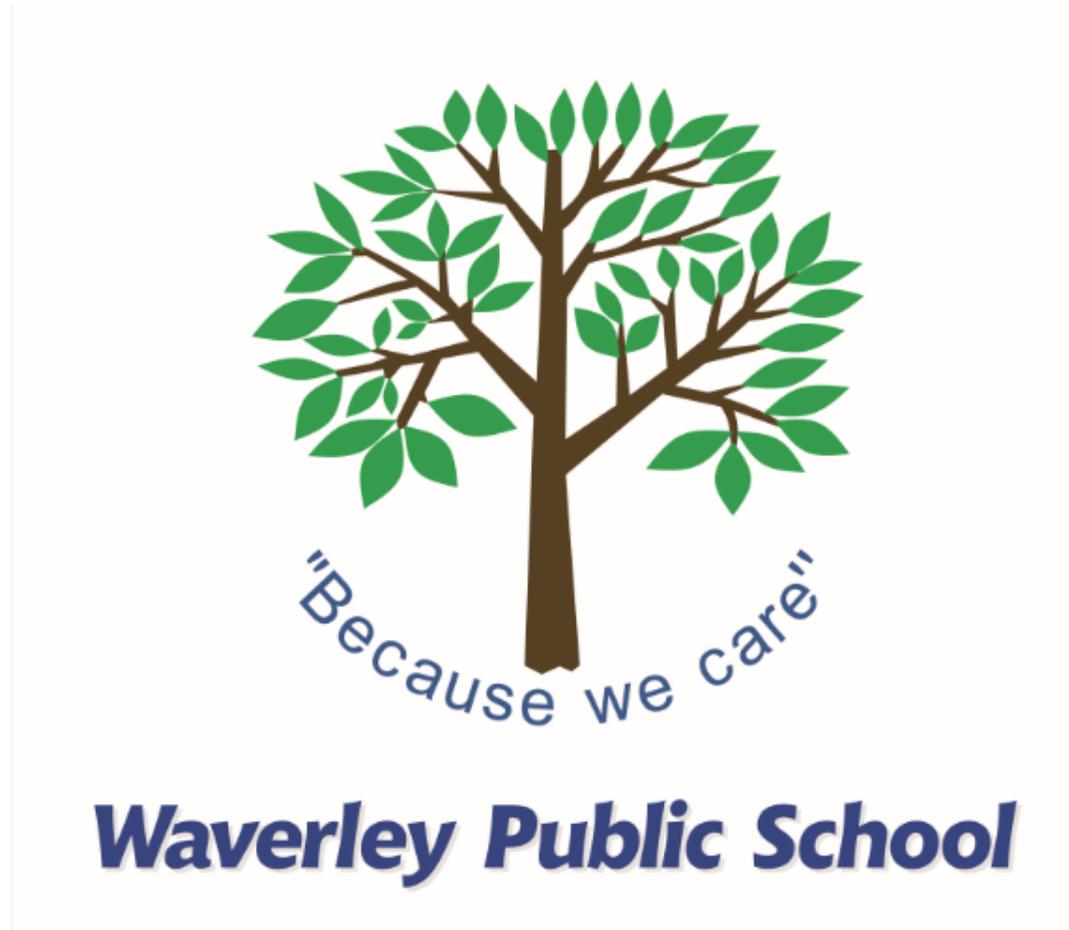


# Strategic Improvement Plan 2021-2024

## Waverley Public School 3953



# School vision and context

## School vision statement

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Waverley Public School provides an inclusive environment that inspires and challenges all. Embedded proactive wellbeing practices ensure every child is known, valued and cared for, and belongs to a strong connected community. Through a commitment to high expectations, quality teaching and academic excellence, students are on a pathway to lifelong learning and continued success.

## School context

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Waverley Public School is a school committed to student achievement, growth and wellbeing for all learners. Our enrolment has been steadily increasing since 2014 with current enrolments at 359 students. Learners are from diverse backgrounds, with 31% of our students identifying as having a language background other than English. Waverley Public School is well resourced with new physical learning environments, equipped with technology and designed for collaborative learning. Our school library is an inviting space which supports students to develop and foster a love of literature. Outdoor spaces include a netball/basketball court, adventure playground and a climbing wall. A wide range of engaging programs are offered including dance, debating, band, drama, performing & visual arts, public speaking, sports, and Italian. A well established, quality before and after school care program accommodates the needs of our many working families.

