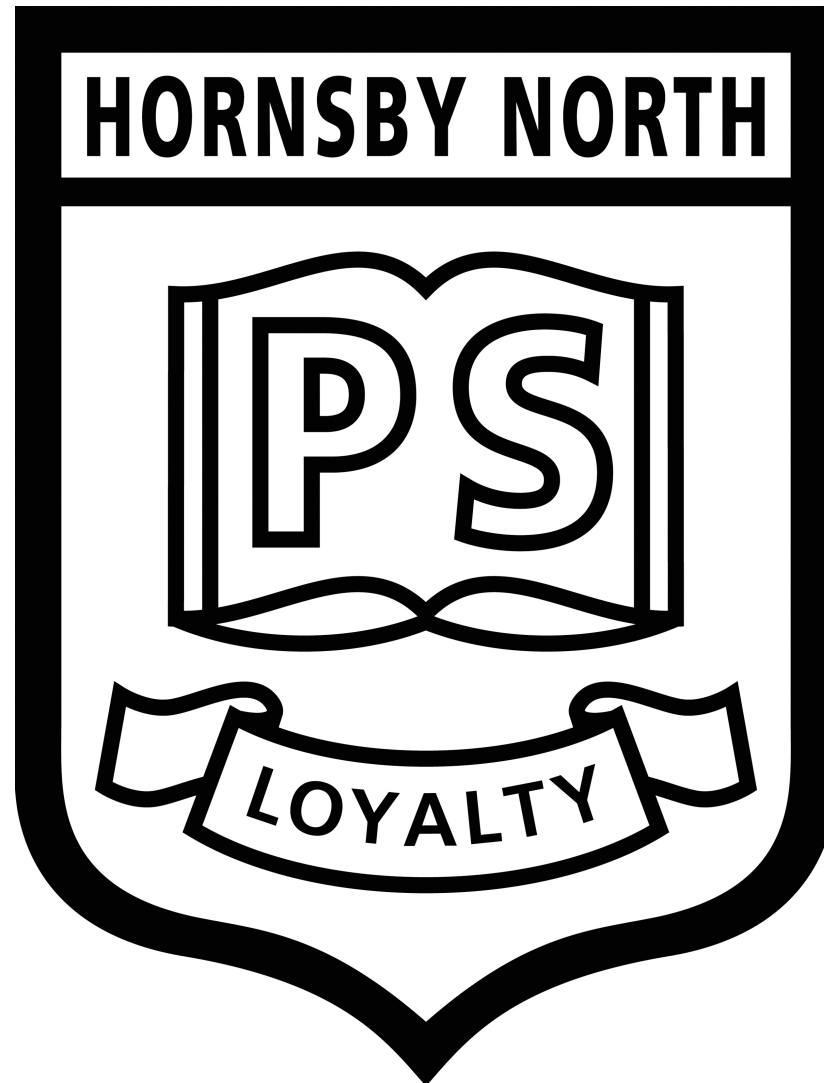


Strategic Improvement Plan 2024-2027

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 984 students, including 0.5% Aboriginal and/or Torres Strait islander students and 78% of students from non-English speaking backgrounds. The school culture is one of inclusivity, community involvement, high expectations and high achievements.

Our students come from a wide variety of socio-economic backgrounds. Strong programs in English as an additional Language support New Arrivals and students from non-English speaking backgrounds in reaching competency in English. The school and the P&C welcome all new families to our community.

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 data 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 for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

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.

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.

Initiatives

Numeracy

- Whole school staff to undertake professional learning in data analysis.
- Continue to extend the maths assessment data collection that was trialled in 2023.
- An audit of maths resources across the school to ensure that resources are updated and all classes have required resources.
- Programs are updated to reflect the new curriculum for 3-6.
- Professional learning for staff around the pedagogical changes around the new curriculum, formative assessment, differentiation and lesson delivery.
- Develop and streamline school Scope and Sequences for K-6.

Reading

- Whole school staff to undertake professional learning in data analysis.
- An audit of literacy resources across the school to ensure that resources are updated and all classes have required resources.
- Programs are updated to reflect the new curriculum for 3-6.
- Professional learning for staff around the pedagogical changes around the new curriculum, formative assessment, differentiation and lesson delivery.
- Develop and streamline school Scope and Sequences for K-6.

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.

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.

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.

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.

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.

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

Evaluation plan for this strategic direction

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 data
- * Student work samples
- * Student PLPs
- * Student focus groups for review of Visible Learning Strategies
- * School Excellence Framework
- * Phonics Screening Test - Year 1
- * Phonological Awareness Diagnostic Test
- * Check in Assessment
- *InitialLit data
- *Sage & MultiLit data

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: Wellbeing & attendance

Purpose

In order to maximise learning outcomes for every student, the school will further develop strategic programs and strategies to enhance student wellbeing and attendance.

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

- The attendance rate for the school is increased from 78.5% in 2023 to 79.5% by 2027.

Wellbeing

Achieve by year: 2027

An increase in the TTFM data shows students sense of belonging increases from 76.79% to 80%.

Initiatives

Wellbeing

- Research evidenced based wellbeing programs that support a whole school approach to student wellbeing.
- Professional learning for all staff around the wellbeing and HPGE domains and how are these catered for across the school.
- Whole staff using Schoolbytes to record wellbeing reports.
- Review behaviour and wellbeing policy to ensure policy is consistent across the school and the Core Values are embedded in all areas of school life.
- Monitor school attendance data to ensure 100% completion.

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.

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.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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.

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.
- Internal Wellbeing data

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

Strategic Direction 2: Wellbeing & attendance

Evaluation plan for this strategic direction

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.