

Strategic Improvement Plan 2021-2024

Hornsby South Public School 5191



School vision and context

School vision statement

Our vision is to create a connected learning community focused on wellbeing, educational aspiration, and ongoing improvement. Learning opportunities incorporate effective, evidence-based teaching strategies, ensuring that individual students' needs are catered for and all students connect, succeed and thrive.

School context

Hornsby South Public School is situated on the Upper North Shore in Sydney with an enrolment of 635 students, including 1% Aboriginal and/or Torres Strait Islander students and 70% of students from non-English speaking backgrounds. Thirty-nine different language backgrounds other than English are represented. Cultural diversity is acknowledged and celebrated as an integral part of the school. Our students come from a wide range of socio-economic backgrounds.

Students participate and excel in many extra-curricular activities including choir, band, dance, visual arts, Inter-School sport, Student Representative Council, debating, public speaking, drama, chess, Writers' Club, Earth Club and Maths Olympiad. There is a strong focus on student wellbeing to support the social and emotional development of students. The PBL program is deeply embedded throughout the school, encouraging and rewarding students for being respectful and responsible learners who aspire to achieve their best.

The school has completed a situational analysis, identifying areas of focus for the 2021-2024 Strategic Improvement Plan.

Hornsby South Public School began the Visible Learning journey in 2020, encouraging teachers to see learning through the eyes of students and for parents to be active participants in their child's learning. We will build upon this knowledge through the delivery of ongoing teacher professional learning sessions and by using data-driven practices to ensure students access differentiated and engaging learning opportunities. Through the NAPLAN gap analysis, negotiated system target areas for reading and numeracy were identified. Our whole school focus is to improve student growth and increase student achievement in reading and numeracy. This is underpinned by the evidence base provided by the What Works Best: 2020 update.

Strategic Direction 1: Student growth and attainment

Purpose

Through the delivery of explicit, data-driven, evidence-based teaching and learning programs, a whole-school culture of high expectations is developed where students experience growth in reading and numeracy.

Improvement measures

Target year: 2022

TOP TWO BANDS

- Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in reading of 68.4%
- Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in numeracy of 66.5%

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 75%.
- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 65.4%.

Initiatives

Numeracy

In numeracy, we will embed data-driven, evidence-based teaching practices by:

- using the expertise of staff to build teacher and leadership capacity and collective pedagogical knowledge.
- ensuring the use of explicit teaching strategies, where all students demonstrate progress and a commitment to the pursuit of excellence.
- developing a quality range of qualitative and quantitative assessment processes that lead to measurable improvements.

Reading

In reading, we will embed data-driven, evidence-based teaching practices by:

- using the expertise of staff to build teacher and leadership capacity and collective pedagogical knowledge.
- ensuring the use of explicit teaching strategies, where all students demonstrate progress and a commitment to the pursuit of excellence.
- developing a quality range of qualitative and quantitative assessment processes that lead to measurable improvements.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice - Explicit Teaching)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF - Professional Standards - Literacy and Numeracy Focus)

All teachers have a sound understanding of student assessment and data concepts e.g. causality, bias. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use - Data Literacy)

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. (SEF - Data Skills and Use - Data Use in Teaching)

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, school-wide improvement in teaching practice and student results. (SEF - Learning and Development - Collaborative Practice and Feedback)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership - High Expectations Culture)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Question

What impact has the delivery of explicit, data-driven, evidence-based teaching and learning programs, and a whole-school culture of high expectations had on student growth and achievement in reading and numeracy?

Data

The following data sources will be collected and analysed by relevant teachers, leaders, and teams and presented for discussion at team/executive meetings and then the evidence uploaded to SPaRO to assist in determining the effectiveness of the initiatives. These data sources include:

- NAPLAN top two bands reading and reading expected growth, LitPro Testing, PM Reading level data, Progressive Achievement Test (PAT) reading, PLAN2 Reading Progressions - Understanding texts
- NAPLAN top two bands numeracy and numeracy expected growth, Progressive Achievement Test (PAT) in numeracy, PLAN2 Numeracy Progressions - Quantifying numbers and SCOUT Value-added data K-3, 3-6 and 5-7.

Analysis

- Data is analysed and triangulated each term or yearly (as is relevant to the data source) to determine the extent to which the purpose and improvement measures have been achieved.

Implications

- Rigorous analysis of these data sources to determine their impact will guide the ongoing implementation and future school planning, ensuring continuous growth and improvement in student learning.

Strategic Direction 2: School and community engagement

Purpose

To promote high levels of whole school and community engagement through an inclusive culture that is focused on learning, personal growth and positive wellbeing practices.

Improvement measures

Target year: 2022

ATTENDANCE

- Increase the percentage of students attending > 90% of the time to be at or above the lower bound system- negotiated target of 91%.

Target year: 2022

STUDENT WELLBEING

- In SCOUT, the TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 91.3%.

Target year: 2024

STUDENT WELLBEING

- TTFM Student Survey Social-Emotional data shows an uplift of 10% for Students who are interested and motivated and for *Students with a positive sense of belonging*.

Target year: 2024

STAFF AND COMMUNITY WELLBEING

- TTFM Staff Survey shows an uplift of 10% for *Staff identifying a positive sense of wellbeing*.
- TTFM Parent Survey shows an uplift for *Parents feel welcome* and *Parents are informed* to 8.0 out of 10.

