

# Strategic Improvement Plan 2021-2025

## Pleasant Heights Public School 4357



# School vision and context

## School vision statement

At Pleasant Heights Public School we work in partnership with all members of our school community to educate our students with learning that is needed for success at school and in life.

Our vision is that every student, teacher, leader and our school improves each year. We have high expectations of ourselves, our practice and students and work collaboratively to ensure those expectations are realised. Our school culture is focused on learning, the building of educational aspiration and ongoing performance improvement so that all can "Strive for the Heights".

## School context

Pleasant Heights Public School is an inclusive, innovative school with a strong focus on academic excellence and positive wellbeing. In 2021, a total enrolment of 259 students attend Pleasant Heights Public School, in 10 classes. The school provides a child-centred learning environment, where teachers and parents set high expectations of success for all students, and work in partnership to support students to fulfil their potential in all areas of learning and life.

A dedicated and talented team of school leaders, teachers and support staff work collaboratively to design and implement outstanding teaching and learning programs based on the NSW syllabus. The school-wide commitment to future-focused learning approaches including formative assessment, visible learning and thinking results in the development of essential skills for citizens in the 21st century. A holistic approach to education, focusing on the development of the whole child, is a key component of the school's philosophy. A comprehensive sporting program enables participation in a range of sports and develops fitness and healthy lifestyles and the school offers a wide range of co-curricular programs including band, choir, drumming and Environmental Education.

An onsite Out of School Hours Care service works closely with the school to meet the needs of the school community. Parents, carers and the wider community are highly invested in the school, with parents and community members providing strong support for the school through volunteering, fundraising and collaboration with staff members.

The visible and active P&C Committee meets twice per term, and enables consistent and meaningful collaboration and consultation between the school and its community, as well as organising events and initiatives which raise valuable funds for the school and provide opportunities for the school community to connect and thrive.

Through a comprehensive situational analysis, the school has identified focus areas of Growth and Attainment, High Expectations and Challenge and a Culture of Improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student growth and attainment in reading and numeracy, we will implement evidence-based teaching practices and embed consistent school-wide practices for assessment so that the work of every teacher is underpinned by research-informed strategies and student data.

## Improvement measures

### Reading growth

Achieve by year: 2023

Students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### Numeracy growth

Achieve by year: 2023

Students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Achieve by year: 2025

### Improvement as measured by the School Excellence Framework

#### Learning Domain

- **Curriculum - Focus Themes: Teaching and Learning Programs and Differentiation:** *Excelling*
- **Assessment - Focus Theme: Formative Assessment and Summative Assessment** *Excelling*
- **Student Performance Measures** - *Excelling*

#### Teaching Domain

- **Effective Classroom Practice - Focus Themes: Lesson Planning and Explicit Teaching:** *Excelling*
- **Data Skills and Use - Focus Themes: Data literacy and Data analysis:** *Excelling*

## Initiatives

### Effective Classroom Practice

All teachers will implement evidence-based practices in reading and numeracy to meet the learning and engagement needs of all students, across the full range of abilities. This will be achieved by: -

- High impact professional learning that builds teachers capabilities in using evidence-based practices to effectively teach reading and numeracy to students of all levels of achievement
- Develop, document and embed a school-wide explicit teaching framework that provides a clear, consistent and evidence-based approach to teaching and learning in reading and numeracy
- Embedding the conditions necessary for high impact professional learning (time, support, systems, Instructional Leader) to engage all teaching staff members in the high-quality implementation of the components of the explicit teaching framework

### Assessment for Teaching

Effective use of assessment data helps teachers check and understand where their students are in their learning. The use of assessment data has its greatest impact when it is connected to the curriculum, collaboratively developed by teachers and used to inform next steps in learning and instruction. This will be achieved by:

- Prioritising high impact professional learning that supports staff in the collaborative analysis of current system, school and classroom growth and attainment data to tailor planned instruction to student strengths, needs and prior learning and supports teachers in differentiating learning tasks and in providing feedback that redirects students efforts in attaining targeted learning outcomes
- Documenting, implementing and embedding K-6 assessment schedules, scope and sequences, rubrics, processes and methods that enable teachers to consistently and accurately compare and assess students' intended learning against syllabus outcomes

