

# Strategic Improvement Plan 2021-2025

## Pendle Hill High School 8395



# School vision and context

## School vision statement

At Pendle Hill High School, we are committed to improvement, personal best student learning and achievement, quality teaching and equity in educational opportunity and outcomes.

We aim to build a school-wide culture of excellence, high expectations, challenge, quality teaching and shared responsibility for improvement so that our students become confident, resilient, self-directed and successful learners.

## School context

Pendle Hill High School is a coeducational, comprehensive school for students from Years 7 to 12, located in Western Sydney. Our school serves the Wentworthville, Pendle Hill and Toongabbie communities.

Pendle Hill High School is a school with strong community involvement and experienced and dedicated teaching, support and administrative staff.

We are a multicultural school community where students, parents and teachers work together to ensure that learning is celebrated, excellence is expected, effort is rewarded and diversity is respected.

63% of our students have a non-English speaking background and 7% of our students identify as being of Aboriginal or Torres Strait Islander background.

Individual learning needs are met through a mix of high performance and mixed ability classes to better support all students in their learning.

Excellence, commitment, achievement, respect and responsibility and the development of positive attitudes to learning and concern for others are actively promoted and rewarded as part of our learning and wellbeing programs.

Student numbers are expected to grow to approximately 1,370 over the coming years, and the construction of new buildings and refurbishment of facilities has begun. The facilities will include a new Library and resource centre, multimedia spaces and classrooms, a Lecture Theatre, seminar and practical activity spaces as well as outdoor learning spaces. These facilities will strengthen our focus on the delivery of high-quality teaching and learning programs in a well resourced, safe, caring and supportive environment.

An inclusive, collaborative and consultative planning process and situational analysis has identified the following strategic directions for our 2021-2024 Strategic Improvement Plan:

Strategic Direction 1: Student Growth and Attainment. This will involve a focus on student growth and achievement in literacy, numeracy and the HSC with students supported to improve their results by effective, evidence based teaching.

Strategic Direction 2: Collaboration and Quality Teaching. Effective teachers understand how students learn and enhancing staff professional knowledge and practice through collegiality, collaboration and innovation will lead to improved learning for students.

Strategic Direction 3: Engagement and Connection. Our learning culture is strengthened and student success is promoted by creating an environment and a variety of programs that encourage learning and wellbeing, with high levels of student, faculty, and community engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that teachers use effective data and evidence-based explicit teaching approaches so that students make measurable learning progress in reading, numeracy and the HSC.

## Improvement measures

### HSC achievement - top 3 bands

Achieve by year: 2023

Increase HSC Top 3 Bands by 6.8% uplift.

### NAPLAN expected growth - Reading

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

Achieve by year: 2025

Staff engage in data-driven conversations to evaluate the impact of evidence-based practice on literacy and numeracy learning outcomes.

## Initiatives

### Data and Evidence Driven Practice

Develop and embed data and evidence driven explicit teaching practices that are responsive to the learning needs of individual students.

- Build faculty and whole school routines for the regular collecting, recording, analysing and use of data as part of individual and collaborative teaching practice to improve literacy, numeracy and HSC learning and achievement.
- Develop systems and professional capacity for analysis of Best Start, NAPLAN, Valid, Check-In, HSC, Minimum Standards and student assessment data to identify key target areas and required interventions, modify teaching practice and monitor student growth.

### Monitor and Support Student Progress and Achievement.

Develop and embed a whole school approach to processes and practices that support the timely, consistent and reliable evaluation of student learning progress over time.

- Introduce systems to ensure formative and summative assessment data is used to analyse student progress, evaluate growth over time, report student achievement, improve teacher judgement and design future learning.
- Build student capacity to understand defined success criteria, set challenging personal learning goals and action specific teacher feedback for learning success.

## Success criteria for this strategic direction

- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice).
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use).
- Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement. (SEF - Professional Standards).
- Teachers employ evidence based effective teaching strategies and students learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice).
- Expected growth for each student is identified and students achieve higher than expected growth on internal school progress and achievement data. (SEF - Student Performance Measures).
- Teachers respond to trends in student achievement at individual, group and whole school levels and learning goals for students are informed by analysis of student progress and achievement data. (SEF - Assessment, Data Skills and Use).
- Teaching and learning programs are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning (SEF - Curriculum).
- Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school (SEF - Student Performance Measures).

