

Strategic Improvement Plan 2021-2024

Seven Hills West Public School 4162



School vision and context

School vision statement

At Seven Hills West Public School, our vision is to grow great human beings every day. To do this, we provide an engaging and nurturing learning environment which fosters our children's curiosity, confidence and creativity. 'Growing Great Human Beings Every Day' is integral to the delivery of our P-6 inclusive school approach. Our philosophy reflects the cultural inclusiveness of the Eastern and Western values our families share. We strive to establish an authentic and connected learning environment to support our student's academic, emotional, social, cognitive and spiritual growth and wellbeing.

School context

Seven Hills West Public School officially opened in 1958. The current enrolment consists of approximately 362 students across Preschool to Year 6 (P-6), including mainstream classes, support classes for students with special learning needs and a preschool. It is located in a well-established residential area in Sydney's west and is part of the wider Blacktown community. Our school is actively involved with the Bungarribee Network, Nurrungingy Local Aboriginal Education Consultative Group (AECG), and Blacktown Learning Community.

Our school is well supported by a diverse and multicultural community. We have an increasing enrolment of students with a Language Background Other Than English (LBOTE), which currently stands at 63%. Seven Hills West Public School has a culture of high expectations, embracing the whole child and their development through a comprehensive range of extra-curricular opportunities including those in creative arts and sport. Students enjoy a nurturing, stimulating and supportive school environment, where they learn and thrive in their interactions with staff and peers.

Our educators are committed to providing a stimulating, warm and culturally inclusive atmosphere for every student to thrive. We understand that parents want the very best for their children, so we ensure our educational programs enables every child to learn, explore, create and connect with each other and the world through our holistic, and engaging learning curriculum. An energetic and dedicated staff works collaboratively to enhance each student's wellbeing, helping them to achieve their full potential. The school's traditional values of Service, Honour and wisdom are reflected in every facet of school life.

Our 2020 situational analysis highlighted that staff will benefit from ongoing professional learning to support quality practice in how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through our NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. We have identified a need to enhance the following aspects of the NSW School Excellence Framework and What Works Best Toolkit:

- *a Learning Culture with High Expectations to support transitions, continuity of learning and student attendance*
- *consistent Effective Classroom Practice across the school to provide quality lesson planning, explicit teaching, effective feedback and classroom management*
- *use of Data Driven Practices to ensure all students have access to stage appropriate learning and achieve expected student growth results in internal and external tests.*
- *quality whole school Assessment processes to ensure the proactive consistent monitoring of student learning through formative and summative assessments*

Our educational focus is to develop and sustain quality P-6 school processes for collecting and analysing student data to inform teaching and learning programs that embed best-practice, evidence-informed teaching strategies for every student in every classroom.

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Structures will be put in place to identify students who need intervention and teachers will work together to plan targeted teaching strategies or intensive intervention to support students achieving less than expected growth. Ongoing monitoring of student performance data will determine areas of need and success at a class and school level, and the involvement of parent partnerships will be essential for our school's strategic improvement journey over the next 4 years.

Strategic Direction 1: Student growth and attainment

Purpose

To optimise student learning outcomes in literacy, numeracy and all key learning areas by delivering evidence-informed educational best practice that is responsive to the learning needs and aspirations of our students in every classroom.

Improvement measures

Target year: 2022

- An uplift of 9.5% of students in the top two bands for NAPLAN Reading
- An uplift of 7.59% of students in the top two bands for NAPLAN Numeracy

Target year: 2023

- An uplift of 5.8% of students achieving expected growth in NAPLAN Reading
- An uplift of 5.1% of students achieving expected growth in NAPLAN Numeracy

Target year: 2024

- School-wide 'practice-changing practice' strategies demonstrate teacher efficacy through an uplift from Delivering to Sustaining and Growing in the School Excellence Framework elements of *Learning Culture, Curriculum, Assessment, Curriculum, Effective Classroom Practice* and *Data Skills in Use*

Initiatives

1.1 Visible Learning and Assessment

In Reading, Writing, Numeracy and Science we will embed Visible Learning and Assessment strategies by growing and sustaining best practice expectations for student growth and attainment by:

- establishing a shared understanding of the elements for quality Reading, Writing, Numeracy and Science instruction for each grade/stage;
- defining the assessment tools to assess understanding in reading comprehension, spelling, grammar, vocabulary and writing, numeracy and science;
- embedding rigorous internal and external assessment, moderation and evaluation processes across K-6 classes;
- using the 4 levels of feedback and data informed practice to develop targeted teaching strategies that meet students learning needs and system targets;
- Building the capacity of EAL/D teaching and support strategies across the school P-6.

