

# Strategic Improvement Plan 2021-2024

## The Ponds High School 8911



# School vision and context

## School vision statement

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DRAFT

The Ponds High School is committed to providing a high quality education which recognises the cultural diversity of the community. Every student will be challenged to achieve academic excellence by becoming responsible learners with a strong sense of belonging to the school. It is the role of every teacher to foster responsibility through choice and provide explicit teaching that builds and extends every student's ability to achieve in an environment where they are known, valued and cared for.

## School context

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The Ponds High School is situated in The Ponds, in Sydney's North-West. The school opened in 2015 with 187 Year 7 students, including a support class, growing to a full school of 1895 students in 2021. The teaching staff includes a range of expertise, from beginning teachers to experienced staff. 59% of students are from a languages background other than English and currently there are approximately 35 languages represented. The gender representation is relatively even with 1.2% of students identifying as Aboriginal. The school runs a High Potential and Gifted Education program and has developed strong systems to support students requiring emotional and academic assistance.

The Ponds High School embraces the values of public education and the opportunities this affords. These values are reflected in the 5 Ps: Be Positive, Prepared, Productive, Prompt and Polite which reinforce values of successful learners that are important at The Ponds High School. The Bring Your Own Device Program is supported by the CANVAS learning platform that provides students with the information, computing and technology skills needed to achieve their future goals. The school has strong positive links with the community and is recognised for excellence in academic, cultural and sporting pursuits. Transitional links with educational institutions, cultural bodies and the wider community include professional learning links within The Ponds Principal's Network, industry links with universities and cultural links with Japanese schools.

A comprehensive Situational Analysis which engaged all stakeholders through high level consultation was conducted to create the 2021-2024 Strategic Improvement Plan. This process developed a better understanding of the needs of our students and expectations of the parent body and local community; inclusive of the Aboriginal Education Consultation Group and multicultural communities represented in The Ponds area. Analysis of evidence and data drawn from a comprehensive suite of internal and external sources indicated the need for the school to focus on three key areas: evidence informed practice leading to explicit teaching; enhancing collective efficacy through collaborative practice; and empowering students through a comprehensive system of support underpinned by Choice Theory.

To support each initiative, the school has adopted a 'hub and spoke' model of distributed leadership to build the capacity of staff to collaboratively design evidence based teaching and learning programs using formative and summative assessment to guide explicit teaching. All staff will engage in ongoing data analysis and collection of evidence to develop explicit teaching for Equity groups, focus HSC students on discipline literacy techniques and monitor student progress towards meeting expected growth in NAPLAN.

Choice Theory has been adopted as the underpinning philosophy to engage staff and students in building strong relationships leading to improved growth and attainment, and belonging at the Ponds High School. Choice Theory is the result of deep analysis of the current wellbeing and behaviour systems which indicate the need for enhanced structures that better identified and cater for individual students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To enhance the growth and attainment of all students through collaboratively and consistently employing a data driven, whole school approach with an equal focus to literacy and numeracy. Our teachers will engage in high quality professional development in explicit teaching strategies of differentiation, English as an Additional Language or Dialect and High Performing & Gifted Education in literacy and numeracy emphasising high expectations to empower students as active, lifelong learners.

## Improvement measures

### Target year: 2022

Uplift of students achieving in the top 2 NAPLAN bands from a baseline of 18.8% to the lower bound system negotiated target of 27.5% for reading.

Uplift of students achieving in the top 2 NAPLAN bands from a baseline of 23.2% to lower bound system negotiated target of 33.2% for numeracy

2% Uplift of students achieving at or above expected growth between 71.1% lower bound system negotiated target and 76.1% upper bound system negotiated target in reading

2% Uplift of students achieving at or above expected growth between 71.1% lower bound system negotiated target and 76.1% upper bound system negotiated target in reading.

### Target year: 2022

Uplift of Aboriginal students achieving equivalent to or exceeding all students at or above expected growth from 81.7% to 85% in reading.

Uplift Aboriginal students achieving equivalent to or exceeding all students at or above expected growth from 22% to 27% in numeracy.

### Target year: 2022

## Initiatives

### Explicit Teaching

Implement a sequence of targeted professional learning to build the capacity of all teachers to deliver high quality explicit teaching strategies that are differentiated for individual students based on data analysis of external and internal evidence sets.

Implement White Board Configuration to support Key Learning Areas specific explicit teaching.

Engage in Instructional Rounds focussed on observable explicit teaching and differentiated instruction for identified target groups and student engagement.