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Question:

What has been the impact of our focus on data and evidence driven practice and on student learning progress on the reading, numeracy and HSC achievements of students?

### Data:

Data sources used to assess progress and impact will include:

- NESA Results Analysis Package data
- External student performance measures- Naplan, HSC Band Performance and Item Analysis, Valid, Best Start
- Internal student assessment data; faculty assessment and learning adjustment records
- Read Theory, Mathspace and Word Flyers data
- Student work samples and faculty teaching and learning programs
- Student and staff surveys and interviews.
- Tell Them From Me data
- Audit of course assessment schedules in line with NESA Course Performance Descriptors

### Analysis:

Regular analysis of the data sources will measure the progress and impact of the initiatives and activities to identify areas for further improvement or change.

### Implications:

The findings from the data analysis will be used to determine progress towards achieving the improvement measures and will inform future directions and required next steps.

## Strategic Direction 2: Collaboration and Quality Teaching

### Purpose

Our purpose is to ensure ongoing, school wide improvement in assessment and teaching practice, with a focus on staff working collaboratively within and across faculties.

### Improvement measures

Achieve by year: 2023

- 75% of teachers participate in collaboratively developed cross-faculty practice which has influenced their teaching practice.

Achieve by year: 2025

- 100% of teachers engage in Girraween Network across school professional learning and sharing.
- 100% of teachers have engaged in lesson observations and structured feedback by colleagues and of colleagues

Achieve by year: 2025

- All faculties have embedded the use of literacy, numeracy and EAL/D learning progressions into programs and student assessment.

Achieve by year: 2023

Increase Tell Them From Me Survey data in the area of teacher collaboration and culture compared to 2022

Achieve by year: 2025

Tell Them From Me Learning Culture Staff Surveys show a 10% uplift in results.

### School Assessment and Reporting

Achieve by year: 2025

Changes in Stage 4 and 5 assessment are evident in teaching and learning programs, assessment documentation and classrooms.

### Initiatives

#### Differentiation and Personalised Learning

Teachers differentiate curriculum and assessment so that students achieve their learning goals.

- Literacy, Numeracy and EAL/D Learning Progressions are used to build teacher capabilities to identify and develop early intervention learning plans for students.
- Provide professional learning that supports the embedding of high impact strategies that include differentiated and scaffolded assessment tasks to target learning gaps.

#### Highly Effective Teaching Practice and Collaboration

Strengthen effective classroom practice through explicit, consistent and research informed teaching practice and teacher collaboration.

- Embed explicit systems for teacher and cross faculty collaboration, observation, modelling of practice and feedback to support teacher performance development and evidence based programs and lessons.
- High impact professional learning is guided by "What Works Best" principles, and these are embedded in the teaching, learning and assessment cycle.
- Embed a focus on distributed instructional leadership to sustain a culture of effective, explicit, evidence based teaching and high standards of student progress and achievement.

### Success criteria for this strategic direction

- A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment).
- Ongoing improvement in teaching practice and student results is driven by professional dialogue, collaboration, classroom observation, modelling of effective practice and specific and timely feedback between teachers. (SEF - Learning and Development).
- Teachers collaborate to share, evaluate, discuss and embed good practice (SEF - Learning and Development).
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement (SEF - Educational Leadership).
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development).
- Student assessment data is regularly used to evaluate student achievements and progress over time and to implement changes in teaching that lead to measurable improvement. (SEF - Assessment, Data Skills and Use).
- Teaching and learning programs are dynamic and show evidence of revision based on feedback and continuous tracking of student progress and achievement. (SEF - Curriculum).

## Strategic Direction 2: Collaboration and Quality Teaching

### Evaluation plan for this strategic direction

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#### Question:

Do teachers collaborate to observe, evaluate, reflect on and adapt teaching practice and how is this reflected in teaching, learning, assessment and student performance?