1.2 Teacher Efficacy In Classroom Practice

To build Teacher Efficacy across the school, we will implement Quality Teaching Rounds through our 'Practice Changing Practice' Action Research project. This will grow and sustain a proactive culture of teacher efficacy and professional collaboration which is underpinned by the School Excellence Framework elements of *Learning Culture, Curriculum, Assessment, Curriculum, Effective Classroom Practice* and *Data Skills in Use*.

Consistent teacher judgment in lesson design, observations and feedback will be evident across the school P-6, within Preschool, Mainstream and Support Class settings. Through learning walks and collaborative learning exchanges, teachers will be supported in planning and developing curriculum programs that grow and sustain quality teaching, learning and data driven practices across the school.

Success criteria for this strategic direction

Educators and parents have a shared understanding of the School Excellence Framework and elements of *Learning Culture, Curriculum, Assessment, Curriculum, Effective Classroom Practice* and *Data Skills in Use*. They have clarity around what effective teaching practice (programming, lesson design, assessment) looks like in literacy, numeracy and science lessons.

Stages are using formative assessment to inform, evaluate and adjust differentiated teaching programs.

There is school wide assessment schedule. Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to inform instruction.

Consistent teacher judgment is evident across the school P-6, within Preschool, Mainstream and Support Class settings.

Students articulate and understand what they are learning in literacy, numeracy and science, and how to be successful and their next learning steps

Class programs, ILPs and PLPs are tracked using PLAN 2 and NSW NESA curriculum.

EAL/D and LWST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy, numeracy and science programs.

Evaluation plan for this strategic direction

The school will use the following data sources to evaluate learning progress at 5 weekly intervals to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. By using grade, stage cohort and whole school data to implement targeted literacy, numeracy and STEAM programs, the following analysis will guide the school's future directions:

- Best Start Kindergarten Assessment NAPLAN and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Check-in data
- VALID Science assessment data
- Phonics Screening Check
- Phonological Awareness Diagnostic
- Scout - Value added data
- PM benchmark, Cars & Stars, Fountas & Pinnell
- SENA data
- Progressive Achievement Test Data and Effect size tracking
- In school data - pre and post Literacy, Numeracy and Science assessment data
- Student work samples, reports, ILPs, PLPs and Class Programs
- 5 weekly evaluations of qualitative and quantitative data, including Literacy and Numeracy progression data against the sub-elements of Creating Texts, Understanding Texts, Quantifying Number and Additive Strategies.
- Learning Walks data eg Instructional Practices Inventory, Quality Teaching Rounds, Visible Learning Target Walls

The evaluation plan will involve:

- Term by term review of internal and external data sources. The regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures to corroborate conclusions.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Term based executive team and whole staff data reflective sessions
- Stage based review of students not making expected growth
- Using the QDAI framework to support regular professional discussion around the School

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Excellence Framework elements and What Works Best themes.

After analysing the data a determination will be made as to the future of 'Where to Next?' for the following year.

Strategic Direction 2: Student Voice, Engagement and Wellbeing

Purpose

To grow and sustain a culture of learning, wellbeing and engagement for our students, staff and parents by implementing programs that enable every person to connect, thrive and flourish.

Improvement measures

Target year: 2022

- Achieving our system-negotiated attendance target of 86% of students with a 90% or above record of school attendance.
- Achieving our school's wellbeing data target of above 95% of students feeling strong belonging and advocacy at school in Tell Them From Me surveys

Target year: 2024

- An uplift of 20% from 2020 school baseline results in parent engagement
- To achieve more than a 4:1 positive to negative ratio as per Positive Behaviour for Engaged Learning universal systems benchmarks

Initiatives

2.1 Increasing Student Voice and Learning Engagement In Every Classroom

- To embed Instructional Practices Inventory and the What Works Best toolkit (the elements of Learning Culture, Learning and Development and Effective Classroom Teaching Practice) strategies to support quality student engagement in each and every classroom
- To enhance future-focused pedagogies through student co-design, collaboration and engagement in the delivery of a transdisciplinary and inclusive curriculum
- To grow and sustain high potential and gifted whole school programs through the *Imagination First* project-based learning model across the school.

2.2 Enriching Student Wellbeing and Resilience At School

- To promote a culture of student wellbeing and resilience by introducing programs, such as the Forge Wellbeing Platform and URStrong Program, to support the monitoring of students' personal, physical, mental, emotional and social health
- To enhance students' self-regulation, social and emotional wellbeing by revisiting the school's Positive Behaviour for Learning (PB4L) program to successfully integrate *The Leader In Me* and *Restorative Practices* programs
- To improve strategic wrap-around support for students by redesigning the SENTRAL Learning Management System as a one-stop student profile dashboard to reflect the Department's new Behaviour Policy, Learning and Wellbeing strategies.