Initiatives

Planned, Whole-School Approach to Wellbeing

Creating a welcoming environment that enables all students, staff and the community (including EAL/D, Aboriginal and Torres Strait Islanders and minority groups) to connect, succeed and thrive, and ensures every student is known, valued and cared for by:

- implementing collaborative and inclusive programs that promote connectedness, learning engagement and respectful relationships.
- establishing consistent and personalised approaches to monitor and improve attendance rates.
- reviewing and adapting Learning and Support processes to ensure a collective responsibility for student learning and wellbeing.

Targeted Support Systems

Ensuring all students and staff (including EAL/D, Aboriginal and Torres Strait Islanders and minority groups) are supported through the delivery of targeted support systems. These include:

- refining and extending positive school-wide behaviour systems and processes.
- implementing high-impact, small group intensive learning programs that target identified needs.
- developing and implementing a Personalised Learning Plan process for Indigenous families.
- establishing and implementing a variety of wellbeing networks and resources that promote personal growth.

Success criteria for this strategic direction

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)

The school has implemented evidence-based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing - A Planned Approach to Wellbeing)

There is a 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)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF - Wellbeing - Behaviour)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF - Effective Classroom Practice - Classroom Management)

The leadership team takes a creative approach towards the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. (SEF - School Resources - Facilities)

Evaluation plan for this strategic direction

Question

What has been the impact of our targeted approach to

Strategic Direction 2: School and community engagement

Evaluation plan for this strategic direction

promoting high levels of whole school and community engagement through an inclusive culture focused on learning, personal growth and positive wellbeing practices?

Data

The following data sources will be collected and analysed by relevant teachers, leaders and teams and presented for discussion at team/executive meetings and then the evidence uploaded to SPaRO to assist in determining the effectiveness of the initiatives. These data sources include:

- EBS: Central- Attendance, SCOUT: Attendance and Wellbeing, TTFM Student Survey: Wellbeing and Social-Emotional data, Staff Survey - Positive sense of wellbeing, Parent Survey - Parents feel welcome and Parents are informed.

Analysis

- Data is analysed and triangulated fortnightly, term by term or annually (as is relevant for the data source) to determine the extent to which the purpose and improvement measures have been achieved.

Implications

- Deep analysis of the data will determine the impact and will guide ongoing future school planning to ensure positive wellbeing practices and personal growth.

Strategic Direction 3: Quality teaching

Purpose

To implement high-impact professional learning, focusing on innovative, high-quality teaching practices that are responsive to the learning needs of each student and lead to improved learning.

Improvement measures

Target year: 2024

NAPLAN WRITING

- A minimum of 85% of Year 3 students and 50% of Year 5 students will achieve in the top two bands in NAPLAN writing.

Target year: 2024

DIFFERENTIATION

- 100% of classroom English and mathematics programs will show evidence of differentiation.
- A minimum of 90% of teachers regularly use Learning Intentions and Success Criteria, and Effective Feedback to differentiate and support learning.

Initiatives

High-Impact Professional Learning

Teachers work collaboratively and are inspired and critically challenged by expert input to learn, shape, and strengthen teaching practice having a high impact on student outcomes. We will do this by:

- using external and internal experts to model innovative, high-impact teaching practices, offering support and providing timely feedback.
- establishing formal and informal mentoring, coaching, and collaborative relationships within and beyond the school.
- routinely measuring the impact of professional learning opportunities against student progress and achievement.

High-Quality Teaching Practices

High-quality, explicit teaching practices are implemented throughout the school where students are challenged and continually demonstrate progress. We will do this by:

- differentiating teaching and learning programs to address the individual needs of each student.
- using a common language (LISC) across the school, collaboratively setting learning goals and providing students with effective feedback.
- creating a whole school structured approach to analysing and interpreting formative and summative assessment data.

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. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum - Differentiation)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment - Formative Assessment)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment - Summative Assessment)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice - Feedback)

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

The school has 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 -

Strategic Direction 3: Quality teaching

Success criteria for this strategic direction

Improvement of Practice)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF - Learning and Development - Professional Learning)

Evaluation plan for this strategic direction

Question

Has our professional learning strengthened teaching practices to ensure they are responsive to individual learning needs and have they had a high impact on student learning?

Data

The following data sources will be collected and analysed by relevant teachers, leaders, and teams and presented for discussion at team/executive/Visible Learning meetings and then the evidence uploaded to SPaRO to assist in determining the effectiveness of the initiatives. These data sources include:

- NAPLAN top two bands Year 3 and 5 writing, stage writing rubrics, English and mathematics programs, TTFM Student Survey: Skills challenge, School Evaluation Framework - Self-assessment, Visible Learning surveys, PDP observations

Analysis

- Data is analysed and triangulated each term or yearly (as is relevant to the data source) to determine the extent to which the purpose and improvement measures have been achieved.

Implications

- Thorough analysis of these data sources will determine the impact of the initiatives and will guide

Strategic Direction 3: Quality teaching

Evaluation plan for this strategic direction

the ongoing implementation and future school planning, ensuring the delivery of innovative and high-quality responsive teaching practices leading to improved learning.