

Strategic Improvement Plan 2021-2024

Willoughby Public School 3449



School vision and context

School vision statement

At Willoughby Public School we aim to cultivate socially-aware learners who are critical and creative thinkers, within a safe, respectful and responsible learning community.

School context

Willoughby Public School is a large metropolitan school in the Northern Suburbs of Sydney. Willoughby PS is a well-established hub within the Willoughby community for over 150 years. The school has a strong and positive relationships within the community with many generations attending the school. Willoughby PS shares a strong and supportive relationship with our P&C working together to improve the learning outcomes for all students.

The school has completed a situational analysis that has identified three areas of focus for the strategic improvement plan. This analysis builds on previous strategic plans incorporating the school rebuild and the move away from the more traditional style classroom. There has been a focus on syllabus implementation and learning required for co-teaching.

The review of the excellence framework with all the staff provided a clear overview of areas of strength and areas of focus for improvement. This data collection is also supported by the survey of staff "What works best", both indicated areas of focus required in Use of Data to inform practice, assessment and collaboration.

Our priority areas are:

1. Student Growth and Attainment - analysis of NAPLAN, Tell Them from Me and PAT standardised assessments for reading and mathematics identified gaps in student learning and has provided a clear direction for our strategic improvement plan. The NAPLAN gap analysis indicated the areas for focus include: Reading - vocabulary, comprehension and grammar processes. In mathematics - whole number, multiplication and division, fractions, place value and manipulating two dimensional and three-dimensional shapes. Our whole school focus is underpinned by the collection of data to inform practice to ensure student growth in learning outcomes. Teachers will use the research from "What works Best" and visible learning strategies, including success criteria, learning intentions and feedback, Effective Reading Kindergarten to Year 2 and Improving reading comprehension Years 3 to 8 to drive improvement in student learning outcomes.
2. Systems and Frameworks - Evaluation data collection and use was not systematic or streamlined. This was highlighted in the What Works Best survey, staff collected data but were unsure how to use it to impact teaching and learning programs and specifically on improving learning outcomes for students. Consultation in Stage teams clarified which data was strategic in informing change within the teaching and learning cycle to maximise student growth and impact. This data use was also identified in the reflection on the School Excellence Framework as developing. We are now working towards having a whole school focus on collecting and analysing the use of data, a range of assessment tools including rubrics, check-in, exit slips, pre and post testing and feedback using peers, teacher/student and self-evaluation. Improving reflection on learning and feedback on teaching. This will ensure every student is known and valued.

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3. Learning Culture - Analysis of Tell Them from Me data indicated student social emotional outcomes have fallen from previous Tell them from me surveys creating the opportunity to review students sense of security and safety in the learning environment at Willoughby PS. 2020 created an opportunity to assess the impact of the previous PBEL school wide expectations. The data indicated that the teacher and student understanding of PBEL was superficial and inconsistent across the whole school. This reflection process enabled us to include current Student Welfare policy, The Wellbeing Framework for schools and supported the development of new school wide PBEL expectations that clearly focuses on the learner being safe, respectful and responsible owners of their learning and behaviour.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will maintain a focus on all staff having a shared understanding of strategies for explicit teaching and assessment and how to implement these practices. Teachers are able to identify and measure how the use of these evidence based strategies impact on their students' learning. There is a shared language and collective understanding of the language from What Works Best, Visible Learning and the School Excellence Framework across staff.

Improvement measures

Target year: 2022

A minimum of 77% of students achieving in the top 2 bands in NAPLAN for reading.

Target year: 2022

A minimum of 71% of students achieving in the top 2 bands in NAPLAN for numeracy.

Target year: 2023

A minimum of 75% of students in the top 2 bands achieve at or expected growth in reading, with an uplift of 21%.

Target year: 2023

A minimum of 71% of students in the top 2 bands achieving at or above expected growth, with an uplift of 14%.

Initiatives

Explicit teaching is when teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.. We will:

- Use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.
- Review prior learning before beginning new or more complex learning to identify and build on what students already know. For example, at the beginning of a unit of work use formative assessment to assess previously covered skills, concepts or content knowledge, so that lessons can be adjusted or paced to students' skills and knowledge and effective differentiation put in place.
- Provide specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work. For example, ask students to re-write or reattempt responses that have been identified through annotations on their work.

It is only through effective assessment that teachers can know learning has taken place. We will:

- Ask students challenging questions that prompt them to deepen their thinking and articulate their reasoning. Listen carefully to their responses to understand the source of any errors or misconceptions.
- Develop and apply a variety of assessment methods each lesson to check for students' understanding and inform what should be taught next. These could include asking open ended questions, conducting quick written quizzes, or asking students to summarise lesson content or complete a written test.
- Explain the purpose of assessment to student to help them look beyond the grades they receive and how the task relates to learning outcomes from the syllabus.

Success criteria for this strategic direction

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. (Teacher Domain - Effective Classroom Practice - Explicit Teaching)

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 the strategic direction. This analysis will guide the school's future directions:

Data:

We will use a combination of data sources. These will include:

- Internal Assessment - e.g. PAT, Formative Assessment, Reading Levels, SENA
- External assessment - e.g. NAPLAN
- Year 1 Phonics screener
- Literacy and numeracy progressions
- Check in Years 2, 4 and 6
- Class based assessments
- Document Analysis - Programs, Meeting Minutes
- Walk-through - Student voice

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.
- Executive team and whole staff reflective sessions.

Strategic Direction 1: Student growth and attainment

Initiatives

- make time after every assessment task to give students timely and relevant feedback that they can use to improve their performance in future tasks.

Strategic Direction 2: Collaborative Practices

Purpose

We aim to ensure there is a collaborative and systematic approach to collect, analyse and use evidence to inform teachers and students of their next steps across a range of well-being and learning. Collaboration is most successful when it is frequent and ongoing. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others..

Improvement measures

Target year: 2024

PLAN 2 data shows 80% of learners meeting grade expectations in literacy and numeracy.

Target year: 2024

Target year: 2024

Target year: 2024

Target year: 2024

Initiatives

We will embed sustainable whole school processes for collecting and analysing evidence of student learning. By using the right data at the right time, we will focus on using data purposefully. This will include assessment schedules that involve both summative and formative assessment methods. We will:

- Engage in collaborative analysis of data with colleagues. For example, meet regularly to consider evidence of learning by individual students, classes and whole year or stage groups.
- Use consistent evidence-based methods when collecting data between classes and over time so that comparisons of student progress are accurate. For example, faculty or stage teachers can work collaboratively to ensure consistency of teacher judgement activities through blind marking, corporate, or double marking sampling.
- Develop and apply a variety of assessment methods each lesson to check for students' understanding and inform what should be taught next. These could include asking open-ended questions, conducting quick written quizzes, or asking students to summarise lesson content or complete a written test.
- Put systems and structures in place to record data that has been collected. For example, data walls can be used to display the growth and achievement of every student and build collective teacher responsibility for all students' learning

Teachers need to engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes. .

- Make connections between different data sources to build up a rounded picture of each student. This can be done by triangulating internal data (such as the results of in-class assessments) and external data sources (such as NAPLAN) to give a clearer and more accurate picture on student learning.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning. This could include creating, regularly updating and reflecting on

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the 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 leadership team maintains a focus on distributed instructional leadership to sustain an culture of effective, evidence based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

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 the strategic direction. This analysis will guide the school's future directions:

Data:

- Internal - Sentral PBEL data, PLAN 2 learning progressions
- PAT reading and mathematics achievement growth scatter graphs
- Benchmark reading using PM and Fountas and Pinnell kits K-6
- Schedule for Early Numeracy Assessment 1-3
- Document analysis - SMART goals, ILPs, Assessment Schedules, Transition plans, Case Management Meeting Minutes
- Meeting minutes
- feedback
- lesson observations and feedback

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.

Strategic Direction 2: Collaborative Practices

Initiatives

individual student learning profiles.

- Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful. For example, summative assessment data might be used to highlight individual student strengths and weaknesses (such as spelling or comprehension) that can help refine learning goals.
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Evaluation plan for this strategic direction

- regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 3: Learning Culture

Purpose

We commit to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding and to make sense of their world. Our community of learners understand, articulate and exhibit the characteristics of an assessment capable effective learner. They know what they are learning, how they are learning, how they are doing, and where they will go next, and can interpret assessment results and act on this understanding. They will think and act as learners using a variety of strategies and feedback to improve in learning. All learners show at least one year's growth in a year's worth of learning.

Improvement measures

Target year: 2022

A reduction in PBEL data of verbal and physical aggression outside the classroom from 37% to 20% of recorded incidences.

Target year: 2022

Visible learning data from learning walks show 80% students can verbalise what makes a good learner and articulate their learning intention. This is an uplift of 78%.

Target year: 2022

Tell them from me data shows an increase of 15% learners experience high skill and high challenge in line with NSW Govt Norm of 55%.

Target year: 2022

Parent survey data shows 50% parents agree student reports and parent interviews communicate their child's progress. This is an uplift of 25%.

Target year: 2024

Tell Them From Me data shows school trends above state norms for Drivers of Student Outcomes including relevance, advocacy, positive learning climate and expectations for success.

Initiatives

At school, the practices that support student wellbeing involve creating a safe environment; ensuring connectedness; engaging students in their learning ; and promoting social and emotional skills.

- Create a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions. For example, positive interactions can be facilitated by encouraging students to offer insightful or interesting observations on the work of their peers.
- Focus on opportunities that allow students to confidently build relationships with their new peers and teachers and become accustomed to school routines.
- Work with students to establish and explain classroom rules, routines and expectations for behaviour that fit within the whole school classroom management policies. For example, design checklists that students can use to monitor their behaviour.
- Support the development of self regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to deescalate emotional responses and maintain focus in stressful situations.

Our community of learners understand articulate and exhibit the characteristics of an assessment capable, effective learner. We will:

- Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process. These learning intentions can be taken from the syllabus. Ensure that students have a visual reference point, such as on the board, in their workbook or electronically, where they can easily find the learning intentions, success criteria, activities for the lesson and key instructions.
- Encourage students to express any areas of confusion or concern during lessons. Act on this information to support students to develop as learners.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF High Expectations)

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. (SEF Behaviour)

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 the strategic direction. This analysis will guide the school's future directions:

Data:

- PBEL data tracking of white slips and incident reports
- Visible learning data from walk throughs, teacher focus groups and interviews by leadership team and CORWIN facilitator
- Parent Surveys annually after reports
- TTFM skills challenge data
- TTFM teacher and parent data

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.
- Executive team and whole staff reflective sessions.

Initiatives

- Create the expectation that every minute of every lesson is important and valuable. This can be done by utilising all classroom time efficiently.
 - Discuss students' progress with parents and carers to establish partnerships build on trust and respect. Communication must work both ways so that all sources of support (school staff, specialist staff, parents and carers) for a student are kept informed and can act in a student's best interests at all times.
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