Success criteria for this strategic direction

- Enhanced student voice and engagement as evident by the application of Instructional Practices Inventory and the application of 21C teaching strategies in the classroom.
- Enhanced parent engaged as evident by increased community participation in school surveys and P&C coordinated activities.
- A planned and responsive approach to Wellbeing and Learning Culture ensures that student engagement and wellbeing data shifts the school from Delivering to Sustaining and Growing in the School Excellence Framework.
- The 7 habits for highly effective people are successfully aligned with the school's PBL systems to enhance student co-design, collaboration and leadership voice in school decision making.
- The Learning Wellbeing Support Team monitor and evaluate student learning data each term to ensure strategic wrap-around support for students is highly effective.

Evaluation plan for this strategic direction

The school will use the following data sources to evaluate learning and wellbeing progress at 5 weekly intervals to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me survey data
- Forge Wellbeing and Q12 Climate data each term
- Scout - Value added data
- PBL data, Sentral data and TLIM student focus groups will be reviewed each term
- K-6 data walls and TLIM goals will be reviewed every 5 weeks
- Instructional Practices Inventory data will be reviewed each term

Evaluation plan for this strategic direction

- Student, staff and parent exit surveys will be reviewed annually

The evaluation plan will involve:

- Term reviews of Instructional Practices Inventory data to monitor the ratio of student voice and higher order learning across the school.
- Term by term review of internal and external data sources (qualitative and quantitative) to provide clarity around whether we are on track for achieving the intended improvement measures.
- Using the QDAI framework to support regular professional discussion around the School Excellence Framework elements and What Works Best themes (the elements of Learning Culture, Learning and Development, Data Skills and Use and Wellbeing)
- Executive team and whole staff reflective sessions.

After analysing the data a determination will be made as to the future of 'Where to Next?' for the following year.

Strategic Direction 3: Leadership for School Excellence

Purpose

To embed a strategic, distributed and capacity-building mentoring and coaching culture across the school to deliver P-6 educational leadership for school excellence.

Improvement measures

Target year: 2024

- Uplifting our School Excellence Framework profile from Delivering to Sustaining in *Learning Culture, Wellbeing, Curriculum, Assessment, Effective Classroom Practice and Data Skills and Use*
- Achieving exceeding themes for all 7 quality areas in the Preschool Quality Improvement Plan

Target year: 2024

- Enhancing student voice and leadership through The Leader In Me Program as evident by an increase of 80% student engagement in weekly goal setting and data notebooks

Initiatives

3.1 Growing and Sustaining a Culture of Leadership Efficacy

To design, implement and sustain a transformational leadership approach that builds the capacity of teacher leaders, middle leaders and senior leaders to achieve school excellence through:

- Senior and Middle leadership participation in the LEED project and Clarity Learning Suite supports our school in attaining sustaining and growing for *Learning Culture, Wellbeing, Curriculum, Assessment, Effective Classroom Practice and Data Skills and Use against the School Excellence Framework*
- Mentoring of Senior Executive and Middle Leaders through personalised coaching programs with BT Sparks and Growth Coaching International
- Growing our school as a network lead by supporting partnership schools in the Bungarribee Network and Blacktown Learning Community to grow and sustain educational leadership success through involvement in leadership exchanges and projects

3.2 Enriching Student Agency through the Leader In Me Program

To enrich student co-design and co-facilitation at Seven Hills West Public School by:

- Effectively implementing The Leader In Me Program across the school to support students P-6 in developing leadership knowledge, skillsets and dispositions
- Embedding academic (Literacy/Numeracy) and 7 habits goals to promote student agency in visible learning as part of The Leader In Me program

Success criteria for this strategic direction

- Assessment data is collected on staff and student leadership on a regular and planned basis and used responsively to support whole school leadership strategies.
- School leaders demonstrate evidence of best practice in their daily activities (as reflected in their roles and responsibilities) and the ability to communicate effectively to lead/coach/mentor their teams.
- Leaders articulate, understand and achieve their PDP goals to contribute to a culture of school excellence in the areas of *Learning Culture, Wellbeing, Curriculum, Assessment, Effective Classroom Practice and Data Skills and Use*
- Attainment of Lighthouse status as a Leader In Me school.
- Students articulate and demonstrate academic and leadership skillsets by proactively developing and attaining personal and academic goals as per The Leader In Me program.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- SEF-SaS survey annual review
- The Leader in Me data every 5 weeks
- LEED project data each term
- Action Learning Data from Practice Changing Practice and the Clarity Learning Suite every 5 weeks
- Performance Development Plans, Executive Roles and Responsibilities each term

The evaluation plan will involve:

Evaluation plan for this strategic direction

- Term by term review of internal and external data sources (qualitative and quantitative) to provide clarity around whether we are on track for achieving the intended improvement measures.
- Using the QDAI framework to support regular professional discussion around the School Excellence Framework elements and What Works Best themes.
- Executive team and whole staff reflective sessions.

After analysing the data a determination will be made as to the future of 'Where to Next?' for the following year.