

Strategic Improvement Plan 2024-2027

West Pennant Hills Public School 2858



School vision and context

School vision statement

At West Pennant Hills Public School, we strive to *inspire young learners* within an innovative, future focused and inclusive school culture that values and celebrates life-long learning and where students are known, valued and cared for.

To achieve academic excellence, dynamic and committed staff work in collaboration with each other, students and parents to deliver explicit and engaging learning experiences to build strong foundations in literacy and numeracy.

To maintain a positive learning environment and high expectations, teachers, parents and students work in partnership to ensure that every student is able to connect, succeed and thrive.

School context

At West Pennant Hills Public School, we acknowledge the traditional owners of the land to the east the Guringai people and to the west the Dharug people. We pay our respect to elders past, present and emerging.

West Pennant Hills Public School, officially opened in 1850, is located in the rapidly developing residential area in Sydney's northwest Hills district. Surrounded by main roads, the school is a safe hub for learning within the community. Many residents of West Pennant Hills have and continue to have a strong connection and association with the school over its long history. The school has a student population of 502, including 39% who have English as an additional language or dialect. Diversity and inclusion are highly valued.

West Pennant Hills Public School has a tradition of academic excellence with high standards and high expectations embracing the whole child and their development through a comprehensive range of learning programs that feature a strong focus on literacy and numeracy, integration of technology and extra-curricular opportunities such as bands, choirs, sport, dance, robotics, debating and public speaking. Students enjoy a nurturing, stimulating and inclusive environment where they develop their skills and capacity to become responsible productive life-long learners. Dynamic and committed staff work collaboratively to enhance student well-being, encouraging each student to achieve their full potential. The school is well supported by an active parent community. The P&C operates a wide variety of additional services for the students, parents and community, including the Creative Arts, Bands and Strings' programs, the canteen and uniform shop.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance through impactful explicit data driven teaching practices and plans with a focus on literacy and numeracy.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Assessment

Achieve by year: 2027

- A range of evidence supports the school's validation of elements of 'Assessment' moving from Sustaining and Growing to Excelling as measured by the School Excellence Framework.

Initiatives

Literacy and Numeracy

In literacy and numeracy, we will embed data driven, evidence-based teaching practices that increase student achievement by:

- Ensuring the use of data driven conversations, collaboratively designed differentiated teaching strategies in explicit teaching and learning programs to ensure all students demonstrate progress to meet high expectations.
- Focusing on particular curriculum areas where formal assessment processes indicate that there is a need for growth e.g. improving student phonological, phonics and spelling knowledge and skills across the school.
- Using a common language across the school through collaboratively setting learning goals and providing students with effective feedback.

Data Driven practices

We will ensure effective strategies and processes for data tracking, analysis and collaborative practice are used to inform responsive teaching practice. This will be achieved through:

- Embedding data informed formative assessment practices with effective feedback as an integral part of daily instruction and teaching and learning programs in every classroom in literacy and numeracy.
- Review and continue to streamline processes to ensure reliable summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Expertly use student assessment data to reflect on teaching effectiveness and provide more individualised, explicit differentiated and responsive learning opportunities.

Success criteria for this strategic direction

- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom. (SEF- Assessment)
- Student assessment data is regularly used school-wide to identify student achievement, progress and wellbeing needs, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)
- Students consistently show growth and perform at high levels on external and internal school performance measures, while closing equity gaps. (SEF - Student Growth and Performance)
- All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies. (SEF - Effective Classroom Practice)

Evaluation plan for this strategic direction

Questions

What percentage of classroom teachers are implementing data driven, evidence based teaching practices? (Doing)

To what extent are teaching and learning programs differentiated to accommodate and challenge the learning of all students? (Process Quality)

What has been the impact of the data driven explicit teaching practices/plans on student results? (Impact)

Data

The following data sources will be collected and analysed by relevant teachers, leaders and teams. These data sources include:

- NAPLAN, Check-in assessments, Year 1 Phonics Screening Check

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Teacher programs supervision feedback sheets
- What Works Best teacher survey, TTFM teacher survey
- School Excellence Framework self assessment process

Analysis

Data will be analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved within the implementation monitoring. Annually, the school will review progress towards the improvement measures.

Impact

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

Strategic Direction 2: Effective Classroom Practice for Inclusivity

Purpose

Ensuring a deep understanding of new syllabus documents and related effective evidence-based teaching strategies to ensure all students are challenged, with a particular focus adjusting for High Potential and Gifted students and Aboriginal and Torres Strait Islander students.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 93.4% in 2023 to 94.5% in 2027

Curriculum

Achieve by year: 2027

- A range of evidence supports the school's validation of element of 'Curriculum' moving from Sustaining and Growing to Excelling as measured by the School Excellence Framework.

Initiatives

New Syllabus Implementation

We will embed a teaching culture based on strong research-informed and syllabus-based teaching practices. This will be achieved through:

- Engaging in current research, WWB and DoE professional learning for effective syllabus implementation and ensure that we use the best evidence-based programs for our student context. (Doing)
- All staff engaging in collaborative program review and planning to ensure that our teaching and learning programs adhere to and embed new NESA requirements. (Process Quality)
- Ensuring staff feel confident in using effective explicit teaching methods and relevant syllabus documents so that every student makes appropriate learning progress in each year of their schooling. (Impact)

We will embed a teaching culture that is underpinned by differentiated teaching and learning programs to ensure all students make measurable learning progress.

