

Strategic Improvement Plan 2021-2025

Pennant Hills High School 8438



School vision and context

School vision statement

At Pennant Hills High School, through quality teaching practice, we build relationships to inspire a lifelong love of learning so all students have access to the greatest opportunities in life.

School context

Pennant Hills High School, with an enrolment of 1089 students, is a large, coeducational, comprehensive high school, which holds a key position in its local community. The school is held in high regard by both the local and wider community for achieving academic excellence, providing a broad, deep range of curriculum enrichment opportunities and producing high quality educational outcomes in all areas. There is a proud tradition of high involvement and achievement in sport and cultural pursuits, and the broad curriculum choice across all stages ensure high levels of student engagement. The school prides itself on its strong culture of positive relationships between staff, students and parents/carers, which works cohesively to maintain a stimulating and rich learning environment in which all students are supported and encouraged to achieve their personal best. Excellent structures exist which support student wellbeing, including a merit scheme to recognise and promote student achievement. A Positive Behaviour for Learning (PBL) program, based on the established core values of responsibility, integrity and achievement exists. There is a particularly strong focus on developing student leadership capacity through an active Student Leadership Council. The school fosters and develops the capacities of all students, including the provision of a High Potential and Gifted education program. Flexible learning is fostered through a learning hub facility which integrates flexible learning spaces to facilitate project-based learning. Students are taught in a technology rich environment by enthusiastic, experienced and committed staff, who continue to be enhanced through focused teacher professional learning. A Special Education Faculty caters for students with mild or moderate intellectual and physical disabilities. There is a strong culture of inclusivity of students with a disability within the school. A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents/carers. Through our situational analysis, we have identified a need to focus on building student achievement, further developing teacher capacity and reinforcing our sense of high expectations in our entire school community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness in developing more advanced knowledge, deeper understanding and more sophisticated skills in their students and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

HSC attainment

- Improvement in the percentage of HSC course results in top two bands to the lower bound target 49.3% or above.

Reading growth

Achieve by year: 2023

Reading Growth

An increase in Check-in Assessment mean scaled score for reading in Year 8 2023 compared to Year 8 in 2022.

Numeracy growth

Achieve by year: 2023

Numeracy Growth

An increase in Check-in Assessment mean scaled score for reading in Year 8 2023 compared to Year 8 in 2022.

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 82.8%.

Initiatives

Highly Effective Teaching Practice

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework within which all students develop their knowledge, understanding and skills.

- Effective classroom practice is improved through a focus on explicit teaching practice, formative assessment and EAL/D strategies.
- The use of formative data collection is embedded, leading to changes to explicit teaching practice which supports skill development.
- Curriculum is appropriately differentiated so that all students are challenged.

The school identifies the growth and attainment of students at the school and co-develops learning goals with each student.

- Internal and external assessments are used to assess student progress and achievement against syllabus outcomes.
- Teacher capacity is built through professional learning to utilise data to explicitly set student learning goals and provide targeted intervention in literacy and numeracy.
- Teachers have a sound understanding of student assessment and data concepts, analysing and interpreting data and collaboratively using this to inform planning, identify interventions and modify teaching practice.
- Teachers clearly understand 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.

Literacy and Numeracy Project

A whole school literacy and numeracy program that identifies target areas for focus in reading, writing and

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students. (Teaching Domain: Data Skills and Use)
- Assessments are developed / sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. (Learning Domain: Assessment)
- The school identifies expected growth for each student. (Learning Domain: Student Performance Measures)
- Students are achieving higher than expected growth on internal school progress and achievement data. (Learning Domain: Student Performance Measures)
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. (Learning Domain: Student Performance Measures)
- Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school. EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.. (Learning Domain: Student Performance Measures)

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit research-informed teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN, VALID, HSC), internal student performance measures,

Strategic Direction 1: Student growth and attainment

Initiatives

numeracy and then achieves improvements in student growth and attainment in these areas.

- Utilisation of student data, explicit instruction for all students in areas of weakness, formative feedback and differentiated teaching to inform classroom practice.
 - Students are shown what success looks like by breaking down the steps required to achieve success.
 - Literacy and numeracy practice is informed by research.
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Evaluation plan for this strategic direction

teaching programs, classroom observations, student work samples, etc. These data sources will be collected by relevant teachers, leaders and teams and discussed at teams / executive meetings at least once a term and the evidence uploaded into SPaRO.

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 strategic planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Teacher growth and attainment

Purpose

Our purpose is to grow teacher capacity to deliver quality teaching and learning, to build positive relationships and to provide equitable opportunities for all students.

Improvement measures

Achieve by year: 2025

Quality Teaching

- 100% of teachers have undertaken Quality Teaching rounds and have demonstrated an observable increase in intellectual quality and an increase in meaningful student learning within a supportive learning environment.

Achieve by year: 2025

Technology

- 100% of teachers effectively implement and utilise Canvas as an online learning platform to create rich, authentic learning opportunities for students through the integration of ICT into learning and teaching programs.

Initiatives

Quality Teaching Rounds

Teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness to meet the needs of all students. Teachers will take a shared responsibility for student improvement and contribute to a transparent learning culture, including through observation of each other's practices.

- Teachers are involved in team based collaborative lesson observations and coding of lessons to explicit Quality Teaching Framework (QTF) criteria.
- Professional learning on the elements and the impact of the QTF.
- Collaborative sharing strategies for teaching content and engaging students.