#### Data:

The data sources used to monitor progress and impact will include:

- External student performance measures (Naplan, Best Start, Check In, Valid and HSC)
- Internal student performance measures (Literacy, Numeracy and EAL/D Progressions)
- Teaching program and document analysis
- Classroom observations, student work samples, coaching and team meeting records, student voice and teacher surveys
- Executive and whole staff professional learning analysis and reflection.
- Tell Them From Me data

#### Analysis:

Regular analysis of the data sources will measure the progress and impact of the initiatives and activities to identify areas for further improvement or change.

#### Implications:

The findings from the data analysis will be used to determine progress towards achieving the improvement measures and will inform future directions and required next steps.

## Strategic Direction 3: Engagement and Connection

### Purpose

Our purpose is to provide innovative and future focussed learning environments and teaching to prepare students with the skills they need to succeed as active and successful learners.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Increase the number of students attending 90% of days by a 3.3% uplift.

Achieve by year: 2025

100% of teachers incorporate flexible and future-focused teaching and learning approaches into units of work and assessment activities.

Achieve by year: 2025

The school continues on an upward trajectory in Tell Them From Me student interest and motivation data.

Achieve by year: 2025

The school continues on an upward trajectory in Tell Them From Me student and parent satisfaction.

### Initiatives

#### Improvement, Innovation and Change

The development, trialling and evaluation of innovative teaching and learning practices and processes to optimise student learning, wellbeing and engagement in new learning environments is essential to the successful transition of our school into planned new buildings and refurbished facilities.

- High impact professional learning builds the capacity of teachers to deliver a variety of teaching and learning approaches in future focused learning spaces, consistent with the School Learning Environment and Change (SLEC) framework.
- Develop KLA approaches to investigate, identify and trial new teaching and learning approaches and opportunities which build student engagement and connection.

#### Community Engagement

Increased community participation, communication and connection with our school are essential to improving student learning, engagement and wellbeing and to the strengthening of student outcomes.

- Consistently implement home, school and community communication strategies that promote a shared responsibility for student learning and wellbeing so that positive attitudes to learning are created and shared understandings of what students are learning and how they learn best build capacity to support learning at home.
- School organisation, curriculum and wellbeing practices are flexible and responsive to the changing educational and wellbeing needs of an increasing school population.

### Success criteria for this strategic direction

- The school trials innovative practices and has processes in place to evaluate, refine and scale success (SEF - Learning and Development).
- The school uses research, evidence-based strategies and innovative thinking to deliver ongoing measured improvement in student progress, achievement and wellbeing (SEF - School Planning, Implementation and Reporting).
- The school takes a creative approach to the use of the physical environment to ensure that learning is optimised (SEF School Resources).
- The school's curriculum supports high expectations for student learning and the strategies implemented reflect research on best practice (SEF Curriculum, Data Skills and Use).
- Effective learning partnerships with parents and students support student learning improvement and motivation and aspirational expectations (SEF Learning Culture).
- Teachers involve students and parents in planning to support learning (SEF Curriculum).
- Planning for learning is informed by information about each student's wellbeing and learning needs in consultation with parents/carers, resulting in measurable improvements in wellbeing and engagement (SEF - Wellbeing).
- Longer term financial planning addresses the school's strategic priorities and identified improvement goals (SEF School Resources).

### Evaluation plan for this strategic direction

## Strategic Direction 3: Engagement and Connection

### Evaluation plan for this strategic direction

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#### Question:

What has been the impact of our focus on improvement, innovation and change on teaching, learning, engagement, wellbeing and connection?

#### Data:

The data sources used to monitor progress and impact will include:

- External student performance measures (Naplan, Best Start, Check In, Valid and HSC)
- Internal student performance measures
- Teaching strategy analysis
- Classroom observations, student work samples, student voice and teacher surveys
- Executive and whole staff professional learning analysis and reflection.
- Tell Them From Me student, teacher and parent survey data
- Sentral student tracking data
- Attendance data

#### Analysis:

Regular analysis of the data sources will measure the progress and impact of the initiatives and activities to identify areas for further improvement or change.

#### Implications:

The findings from the data analysis will be used to determine progress towards achieving the improvement measures and will inform future directions and required next steps.