Establish a school wide assessment process where teachers collaborate to embed formative assessment, feedback and authentic summative assessment through data informed practice.

### Data Informed Practice

Literacy Teams guide whole school professional learning in PEEL, Super Six and functional grammar.

Numeracy Teams guide whole school numeracy initiatives, identify cross curricular opportunities in teaching programs and timings of scope and sequences to support numeracy.

Build the capacity of staff by delivering professional learning in the use of data and evidence collection that is used to guide the implementation of explicit teaching strategies in both literacy and numeracy.

Develop and implement a "Plus 2" strategy which identifies students within 1% - 3% of achieving the next Band in NAPLAN and HSC and develop explicit teaching to support attainment

Develop and deliver professional learning in the use of data and evidence collection that is used to guide targeted interventions to support HSC students moving into the top three bands.

## Success criteria for this strategic direction

The school achieves excellent value-added results above the Similar School Group. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and adjustments lead to improved learning.

Instructional Rounds and Performance and Development Plan observations will demonstrate White Board Configuration, formative assessment and explicit teaching strategies that differentiate for the needs of individual students are present in all lessons.

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. All strategies implemented reflect research on best practice and include ongoing monitoring of success.

Teachers identify expected growth for individual students and deliver tailored learning to support students achieving at or above expected growth in Reading and Numeracy.

## Evaluation plan for this strategic direction

**Q:** What has been the impact of explicit teaching on student growth and attainment?

**D:** External student performance measures (NAPLAN, HSC RaP, VALID) value added and expected growth tracking, internal student performance measures (PaT and ACER testing, Key Learning Area assessment analysis), teaching programs, Instructional Rounds Observations, student work samples, low and no growth student data, pre and post testing and CANVAS metrics.

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

**I:** Where do we go from here? Future directions and next steps.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Uplift of 3% of HSC course results in the top 2 bands

Uplift of 3% of HSC course results in the top 3 bands

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### Target year: 2023

Uplift in students achieving between 71.1% lower bound and 76.1% upper bound targets in reading.

Uplift of students achieving between 71.1% lower bound and 76.1% upper bound targets in numeracy.

# Strategic Direction 2: Leading and learning through Choice

## Purpose

To establish a distributed leadership and differentiated professional learning model that focuses on learning, wellbeing and behaviour to build the capacity of all staff through enhancing teacher collective efficacy across Key Learning Areas.

## Improvement measures

### Target year: 2024

All staff are actively engaged Team members who work collaboratively across Key learning Areas with area experts. Evidence of staff engagement is clear during Instructional Rounds Observations, teaching and learning program audits, and the creation and delivery of professional learning.

### Target year: 2024

Each Team collaboratively develops and delivers high impact professional learning that supports explicit teaching of targeted student groups.

### Target year: 2024

All Performance and Development Plans are based on authentic evidence that reflects engagement in differentiated professional learning when collaborating with their team.

### Target year: 2024

Tell Them From Me staff data indicate 50% believe there will be "Action about survey results" from a baseline of 28%.

Tell Them From Me staff data indicate a 12% improvement in "Employee Engagement" from a baseline of 62%.

Tell Them From Me staff data indicate a 12% improvement in "Trust" from a baseline of 63%.

## Initiatives

### Teams leading collaborative practice.

Support improvement in teaching practice to ensure teachers respond to data in programming, planning and lesson delivery by creating a Teams structure to deliver high impact professional learning in the focus areas of Aboriginal Education, English as an additional language or dialect, High performance and gifted education, and Assessment. Professional learning will be tailored to meet the needs of each Key Learning Area and delivered by experts in each of the Equity areas.

- annualised data analysis of NAPLAN, HSC, VALID and Reporting data
- collect semesterised evidence of student attainment relevant to their Team.
- Report findings of data analysis to Executive and staff with recommended strategies to address trends
- Team specialists to collaboratively develop teaching and learning programs which embed explicit teaching strategies in classroom practice.
- Develop explicit systems that facilitate professional dialogue and collaborative practice to integrate areas of expertise in cross curricular teaching and learning programs.
- Formal Performance and development plan processes to identify aspiring school leaders to undertake the selection process to be a Team Leader.

## Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy using a range of strategies that cater for differentiation with success that can be measured by improved student progress and achievement data.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation including Instructional Rounds, modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

Q: To what extent has the Teams structure engaged all staff in high impact PL that reflects data evidence and evidence to support explicit teaching?