The Technology Integration Matrix and the Learning Management System CANVAS

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.

- Professional learning enabling teachers to progress towards "transformation" on the Technology Integration Matrix. <https://fcit.usf.edu/matrix/matrix/>
- Implementation of teacher technology mentor(s) with time to assist teachers apply developed skills within their specific learning environment.
- Development of school specific Canvas course for a "how to" bank of self-help instructions covering ALL school wide software applications.
- Improved communication between school and parents/carers with implementation of parent access to Canvas.

Success criteria for this strategic direction

- Teachers articulate, share, assess and refine their practice by being actively involved in quality teaching round teams. There is increased and sustained participation in the program. **QTR**
- Teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness to meet the needs of all students. **QTR**
- Improved academic achievement by students in external and internal assessment.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Increased engagement/use of Canvas Knowledge/skills acquired transferred successfully into the classroom Teaching programs embedded with rich authentic technology-based learning and/or assessment tasks.
- All Y7 classes engaged in Canvas activities from T2 2021. Canvas employed as primary LMS school wide from T1 2022.
- Increased parent/carers engagement in student learning outcomes as a result of greater information flow using Canvas, leading to increase in student academic achievement. Increased time on task for technology-based learning activities.

Evaluation plan for this strategic direction

Question: What has been the impact of Quality Teaching Rounds on student performance? Do teachers articulate, share, assess, evaluate, reflect on and adapt practice?

Data: Increasing number of teachers as part of a QTR team - Pre and post surveys - self-reflection of teachers taking part in QTR rounds - Survey of students - evaluation of intellectual quality and significance

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 2: Teacher growth and attainment

Evaluation plan for this strategic direction

Implications: Focus on sustainability and embedding the program into school culture - QTR features as part of teachers' PDPs

Question: What has the impact of Canvas been on student engagement and performance.? **Data:** Canvas usage, users logged on, time engaged in tasks etc. Surveys of student use, baseline data collected by TBW Feb 21. Tell them from me survey or school survey to gauge students perceived level of challenge/engagement. Teacher survey of confidence in using various technologies and their perceived effectiveness of these technologies in engaging students in meaningful learning. Survey parents/carers to gauge response to increased communication and the affect it has had on their child(s) learning.

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

These data sources will be collected by relevant teachers, leaders and teams and discussed at teams / executive meetings at least once a term and the evidence uploaded into SPaRO.

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

Strategic Direction 3: School Culture and High Expectations

Purpose

Our purpose is to promote a school culture of success, through high expectations and targeted support within a productive wellbeing framework.

Improvement measures

Achieve by year: 2025

High expectations

- Level of students reporting a positive learning culture in the "Tell Them From Me" survey will move beyond the state norm of 5.6 to 6.2.
- Percentage of students who report intellectual engagement in the "Tell Them From Me" survey will move beyond the state norm of 47% to 50%.

Achieve by year: 2025

Community Engagement

- Increase of 2% in parent/carer engagement with school processes through completion of the Tell Them from Me Survey.
- The Parent Survey TTFM results in the "School Supports Learning" trend report to be at or beyond the school target of 7.3.

Initiatives

High Expectations

Teachers promote high expectations of their students by differentiating instruction, providing individualised feedback and engaging in frequent, meaningful classroom interactions in order to challenge their students and encourage continuous improvement. A targeted approach for developing literacy skills continues and a similar, whole school approach for numeracy will be another focus for the current plan.

- The school monitors and reviews its curriculum provision to meet changing requirements of the students
- 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 outcomes and support a culture of high expectations.
- Teachers directly and regularly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers enhanced in response to feedback received
- Students and parents/carers understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching
- Celebration Morning Tea. Students, parents and carers attend a morning tea hosted by the principal to celebrate academic improvement and achievement.

Positive Community Engagement

The school demonstrates high expectations of students by using data to inform practices, building a culture of school pride and partnering with the community to indicate pathways for students' success.

- A school-wide, collective responsibility for student

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (Learning Domain: Learning Culture)

Students celebrate and take great pride in achievement.

Students identify Pennant Hills High School as a place for academic achievement.

Improvement in students' academic achievement across all bands identified in school-based and external data.

Students actively collaborate in learning spaces to master concepts, refine techniques and develop a culture of academic "esprit de corps". (Leading Domain: Educational Leadership)

Evaluation plan for this strategic direction

Question: What has been the impact of developing a school culture with a greater focus on academic success?

Data: External student performance measures (NAPLAN), internal student performance measures, teaching programs, classroom observations, student work samples, coaching records.

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 strategic planning to provide continuous improvement, ensuring students grow in their learning

What evidence, activities and events support High Expectations?

Principal's Celebration of Success Morning Tea. High achievers certificates presented to students by the principal. Parents also attended this celebration in the

Strategic Direction 3: School Culture and High Expectations

Initiatives

learning and success 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.

- A shared understanding of 'success' indicators is developed between students, parents/carers and the school that celebrates academic excellence.
 - Communication with the community develops a shared commitment to student success and uses the language of high expectations and success.
 - 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.
 - A Senior Study Centre will be created to support Stage 6 students.
 - An Academic Adviser has been employed.
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Evaluation plan for this strategic direction

Common Room.

The next step will be RoSA morning teas by stage.

'Happy letter' data from Sentral

Literacy and Numeracy improvement focus Numeracy Team and The Writing Project