

Strategic Improvement Plan 2021-2024

Wyalong Public School 3518



School vision and context

School vision statement

At Wyalong Public School students, staff and the community are respectful, responsible and resilient learners. We have high expectations of ourselves and others. We are life long learners and responsible citizens. Everyone is someone at Wyalong Public School.

School context

Wyalong Public School, also known as 'Toppo', is a vibrant learning community situated on the lands of the Wiradjuri people in the Northern Riverina Region of New South Wales. With our large classrooms, spacious grassy play areas, tennis courts, play equipment and committed P&C our students have a stimulating environment in which to learn and grow.

Wyalong Public School provides a quality education, which caters for approximately 80 students in the Kindergarten to Year 6 setting. We have four stage-based classrooms. Within the student body there is 18% of students who identify with Aboriginal and Torres Strait Islander heritage and minimal students with a background of English as an additional language. Students come from a diverse range of socio-economic backgrounds.

The school ensures a safe, caring and positive learning environment, where every student is known, valued and cared for. Wyalong Public School has a strong focus on quality teaching and learning. The staff are committed to ensuring students have a strong foundation in all learning areas, deep content knowledge and confidence in their ability to learn. A range of extracurricular activities are offered to our students including sport, debating, choir, curriculum focus days and excursions. As an Early Action for Success school, Wyalong Public School works closely with an Instructional Leader who is an expert in the field of Literacy and Numeracy. This will ensure the deliver of current, stimulating and differentiated teaching which will help to cement strong foundations in our students' early learning.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality and outcomes for all our students. Our school also works collaboratively with the West Wyalong High School. All Year 6 students participate in the Middle School Program every Thursday, allowing students to access specialised teachers in STEM, PD/H/PE, mathematics and literacy.

The school community is active, extremely supportive and strongly committed to the education of students at Wyalong Public School. Our school is responsive to the community by collaborating and producing innovative learning opportunities.

Through our situational analysis, we have identified the need for high level improvement or further development in:

- staff to use data and evidence based practices to target where to next for students;
- strategic, planned and explicit approach to build staff knowledge and skills that will result in student growth; and
- a planned approach for developing whole school culture of high expectations that supports strong levels of belonging, wellbeing, engagement and learning.

Through implementing this strategic improvement plan we will collectively grow and embed a culture within our school community of educational aspiration where learning is

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understood to be a holistic and lifelong endeavour.

Strategic Direction 1: Student growth and attainment

Purpose

In order to achieve student growth and attainment in reading and numeracy, staff will use data and evidence-based practices to target where to next for students.

Improvement measures

Target year: 2022

Reading

Achievement of System Negotiated Targets:

Increase the % of students achieving in the top 2 NAPLAN reading bands by 8%.

Target year: 2022

Numeracy

Achievement of System Negotiated Targets:

Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 8%.

Target year: 2024

School Excellence Framework assessment of the element of 'Data skills and use' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Knowing our students and where to next

Teachers collaborate to identify where students are at and where to next using evidence-based teaching strategies in reading and numeracy. This will be evident through:

- consistent school-wide practices for assessment to monitor, plan and report on student learning in reading and numeracy
- students becoming self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning
- expertly using student assessment data to reflect on teaching effectiveness and provide individualised, differentiated and responsive learning opportunities
- embedding and using professional learning models to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

The learning goals for students are informed by internal and external student progress and achievement data.

Teachers review learning with each student ensuring all students have a clear understanding of how to improve.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and reflecting on teaching effectiveness.

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

Evaluation plan for this strategic direction

Question: To what extent have data driven practices improved student results?

Data: Data sources will include external and Internal assessment, e.g. NAPLAN, Check-ins assessments, PLAN2, Progressive Achievement Tests (PAT) and other school determined measures. As well as School Excellence Framework Self Assessment Survey - focusing on Data Skills and Use.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine the impact that will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 2: High impact teaching practices

Purpose

In order to ensure growth for every student, there will be a strategic, planned and explicit approach to build staff knowledge and skills that will result in excellence in teaching.

Improvement measures

Target year: 2023

Reading

Achievement of System Negotiated Targets:

Between 63.60% and 81.60% of Year 5 students will achieve their expected growth in NAPLAN reading.

Target year: 2023

Numeracy

Achievement of System Negotiated Targets:

Between 63.60% and 81.60% of Year 5 students will achieve their expected growth in NAPLAN numeracy.

Target year: 2024

School self-assessment of elements Learning and Development indicates improvements from Sustaining and Growing to Excelling.

Initiatives

High Impact Professional Learning for student growth

High impact professional learning approaches for staff will build knowledge and understanding of evidence-based teaching practices to ensure student growth. This will be evident through:

- structured, collaborative and responsive teams
- productive partnerships across the Network and utilising NSW Department of Education support staff
- implementing evidence based practices
- maintaining a continuous and coherent focus directly linked to staff needs
- structures of feedback to facilitate a culture of sustained quality.

Success criteria for this strategic direction

The school uses assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Staff evaluate professional learning activities to identify, promote and implement the most effective strategies to improve teaching and learning.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations and the modelling of effective practices and feedback to ensure quality teaching.

A whole school approach of effective evidence-based teaching methods and strategies that promotes learning progress for all students.

Teaching and learning is dynamic, showing evidence of reflection based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Question: To what extent have high impact teaching practices resulted in student growth?

Data: Data sources will include external and Internal assessment, e.g. NAPLAN, Check-ins assessment, PLAN2, Progressive Achievement Tests (PAT) and other school determined measures. As well as school Excellence Framework Self Assessment Survey - focusing on learning and development.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine the impact that will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 3: Culture of high expectations for learning and wellbeing

Purpose

In order for every student to connect, succeed, thrive and learn, there will be a planned approach for developing a whole school culture of high expectations.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the system-negotiated lower bound target of 70%.

Target year: 2022

The school will maintain and grow positive levels of wellbeing according to the Tell Them From Me and internal surveys.

Target year: 2024

School self-assessment of elements Learning Culture indicates improvements from Sustaining and Growing to Excelling.

Initiatives

Sense of Belonging through High Expectational Relationships

Through the promotion of high-expectations relationships, establish a culture of enhanced partnerships in learning where students, staff, parents and the community all connect to succeed, thrive and learn. This will be achieved through:

- embedding a wellbeing framework into school culture through ongoing staff professional learning in effective wellbeing strategies to adjust and improve practice
 - strengthen partnerships that enhance the collective responsibility for student learning and success
 - promoting high expectations leadership in school to ensure high expectations in classrooms and learning environments underpin by high trust relationships.
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Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

There is school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to improve learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

Data: Data sources will include internal assessment, e.g. attendance, network survey, student wellbeing data. As well as external assessment, e.g. Tell Them From Me surveys

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine the impact that will guide both ongoing implementation as well as future school planning to provide continuous improvement.