High Potential and Gifted education

This will be achieved through:

- High impact professional learning on the High Potential and Gifted Education policy and research-based, evidence-informed instruction strategies to support students via differentiated learning and increased professional understanding. (Doing)
- Creation of a more effective High Potential and Gifted 'Strive Team' as a subsidiary of the Learning and Support team with relevant processes for identification, monitoring, enrichment with extension and intervention practices. (Process Quality)
- Consolidate and expand appropriate talent development programs and other opportunities to enrich student talents and interests. (Doing)
- Reflection on data related to High Potential and

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)
- An evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programming are responsive to the learning needs of students and syllabus requirements. (SEF- Curriculum)
- The school culture is strongly focused on learning and transitions, wellbeing, fostering educational aspirations and ongoing performance improvement throughout the school community. (SEF - Learning Culture)

Evaluation plan for this strategic direction

Questions

How suitable was the professional learning provided around the new syllabus implementation and high potential and gifted education? (Doing)

To what extent are teaching and learning programs differentiated to accommodate and challenge the learning of all students? (Process Quality)

What has been the impact of differentiated teaching and learning programs on student outcomes? (Impact)

Data

The following data sources will be collected and analysed by relevant teachers, leaders and teams. These data sources include:

- Teaching and learning programs, Learning and Support Team documents, Personalised Learning Pathway documents, Reconciliation Action Plan, Individual Education Plans
- What Works Best teacher survey, TTFM teacher

Strategic Direction 2: Effective Classroom Practice for Inclusivity

Initiatives

Gifted students, relevant intervention effectiveness and the Strive Team's ability to provide personalised, targeted and responsive learning opportunities. (Impact)

Aboriginal and Torres Strait Islander education

This will be achieved by:

- Completion of our school Reconciliation Plan and implementation of its recommendations. (Doing)
- Ongoing and genuine engagement with the 2020-2030 Partnership Agreement between the NSW AECG , the NSW DoE 'Walking Together, Working Together' and improved collaboration with the Hornsby AECG. (Process Quality)
- Build and maintain respectful working relationships that provide opportunities to engage and contribute towards achieving successful outcomes for Aboriginal and Torres Strait Islander peoples e.g through development and implementation of Personalised Learning Pathways (PLPs) with Aboriginal students and their parents/carers. (Doing)
- Ensuring that Aboriginal histories, culture and pedagogy are embedded in all teaching and learning programs.

Evaluation plan for this strategic direction

survey

- Classroom observations and feedback
- School Excellence Framework self assessment process

Analysis

Data will be analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved within the implementation monitoring. Annually, the school will review progress towards the improvement measures.

Impact

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

Strategic Direction 3: Learning and Development

Purpose

Improve staff ability to evaluate, develop and guide professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning through a collaborative inquiry process.

Improvement measures

Collaborative Practice

Achieve by year: 2027

A range of evidence supports the school's validation of elements of 'Learning and Development' moving from Sustaining and Growing to Excelling as measured by the School Excellence Framework.

Initiatives

Collaborative Learning Inquiry Model

We will embed and implement an inquiry based professional learning model to build the capabilities and pedagogical practice of all teachers at their level to learn, shape and strengthen teaching practice, in what is proven through robust research to work best.

This will be achieved by:

- High impact professional learning regarding a collaborative inquiry process to empower staff to critically challenge and strengthen practice to ensure a high impact on student outcomes. (Doing)
- Targeted use of professional learning tools such as: lesson study/learning pods, learning walks, instructional coaching and other collaborative learning strategies to develop collective teacher efficacy. (Process Quality)
- Routinely measuring the impact of professional learning opportunities against student progress and achievement. (Impact)

Success criteria for this strategic direction

- Professional learning is informed by the professional needs of teachers and aligned with the Strategic Improvement Plan. 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)
- The principal is the primary educational leader. The executive team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained measurable whole school improvement. (SEF - Educational leadership)
- The school culture is strongly focused on learning and transitions, wellbeing, fostering educational aspirations and ongoing performance improvement throughout the school community. (SEF - Learning Culture)
- 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)

Evaluation plan for this strategic direction

Question

Have all teachers undertaken professional learning regarding the collaborative inquiry process? (Doing)

To what extent are our stage teams implementing collaborative inquiry processes to strengthen classroom practice? (Process quality)

What has been the biggest shift in teacher practice as a result of the inquiry process professional learning sequences? What was the impact on student results in the areas targeted? (Impact)

Evaluation plan for this strategic direction

Data

The following data sources will be collected and analysed by relevant teachers, leaders and teams. These data sources include:

- Professional learning plans and Collaborative inquiry process plans
- Executive instructional leadership diaries

Analysis

Data will be analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved within the implementation monitoring. Annually, the school will review progress towards the improvement measures.

Impact

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