellbeing)
- Teacher survey
- Teacher programs
- Learning and Support Team (LST) files
- Student tracking sheets
- Attendance records
- Behaviour records
- Behaviour analysis

The evaluation plan will involve:

- Teacher Professional Learning logs to reflect training and practice

Strategic Direction 3: Flourishing Students

Improvement measures

school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 91.7%.

Achieve by year: 2025

Transitions

Data and evidence sets indicate the school is achieving at Excelling for the Learning Domain in the element Learning Culture of - *Transitions and Continuity of Learning* as measured against the SEF.

Wellbeing
Achieve by year: 2025

Wellbeing

A range of evidence supports our self-assessment at **excelling** in the element of Wellbeing as measured by the School Excellence Framework.

New Positive Behaviour and Engaged Learners (PBEL) system implemented across the school and embedded in whole school programs.

Evaluation plan for this strategic direction

- Executive team and whole staff reflective sessions
- Term by term review of social programs put in place
- Student check-in
- Regular teacher discussion in Stage meetings about student wellbeing
- Regular teacher discussion in Stage meetings about school expectations
- Communication notes between school and community relating to school expectations

After analysis of the data, decisions on future directions will be made based on the success of wellbeing and transition programs implemented by the school.