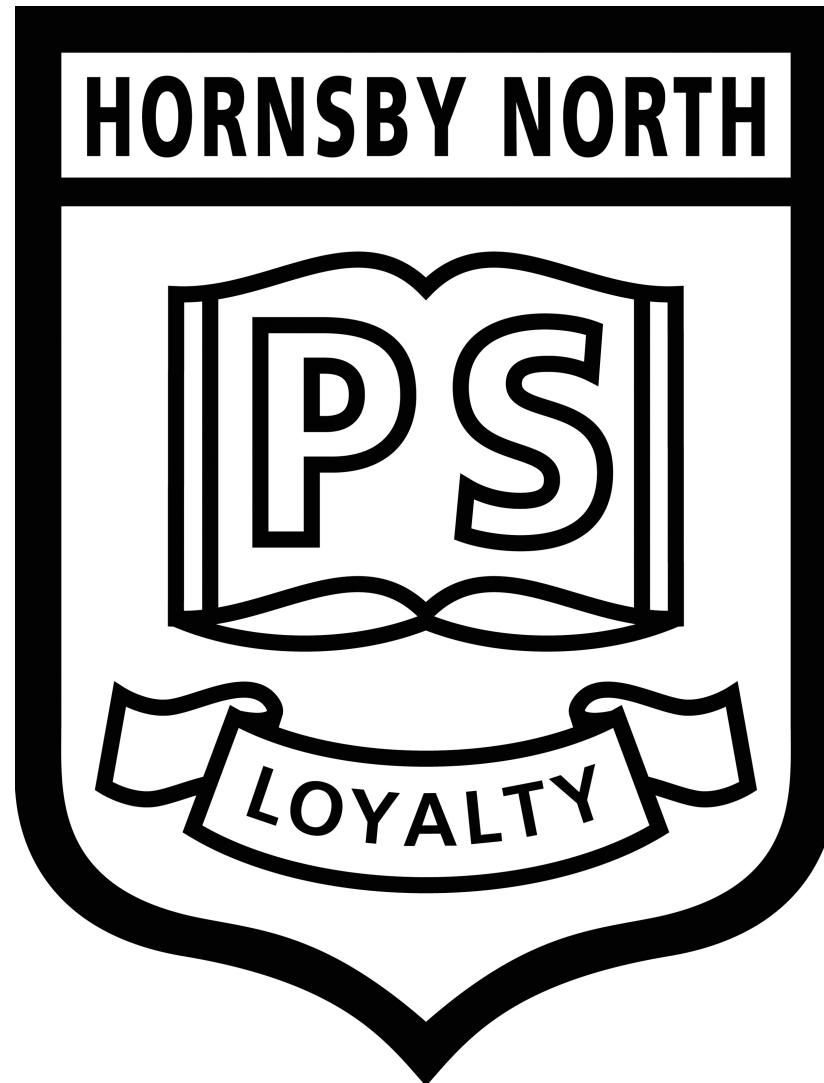


Strategic Improvement Plan 2021-2024

Hornsby North Public School 4365



School vision and context

School vision statement

Hornsby North Public School believes that every student should learn in an environment where student wellbeing, academic excellence and social growth are embedded in all programs. The school is committed to inclusivity and community participation, and acknowledges that individual differences bring enrichment to the school community.

School context

Hornsby North Public School situated in the northern Sydney suburb of Hornsby, approximately 30 km from the centre of the city has a student enrolment of 990 students. The school culture is one of inclusivity, community involvement, high expectations and high achievements.

Our students come from a wide variety of backgrounds, with 70% from non English speaking backgrounds. Strong programs in English as an Additional Language support New Arrivals and students reaching competency in English. A Cultural Committee welcomes new families and supports all families from different cultures.

Extra curricula activities in Sport, Science, Technology, Languages and Creative and Performing Arts provide opportunities for students to thrive in a safe, supportive and friendly learning environment. Individual talents and skills are recognised and nurtured so that students are challenged to reach and surpass their potential.

The school's mission statement of "Caring for children, educating for life" was developed many years ago in consultation with parents and teachers. Today it is particularly relevant as the school continues to create a personalised learning environment for students so that they become passionate, engaged learners, have a strong belief in their own worth and willingly contribute to their school and global communities.

A situational analysis involving student, staff and parental involvement was undertaken prior to the development of a strategic improvement plan. Through the situational analysis we identified the need to use data driven practices to ensure that all teaching and learning programs in Numeracy and Literacy are responsive to the needs of individual students.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TFFM) Surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

In order to achieve improvement in student outcomes, the school is committed to improving the professional knowledge, practice and engagement of all teachers and school leaders. Work will take place on developing a high-quality professional learning culture involving supportive school structures, explicit planning and time allocation, disciplined collaboration around achieving specific goals and high levels of trust, interaction and interdependence.

Continual monitoring of student performance data will determine areas of need and levels of success at an individual, class and whole school level. Successful school improvement will be dependent on the efforts and involvement of the entire 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 further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

TOP 2 NAPLAN BANDS

- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 81.1%.
- Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 81.9%.

Target year: 2023

EXPECTED GROWTH

- Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the school's lower bound system-negotiated target of 87.3%.
- Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 89.6%.

Initiatives

Personalised learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals. This will be achieved through:

- The use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- High impact professional learning on the use of **literacy** and **numeracy** progressions and the High Potential and Gifted Education policy to personalise learning and understanding.
- Professional Learning on Visible Learning strategies and embed this practice across the school.

