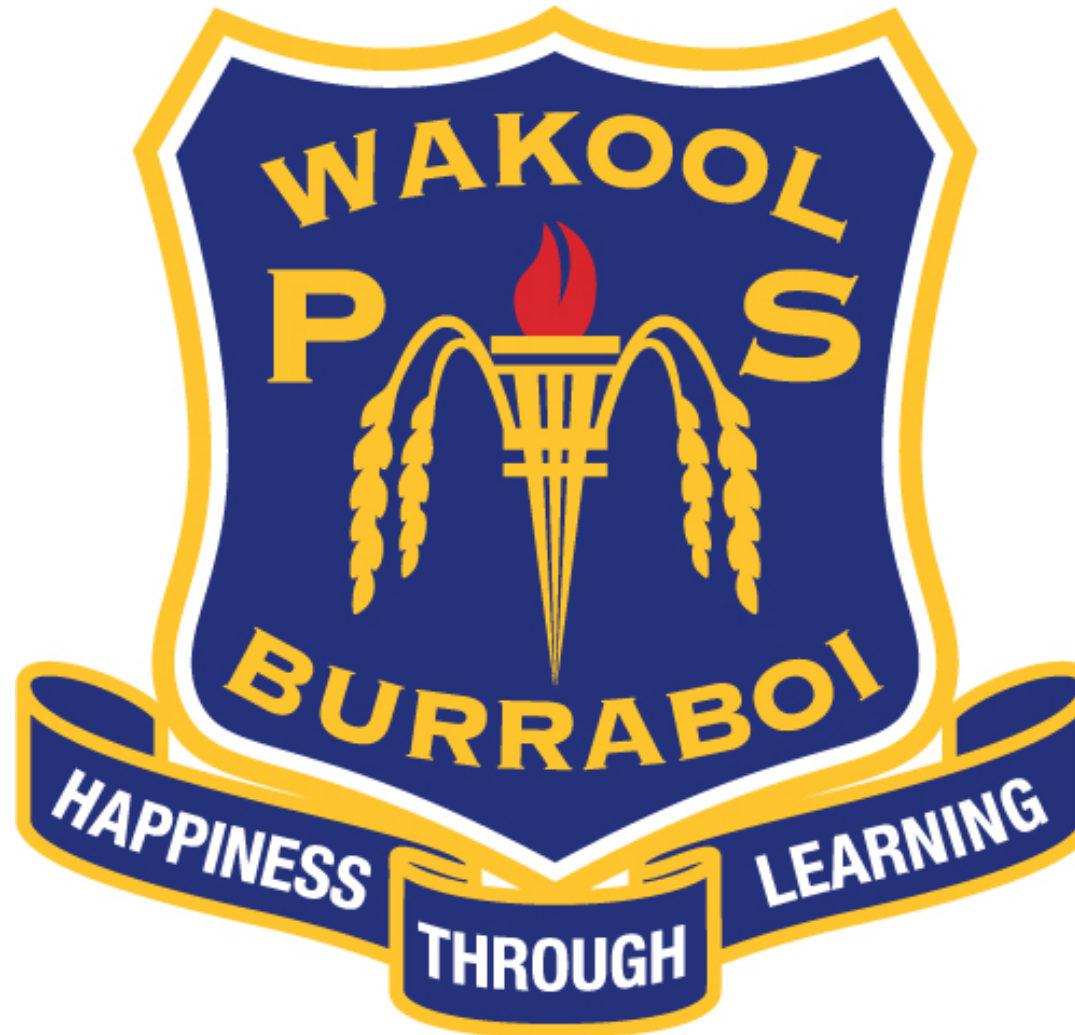


# Strategic Improvement Plan 2021-2024

## Wakool Burraboi Public School 3336



# School vision and context

## School vision statement

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At Wakool Burraboi Public School every student is known, valued and cared for. We have three core values; respect, safety and learning. Wakool Burraboi Public School is focused on embedding explicit systems for the collection, analysis and use of data to inform planning and teaching to ensure that all students achieve their potential. The school is focused on using evidence based practices to ensure the explicit and differentiated teaching of all students.

## School context

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Wakool Burraboi Public School is a small rural school with an enrolment of 14 students, located in the south western Riverina, approximately 70km west of Deniliquin. School enrolment numbers have remained relatively stable over the past five years. In 2021 43% of students identify as Aboriginal. Embracing Aboriginal culture will be a future focus of the school.