## Success criteria for this strategic direction

- Evidence-based teaching practice, incorporating the explicit teaching of reading and numeracy, is evident in all classrooms so that every student makes measurable learning growth and gaps in student achievement decrease
- Professional learning is systematic, targeted and supports the effective implementation of evidence-based strategies to improve teaching and learning in reading and numeracy, with research supported methods being identified, promoted and modelled
- Most students achieve in the top two bands for NAPLAN reading and numeracy, with school data demonstrating that student growth and attainment is greater than students at statistically similar schools on external measures and the value add is rated as excelling
- Teaching and learning programs are dynamic, systematically planned and align to the school's explicit framework and show evidence of revisions based on feedback on teaching practices
- Differentiation is evident in all teaching and learning programs, based on the analysis of student progress and achievement data, to address individual students needs with adjustments leading to improved learning
- Quality, valid and reliable formative and summative assessment is used flexibly and responsively as part of daily classroom instruction and determines teaching directions, identifies interventions and modifies teaching practice at individual, group and whole school levels

## Evaluation plan for this strategic direction

### Question

To what extent has a focus on the implementation of evidence-based teaching strategies informed by quality assessment practices impacted on student growth and attainment?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Leading Domain

- **Educational Leadership - Focus Theme:**  
**Instructional Leadership:** *Excelling*

## Initiatives

- Systematically collecting and tracking student growth and attainment data to monitor progress towards school targets and to determine the stage of learning each child has reached, identify any gaps in skills and knowledge and plan for next steps in learning

## Evaluation plan for this strategic direction

### Data

- NAPLAN
- Check-In Assessments
- Progressive Achievement Tests
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs & IEPs
- SEF SaS

### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. It will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Annually, the school will report on its progress through the Annual Report

### Implications

The findings of the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

## Strategic Direction 2: High Expectations & Challenge

### Purpose

In order for teachers to challenge students and encourage continuous improvement in their learning, we will develop student agency and further refine our learning culture to ensure all students experience and benefit from high expectations.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

5.17% uplift in the percentage of students attending school greater than 90% of the time.

#### Wellbeing

Achieve by year: 2023

Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 2.7%

Achieve by year: 2025

#### Improvement as measured by the School Excellence Framework

##### Learning Domain

- **Learning Culture - Focus Theme: High Expectations:** *Excelling*
- **Wellbeing -** *Excelling*
- **Curriculum - Focus Theme: Curriculum Provision:** *Excelling*

##### Teaching Domain

- **Effective Classroom Practice - Focus Theme: Feedback:** *Excelling*

##### Leading Domain

- **Educational Leadership - Focus Theme: Community Engagement:** *Excelling*

### Initiatives

#### Student Agency

Building student agency is key in developing learners who seek to challenge themselves. Students who actively participate in and influence their own learning are more likely to embrace challenge and report being connected to the school. We will achieve this by:

- Providing feedback to students that is specific, accurate and clear, resolves misconceptions and enables students to align their efforts and work to achieving learning goals
- Amplifying student voice through creating informal and formal school and classroom feedback processes that provide students with opportunities to share their opinions and perspectives, develop authentic leadership skills and promote positive student-teacher relationships
- Identifying, embedding and explicitly teach learning dispositions to support students' willingness to persist with learning, especially when tasks or skills are difficult, elusive and/or challenging

#### High Expectations Culture

Students who are empowered to know how they are going and where to next are more likely to be motivated, engaged and report higher levels of wellbeing. Realising high expectations of every student will be achieved by:

- Utilising exemplars, worked examples and success criteria that are aligned to syllabus standards, clarifying what success looks like in each lesson and supporting the identification of challenging learning goals for each student across the full range of abilities including HPGE
- Strengthening the skills and expertise of teachers in creating positive classroom environments that are characterised by supportive, collaborative relationships and clear and consistent expectations for on-task learning and behaviour
- Engaging with parents through regular, ongoing communication and the provision of feedback that