D: Performance and development plan analysis, Tell Them From Me data, internally generated surveys, Instructional Rounds Observation data, repository of research to support professional learning, Team meeting minutes and agendas, audit of teaching and learning programs, samples of formative and summative assessment, student work samples, pre and post testing, NAPLAN, HSC and VALID data sets.

A: Analyse the data

I: Where to from here?

# Strategic Direction 3: Connectedness

## Purpose

To develop a deep understanding of how to promote positive relationships with students, staff, parents and community that lead to enhanced student outcomes in a culture of high expectations underpinned by Choice Theory.

## Improvement measures

### Target year: 2022

75% of students indicate "Sense of belonging" in Tell Them From Me survey data from a baseline of 71%.

89% of students indicate "Expectations for success" in Tell Them From Me survey data from a baseline of 87%.

65% of students indicate "Advocacy at school" in Tell Them From Me survey data from a baseline of 62%.

### Target year: 2024

28% of parents indicate "zero" in the domain of "Parents talked with a teacher" in Tell Them From Me survey data

71% of parents indicate "Parents attended meetings" in Tell Them From Me survey data.

### Target year: 2024

All referrals to SENTRAL have an identified action or consequence with all systems designed to support Choice Theory.

### Target year: 2024

Choice Theory training using the Basic Intensive Training in Reality Therapy is part of the school's induction program for all new staff.

### Target year: 2022

Increase in all students attending  $\geq 90\%$  from a baseline of 72.8% to be at or above SSG

Increase attendance patterns of Stage 5 students

## Initiatives

### School Culture

To create a culture of high expectations where student voice is heard and acknowledged.

- Consolidate and refine School Leadership Portfolio areas to establish annualised schedule of portfolio events that reflect the diversity of cultures and interests among students, and include Sport and Physical Activity as a new portfolio area.
- Actively engage the community in authentic experiences with the focus of activities shifting from being centred on the school to being centred on learning.
- Review and evaluate attendance, wellbeing and behaviour systems using the "Wellbeing Framework for Schools" as a guide.

### Choice Theory

Implement Choice Theory as the underpinning philosophy of wellbeing, behaviour and classroom management.

- Form a Choice Theory Team to undertake the implementation of Reality Therapy as a whole school approach to student wellbeing and behaviour.
- Engage external provider to train all staff in Basic intensive training and to train Senior, Executive and Team Leaders in Choice Theory Practicum.
- Evaluate current wellbeing and behaviour systems including SENTRAL data, detention, suspension and wellbeing framework to reflect Choice Theory as each systems underlying philosophy.
- Choice Theory Team deliver high impact professional learning to support learning and wellbeing, and the use of SENTRAL so that data is reliable, accurate and valid.
- The Choice Theory Team will continually review SENTRAL data and analyse the impact of the implementation. In year three and four of the plan these practices will be reviewed, updated and

## Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices and systems, resulting in measurable improvements in learning, wellbeing and behaviour.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Effective partnerships in learning with parents attending the school at key points over the year to support students to be motivated to deliver their best and continually improve assessment submissions, including practical works.

Sport and physical activity is a valued part of the school's culture as teachers support high quality opportunities for all students to engage or compete in multiple sports and activities at all levels.

There is school-wide, collective responsibility for student learning, wellbeing and behaviour, and success based on positive, respectful relationships which are widespread among students and staff.

Choice Theory is clearly evident in learning, wellbeing and behaviour systems, and there are measurable improvements in student engagement as evidenced in Instructional Rounds Observations.

## Evaluation plan for this strategic direction

Q: What impact has Choice Theory had on student learning, wellbeing and behaviour?

To what extent have staff adopted Choice Theory and Reality Therapy as part of their daily practice?

D: External data Tell Them From Me and internal data sources including self designed surveys for students, staff and community, SENTRAL wellbeing referral analysis, Instructional Rounds Observation data and analysis of

# Strategic Direction 3: Connectedness

## Improvement measures

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attending  $\geq 90\%$  from a baseline of 67.1% to be at or above whole school average.

Increase attendance patterns of Stage 6 students attending  $\geq 90\%$  from a baseline of 71.2% to be at or above whole school average.

### Target year: 2024

Decrease by 20% the number of short suspensions for both continued disobedience and Aggressive Behaviour from a baseline of 121.

Decrease by 20% the number of long suspensions for persistent or serious misbehaviour and physical violence from a baseline of 31.

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## Initiatives

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embedded. The Choice Theory Team develop and deliver professional learning for staff on classroom management techniques based on Choice Theory

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## Evaluation plan for this strategic direction

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whole school systems metrics.

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

I: Where do we go from here? Future directions and next steps.