Data driven practices

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

- High Impact Professional Learning in data analysis and data use in teaching for all staff. (K-2; Initialit, progressions, Year 1 and 2 Paper test PAT). (3-6; Online PAT, NAPLAN, progressions, check in assessments).
- Adapt practice to ensure consistent and 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

The school's curriculum provision supports high expectations for student learning. Students' learning and progress are monitored longitudinally (for example K-2; K-6) to ensure continued challenge and maximum learning. (SEF - Curriculum - Curriculum provision - E)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum - Teaching & learning programs - E)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. The school analyses student progress and achievement data. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment - Formative & summative assessment -- E)

The school achieves excellent value-added* results, significantly above the value added by the average school. (SEF - Student Performance measures -Value - add -E)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Student Performance measures - NAPLAN -E)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (SEF - Student Performance measures - Internal/external measures - E)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data skills and use - Data analysis - E)

Evaluation plan for this strategic direction

Question - How has the use of assessment data impacted on teaching practice? What has been the impact of the high impact professional learning on students outcomes in reading and numeracy? Is there evidence of visible learning strategies being embedded in teaching and learning programs? Has the analysis and use of data resulted in the development of summative and formative assessment tasks?

Data - Data sources will be collected and analysed by relevant teachers, leaders and teams and presented at team and executive meetings at least once per term and the evidence uploaded into SPaRO. Data sources may include:

- * NAPLAN data
- * Scout - Value added data
- * PAT data analysis
- * Student work samples
- * Literacy and numeracy PLAN2 data
- * Student PLPs
- * Student focus groups for review of Visible Learning Strategies
- * School Excellence Framework
- * IfSR
- * Phonics Screening Test - Year 1

Evaluation plan for this strategic direction

* Phonological Awareness Diagnostic Test

* Check in Assessment

- InitialLit

Analysis - Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications - Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Excellence in Student Wellbeing

Purpose

Support cognitive, social, emotional, physical and spiritual wellbeing to develop confident and resilient students.

Improvement measures

Target year: 2022

WELLBEING

- TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 91%.

Target year: 2022

ATTENDANCE

- Increased percentage of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target of 93.2%

Initiatives

Planned approach to wellbeing

All staff, led by the wellbeing team, work to promote a school -wide responsibility for positive, respectful relationships based on collection, analysis and use of data to monitor and refine a whole school approach to wellbeing, students engagement and learning success.

Enhanced roll out of the wellbeing policy

High impact professional learning will be implemented to:

- familiarise all staff with current policies and key wellbeing documents.
- strengthen their understanding of the NSW Wellbeing Framework for Schools.
- develop staff knowledge and understanding through ongoing staff professional learning in effective wellbeing strategies.
- monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing - a planned approach to wellbeing - E)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF Wellbeing - individual learning needs -E)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning culture - Attendance - E)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning culture - High expectations - E)

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for enhancing wellbeing and engagement have been successful.

Data: - Data sources will be collected and analysed by relevant teachers, leaders and teams and presented at team and executive meetings at least once per term and the evidence uploaded into SPaRO. Data sources may include:

- Wellbeing Framework Self assessment data.
- Professional Development Plans.
- TTFM - Student Wellbeing (sense of belonging and advocacy) family satisfaction
- Extra curricular group data.
- Forge Wellbeing data

Strategic Direction 2: Excellence in Student Wellbeing

Evaluation plan for this strategic direction

- Incident reports

Analysis - Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications - Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: High Expectations and Continuous Building of Teacher Capacity

Purpose

Achieving high expectations through explicit systems for collaboration and feedback.

Improvement measures

Target year: 2024

High potential & gifted policy supporting every students to achieve their educational potential implemented over a four year cycle.

Target year: 2024

Collaborative and applied professional learning strengthens whole school teaching practice. School leadership teams build an inclusive environment that enables learning and growth in every teacher.

Initiatives

High Potential and Gifted Education

We will embed an engaging learning culture that supports every student to achieve their educational potential.

- Evaluate school procedures, programs and practices and assess their impact on the learning and wellbeing needs of all high potential and gifted students.
- Build teacher and leadership capacity on effective practices to improve growth and achievement for all high potential and gifted students
- Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.

High Impact Professional Learning

We will establish a cycle of professional learning for all teaching staff that deepens teaching practice for ongoing growth in student progress and achievement.

- Analyse current system, school and classroom data about progress and achievement to explicitly target professional learning to meet student needs.
- Create a positive culture and provide explicit structures and resources to establish a professional learning cycle where new learning is applied to teaching practice.
- Promote a collaborative, professional and inclusive learning culture that draws upon internal and external expertise to improve teaching and learning.

Success criteria for this strategic direction

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. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF Learning & Development - Collaborative practice & feedback - E)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF - Learning & development - Professional learning -E)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF - Effective classroom practice - Lesson planning - E)

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (SEF - Educational leadership - Performance management & development - E)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - Professional standards - Improvement of practice - E)

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question -

Data: - Data sources will be collected and analysed by relevant teachers, leaders and teams and presented at team and executive meetings at least once per term and the evidence uploaded into SPaRO. Data sources may include:

- Reviewing the Professional Development Plan
- Regular professional discussion around the high potential and gifted education policy
- Executive team and staff reflective sessions on the impact of classroom observations and feedback

Analysis - Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications - Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.