### Success criteria for this strategic direction

- Teachers routinely review learning with each student, ensuring that all students have a clear understanding of how to improve and are motivated to deliver their best
- Student feedback process and clear and consistent expectations of on-task learning and behaviour build positive and respectful relationships amongst students and staff and promotes optimum conditions for student learning across the whole school
- Learning dispositions support students in receiving and acting on feedback, resulting in measurable improvements in wellbeing and engagement to help students fulfil their potential
- Teaching and learning programs across the school show evidence that they are dynamic and are adjusted to address individual student needs across the full range of abilities.
- Evidence-based teaching strategies, including exemplars, worked examples and success criteria support high expectations for students' learning and enable them to monitor learning against their own goals
- Effective partnerships between teachers, parents and students improve understanding of and planning for student learning and wellbeing needs and expected student outcomes

### Evaluation plan for this strategic direction

#### Question

To what extent has student agency and a culture of high expectations had an impact on students wellbeing and engagement in learning?

#### Data

- Tell Them from Me student, teacher and parent survey data
- Student work samples
- Student PLP, IEPs and goals

# Strategic Direction 2: High Expectations & Challenge

## Initiatives

identifies what students are doing and what they need to do to achieve at higher levels

## Evaluation plan for this strategic direction

- SEF SaS
- NAPLAN data
- Student focus groups
- SCOUT data

### Analysis

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### Implications

The findings of the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

# Strategic Direction 3: A Culture of Improvement

## Purpose

In order to strengthen our culture of continuous improvement, teachers will collaborate to systematically evaluate and improve teaching and learning practices, ensuring every student, teacher, leader and our school improves every year.

## Improvement measures

Achieve by year: 2025

School is excelling on the High Impact Professional Learning Self Assessment tool in the areas of:

- Professional learning is driven by identified student needs
- School Leadership team enables professional learning
- Collaborative and applied professional learning strengthens teaching practice

Achieve by year: 2025

**Improvement as measured by the School Excellence Framework**

**Teaching:**

- **Data Skills & Use - Focus Themes: Data Use in Planning:** *Excelling*
- **Learning & Development -** *Excelling*

**Leading**

- **Educational Leadership - Focus Themes: Instructional Leadership & High Expectations Culture:** *Excelling*

Achieve by year: 2025

Tell Them from Me (TTFM) teacher survey data shows uplift in Collaboration from 8.0 to 8.5

## Initiatives

### Professional Collaboration

Collaborative inquiry builds teacher capability to strengthen and enhance teaching and learning and achieve individual and school goals, through the sharing of evidence-informed practices, knowledge, data and problem-solving. We will achieve this by:

- Building school and classroom leadership capability through using the expertise of teachers to identify and solve problems of practice as part of a disciplined, collaborative inquiry process that is focused on improving pedagogy
- Dedicating regular time throughout the school year for teachers to work in partnership with colleagues to plan, develop and refine teaching and learning programs and to achieve shared collaboration goals that have been identified through the use of student assessment data
- Developing, implementing and embedding school-wide processes and protocols for classroom coaching, mentoring and feedback cycles to support professional improvement, consistency of practice between teachers and encourage reflective practice
- Identifying and documenting systems and processes that enables the school to monitor the impact of individual and collective actions on improvement measures that align to school and Department of Education goals

## Success criteria for this strategic direction

- The school's embedded collaborative processes, practices and systems provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers and a continuing focus on the improvement of teaching and learning
- Collaborative processes and practices facilitate whole school improvement and assist in building a strong pipeline of leaders that are focused on sustaining a culture of effective, evidence-based teaching
- The expertise of the staff is utilised to trial innovative practices, and processes are in place to evaluate, refine and scale success
- Professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers drives ongoing, school-wide improvement in teaching practice and student results
- Student progress and achievement data is used to reflect on teaching effectiveness, refine best practice and inform strategic actions to inform continuous improvement of teaching and learning

## Evaluation plan for this strategic direction

### Question

To what extent has professional collaboration impacted on student, teacher and whole school improvement?

### Data

- NAPLAN
- Progressive Assessment Tests
- Check-in Assessments
- Tell Them from Me survey data - teachers and students
- High Impact professional Learning Self Assessment tool

## Strategic Direction 3: A Culture of Improvement

### Evaluation plan for this strategic direction

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#### Analysis

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#### Implications

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