The school provides a dynamic, positive and inclusive learning environment where all students have a sense of belonging. The school has a strong sense of community and high levels of community engagement. The learning programs are personalised, ensuring differentiation across all learning areas. We strive to ensure that all students are included and given opportunities to reach their potential.

As a result of our Situational Analysis, we have identified the need for explicit, evidence based practices to support the differentiation of classroom practice. Using targeted professional learning opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through teacher collaboration, evaluation and reflection of current teaching practices.

There will be a strong focus on student growth. The school will develop and implement explicit systems for the collection and analysis of data to inform teaching practices across the school. This will be achieved through targeted Professional Learning to ensure teaching staff have extensive knowledge in data skills in planning and data skills in use.

Student attendance and student wellbeing remain a priority. Regular analysis of student attendance data will continue to be conducted to monitor, reflect on and address attendance issues. Student voice and student engagement at the school is consistently focused upon to support every student being known, valued and cared for.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning in literacy and numeracy, teachers will undertake targeted professional learning in using explicit systems for the collection and analysis of data to inform their teaching practice.

## Improvement measures

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**Target year: 2022**

### NAPLAN top two bands - Reading

- Increase the percentage of students in the Deniliquin Network cohort of small schools achieving in the top 2 bands in NAPLAN reading by 12%

**Target year: 2022**

### NAPLAN top two bands - Numeracy

- Increase the percentage of students in the Deniliquin Network cohort of small schools achieving in the top 2 bands in NAPLAN numeracy by 8%

**Target year: 2022**

### Attendance

- Increase the percentage of students attending more than 90% of the time by 2%

## Initiatives

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### Data Analysis and Use

Teachers will undertake high impact professional learning focused on using data to inform teaching practice. This will then be used to implement and embed explicit systems for assessment to enable teachers to routinely and collaboratively evaluate student achievement and plan for differentiated teaching to support their individual growth.

## Success criteria for this strategic direction

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All teachers have a thorough understanding of student assessment and data concepts. Teachers analyse and interpret data and they collaboratively use this knowledge to inform teaching practice.

Student learning goals are informed by analysis of student progress and achievement data. Progress towards goals is tracked by students and teachers, through collection of quality, valid and reliable data. Valid and reliable data and analysis is used when reporting on school performance.

Every teacher has a clear understanding of assessment strategies - assessment for learning, assessment as learning and assessment of learning. This understanding is used to determine teaching directions, monitor and assess student progress and achievement and to reflect upon the effectiveness of teaching.

## Evaluation plan for this strategic direction

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

- PLAN2 (Learning Progression) data
- NAPLAN Data
- Student Reading Levels
- SEF SaS
- Intervention Program results
- Phonic and Phonemic Awareness Data
- Student work samples
- Student IEP's
- Student focus groups

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole teaching staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions.

# Strategic Direction 2: Explicit Teaching

## Purpose

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In order to maximise student learning, there will be a whole school focus on targeted professional learning to embed explicit, evidence based teaching to support the differentiation of classroom practice..

## Improvement measures

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**Target year: 2023**

### NAPLAN Expected Growth - Reading

Increase the number of students achieving at or above expected growth in NAPLAN reading.

**Target year: 2023**

### NAPLAN Expected Growth - Numeracy

Increase the number of students achieving at or above expected growth in NAPLAN numeracy.

## Initiatives

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### Evidence Based Practice

A school-wide approach, utilising effective, evidence-based explicit teaching practices will be embedded across the school. Teachers will undertake high impact professional learning in best teaching practice in literacy and numeracy, effective feedback and differentiation. This will ensure that all students will be supported to achieve their personal best, with a strong focus on literacy and numeracy.

## Success criteria for this strategic direction

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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

Teachers regularly evaluate learning progress with each student in class and use work samples, to ensure all students have a clear understanding of how to improve. Feedback to students is provided and influences future teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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

## Evaluation plan for this strategic direction

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

- PLAN2 (Learning Progression) data
- NAPLAN Data
- Student Reading Levels
- SEF SaS
- Intervention Program results

## Strategic Direction 2: Explicit Teaching

### Evaluation plan for this strategic direction

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- Phonic and Phonemic Awareness Data
- Student work samples
- Student IEP's
- Student focus groups
- PDP Evaluations

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole teaching staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions.