

# Strategic Improvement Plan 2021-2024

## Windellama Public School 3457



# School vision and context

## School vision statement

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Windellama Public School provides quality education within an inclusive, engaging and challenging learning environment. Our community, families, staff and students work together to ensure students connect, succeed and thrive. Our students strive for excellence and are respectful and responsible citizens.

## School context

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Windellama Public School (TP2) is located in the Queanbeyan Network of Schools. Windellama Public School has a current enrolment of 26 students K-6, including 18% of students who identify as Aboriginal and/or Torres Strait Islander.

Windellama Public School is located in a peaceful rural setting surrounded by farmland, 35 kilometres from Goulburn, 80 kilometres from Queanbeyan or Braidwood and just over an hour to Nowra and the south coast.

The school was established in 1880 and is central to the to the broader Windellama community. Windellama Public School is well supported by a strong, active and involved Parents and Citizens Association. The school is well resourced with an excellent library, variety of technology devices including robotics equipment and outdoor facilities including a multipurpose surfaced court and environmental education spaces.

There is a highly motivated and dedicated staff who share a strong commitment to quality teaching and learning. Parents and staff work together to enhance the learning experiences of all students.

Windellama Public School is an active member of the Tablelands Rural Education Community (TREC) and works with the Learning Community to ensure students access a broad range of extra curricula activities ensuring students enrich their social learning experiences.

Windellama Public School has gone through a significant period of transition, with the Teaching Principal and permanent Classroom Teacher both new to the school in 2020. After completing an extensive situational analysis, it has been determined that the first focus area for whole school improvement will be 'Student Growth and Attainment', particularly collaborative and effective classroom practice and data skills and use. The second focus for whole school improvement, informed by the situational analysis is Wellbeing and Engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, all staff will engage in effective, evidence-based assessment practices and use data to understand the learning needs of each student and inform quality, differentiated teaching for all students.

## Improvement measures

**Target year: 2022**

### Top 2 Bands NAPLAN Reading

- Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the Queanbeyan network's lower bound system-negotiated target in reading of 55%

**Target year: 2022**

### Top 2 Bands NAPLAN Numeracy

- Increased percentage of students achieving in the top 2 NAPLAN numeracy bands by 5% or above to reach the Queanbeyan Network's target

**Target year: 2022**

### Aboriginal Student Achievement

- Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 10%

**Target year: 2023**

### NAPLAN- Expected Growth Reading

- Improvement in the percentage of students achieving expected growth in NAPLAN reading by 20%

**Target year: 2023**

### NAPLAN- Expected Growth Numeracy

## Initiatives

### Data Collection and Use

Build teacher capacity to ensure student assessment data is used effectively to differentiate curriculum, inform teaching and provide feedback to students to maximise student achievement.

- Authentic assessment is used to collect base line data across the school and the wider small school network to inform teaching and learning
- Systematic analysis and use of Literacy and Numeracy Progressions alongside syllabus outcomes.
- Student progress is tracked in PLAN 2 to identify student achievement and determine next steps in learning for each student

### Collaborative, Research-based Pedagogy

Develop, implement and maintain collaborative processes to deliver effective, research informed pedagogy in literacy and numeracy.

- Quality Teaching Rounds are used across the TREC small schools to strengthen collaborative evaluation practices
- High impact teaching strategies are embedded in everyday practice
- Develop, implement and maintain collaborative assessment processes to ensure consistency of teacher judgement across small school network

## Success criteria for this strategic direction

Increased percentage of students achieving in the top 2 NAPLAN bands in reading and numeracy.

Increased percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy.

Student assessment data is regularly used school-wide to identify student achievement and progress.

A clear assessment schedule is in place with planned opportunities to collaborate with TREC network of schools on a regular basis to engage in moderation activities.

All student progress is monitored against the Literacy and Numeracy progressions and recorded using PLAN2.

Teachers analyse, interpret and extrapolate data and use this collaboratively to inform planning, identify interventions and modify teaching practice.

There are explicit systems for collaboration and feedback to sustain quality teaching practices.

Teaching and learning programs reflect quality, research informed teaching strategies for both literacy and numeracy that explicitly address the needs of a multi-age/multi-stage class.

The school has developed a culture of continuous improvement in teaching and learning.

## Evaluation plan for this strategic direction

### Data Collection and Use:

*Questions:*

- Is student progress checked and monitored against progressions and syllabus outcomes using PLAN 2?
- Do teaching programs show evidence of data informing classroom practice with ongoing adjustments?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- Increase the percentage of students achieving expected growth in NAPLAN numeracy by 10%

**Target year: 2024**

### Data Collection and Use

- All student achievement is tracked using the literacy and numeracy progressions, with continuous professional learning to maintain staff proficiency
- Teaching and learning programs show evidence of how data is being used to inform teaching and learning directions

**Target year: 2024**

### Collaborative and Effective Classroom Practice

- Embedded practice of learning intentions visible in all classrooms, with students engaging in ongoing self and peer assessment using explicit, teacher and student negotiated success criteria in literacy and numeracy
- Quality teaching elements are evident in teaching and learning programs, with Quality Teaching Rounds across TREC small schools network conducted at least once per year

**Target year: 2022**

### School Excellence Framework

- SEF element 'Data Skills and Use' moves from Delivering to Sustaining and Growing
- SEF element ' Student Performance Measures' moves from Working Towards Delivering to Delivering
- SEF element 'Effective Classroom Practice' moves from Delivering to Sustaining and Growing

## Evaluation plan for this strategic direction

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- Are evidence- based assessments are used to collect authentic student achievement data to drive future teaching and learning?

*Data:*

- PLAN2
- NAPLAN
- Teaching Program analysis
- Internal assessment data (PAT assessments, Read Theory, IfSR )

*Analysis:*

- Analyse data to determine the extent to which the purpose has been achieved

*Implications:*

- What are the implications for our work? How will these findings inform our next steps?

### Collaborative and Effective Classroom Practice

*Questions:*

- Do Quality Teaching Rounds occur across TREC small schools at least once per year?
- Do teaching and learning programs show evidence of Quality Teaching Framework and research-based best practice?
- Do TREC teachers meet at least twice per year to engage in moderation of student work samples?
- Has an explicit assessment schedule been developed and is used across all TREC schools to inform future teaching directions?

*Data:*

- Focus groups (teachers across TREC network)
- Teaching program analysis

## Evaluation plan for this strategic direction

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- Document analysis

### *Analysis:*

- Analyse data to determine the extent to which the purpose has been achieved

### *Implications:*

- What are the implications for our work? How will these findings inform our next steps?

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn there will be a planned, whole school approach to positive wellbeing practices, whilst promoting community engagement and participation.

## Improvement measures

### Target year: 2024

#### Positive Behaviour Focus

- High expectations for behaviour are embedded in school culture, with all students and staff aware of and committed to the school values of respect, responsibility and excellence
- Decrease of negative recorded behaviours and suspensions by a minimum of 20% as determined by a two-year baseline of incident reports as at year end 2020

### Target year: 2024

#### Wellbeing

- TTFM wellbeing data increases to be at or above 90% in the areas of belonging and impact of positive behaviour strategies in the classroom (school based target)
- Wellbeing, behaviour and attendance plans are embedded practice and achieved by all students

### Target year: 2022

#### Attendance

- Increase percentage of students attending >90% of the time by 10% (school based target)

### Target year: 2024

#### Family and Community Engagement

- Family and community involvement increases yearly as reflected through participation rates in school

## Initiatives

### Wellbeing

Embed a whole school approach to student wellbeing, where there is a collective commitment and responsibility for student learning and success.

- Current wellbeing processes are reviewed against the Wellbeing Framework, in order to establish clear focus areas
- Wellbeing processes ensure effective monitoring, analysis and evaluation of student behaviour and wellbeing
- Differentiated, targeted support for wellbeing is embedded in teaching programs, behaviour systems and intervention plans

### Engagement

Actively seek out methods to engage students, parents and the greater community to become involved in school programs and processes.

- Opportunities are created to involve parents and community groups such as Goulburn Aboriginal Education Consultative Group, Windellama Progress Society and Windellama RFS in planned school activities
- Regular feedback on school performance is gathered from students, staff, families and community members
- Regular and improved attendance is expected and celebrated

## Success criteria for this strategic direction

Expectations of behaviour are co-developed with students, staff and families, and are explicitly, consistently and supportively applied across the school.

Processes for recording student behaviour are clear and streamlined, with data reviewed regularly.

Feedback is collected and used on a regular basis to help inform school performance and directions.

School attendance policy is reviewed, adjusted and communicated clearly to students, staff and parents.

Attendance data shows the majority of students attending school greater than 90% of the time.

Structured activities are planned in collaboration with a variety of community groups.

## Evaluation plan for this strategic direction

### Wellbeing

#### Questions:

- Do students and staff feel a strong sense of belonging, evidenced by TTFM survey data and focus group discussions?
- Are positive behaviour strategies embedded in classroom and playground behaviour management plans?
- Does school suspension data reflect an improvement in positive student behaviour?

#### Data:

- Wellbeing self-assessment pre and post data
- Tell Them From Me survey data
- Behaviour incident reports
- Suspension data

# Strategic Direction 2: Wellbeing and Engagement

## Improvement measures

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programs, events and voluntary assistance

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**Target year: 2022**

### School Excellence Framework

- SEF element 'Wellbeing' moves from Delivering to Sustaining and Growing
  - SEF element 'Learning Culture' moves from Delivering to Sustaining and Growing
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## Evaluation plan for this strategic direction

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*Analysis:*

- Analyse data to determine the extent to which the purpose has been achieved

*Implications:*

- What are the implications for our work? How will these findings inform our next steps?

### Engagement

*Questions:*

- Does school attendance data show an increase of students attending school more than 90% of the time?
- Are all teaching and non-teaching staff effectively utilised in meeting the needs of all students across the school?
- Is there evidence of strong parent and community participation in school programs?

*Data:*

- Attendance reports
- Resource allocation analysis
- Observation

*Analysis:*

- Analyse data to determine the extent to which the purpose has been achieved

*Implications:*

- What are the implications for our work? How will these findings inform our next steps?

# Strategic Direction 3: SD 3

## Purpose

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## Improvement measures

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Target year: 2024

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Target year: 2024

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## Initiatives

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## Success criteria for this strategic direction

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## Evaluation plan for this strategic direction

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