Student achievement in literacy and numeracy is at the forefront of all learning at Waverley Public School and as a result, our students consistently perform above state averages. As a school that strives for academic excellence and continuous improvement, we have built a strategic improvement plan that focuses first and foremost on student growth and attainment. By prioritising data-informed teaching and learning programs that have an impact, excellent learning support programs and inspired teaching that caters for a diverse range of learning needs, our students will continue to engage in learning that maximises their opportunities for success. As a school that values quality teaching and learning, we are involved with the CoSiES (Community of Schools in the Eastern Suburbs) for professional development and support.

The school culture is that of connectedness and inclusion, with students, staff, parents and the wider community working together to promote school excellence. Building on this strength, central to our strategic improvement plan for 2021-2024 are increased opportunities for student voice, a school-wide approach to wellbeing and greater student engagement in learning. Whilst an active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs, establishing wellbeing practices that are consistently applied across the school will support all students to continue to flourish. Through a focus on student voice, our aspiration is that all students become leaders of their own learning.

Our school has a strong community focus where staff, parents and the wider community work in partnership, and our core values of Respect, Safety and Engagement are at the heart of all interactions. Building on the established collaborative culture, staff focus on a distributed leadership model with authorship of vision and shared responsibility for continuous improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Our purpose is to ensure students grow in their learning through differentiated, data informed teaching and learning practices that foster student achievement. Through collaborative practices and targeted professional learning, our teachers will be supported to deliver quality teaching and learning experiences.

## Improvement measures

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### Target year: 2022

Uplift of 9.06% of students achieving in the top 2 bands in NAPLAN Reading

### Target year: 2022

Uplift of 10.01% of students achieving in the top 2 bands in NAPLAN Numeracy

### Target year: 2023

Uplift of 2.4% of students achieving expected growth in NAPLAN Reading

### Target year: 2023

Uplift of 4.5% of students achieving expected growth in NAPLAN Numeracy

## Initiatives

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### 1.1 Quality teaching of literacy and numeracy

Ensuring students are achieving above expected literacy and numeracy growth through consistent, evidence-based practices in classrooms.

#### Actions

1.1.1 Systematic implementation of evidence-based whole school quality and consistent numeracy programs responsive to the needs of our students.

1.1.2 Systematic implementation of evidence-based whole school quality and consistent literacy programs responsive to the needs of our students.

1.1.3 Instructional leadership and practices to support evidence based, data informed teaching practices.

1.1.4 Expertly implement formative assessment practices across all literacy and numeracy lessons.

1.1.5 Implementation of Waverley Public School Quality Teaching Toolkit.

### 1.2 Personalised learning

Students experience differentiated and personalised learning experiences personalised to their needs.

#### Actions

1.2.1 Teachers expertly use student assessment data to inform differentiated learning and quality practice

1.2.2 Embedded professional learning models that build teacher capacity and collaborative practice to personalise student learning and achievement.

1.2.3 Targeted approach to personalised learning through the introduction of an evidence-based intervention program.

## Success criteria for this strategic direction

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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.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

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

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Literacy and numeracy goals are understood and articulated by students.

## Evaluation plan for this strategic direction

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Questions:

To what extent have students grown in their learning through differentiated, data informed teaching and learning practices that foster student achievement?

## Evaluation plan for this strategic direction

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To what extent have teachers been supported, through collaborative practices and targeted professional learning, to deliver quality teaching and learning experiences?

Are we all engaged in a systematic approach to the implementation of quality literacy and numeracy programs?

Are teachers effectively tailoring the learning of their students?

Are differentiation practices and implementation of quality literacy and numeracy programs having an impact on student growth and achievement?

Data sources:

- Program supervision
- Annotations of differentiation on teaching and learning programs
- Programming and scope / sequences / assessment schedules checklists
- Work samples
- Assessment data
- NAPLAN Reading and NAPLAN Numeracy data
- Student voice (feedback)
- PAT data (Literacy & Numeracy)
- Value add in Scout

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO.

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

- Analyse the data to determine the extent to which the purpose has been achieved.
- Analyse the data to monitor progress on the agreed

## Evaluation plan for this strategic direction

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improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.

# Strategic Direction 2: Student and Staff Wellbeing

## Purpose

Our purpose is to embed a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, thrive and learn and the wellbeing of staff. We value and promote student voice and leadership to enhance students' sense of belonging.

## Improvement measures

### Target year: 2022

Uplift of 4% of students with positive wellbeing

### Target year: 2022

Uplift of 4.42% of students attending school 90% of the time

## Initiatives

### A planned approach to wellbeing

A consistent, evidence-based and data-informed approach across the school to improving wellbeing and attendance through establishment of values, behaviours and leadership.

#### Actions

2.1.1 Development of consistent school values and expected school-wide behaviours

2.1.2 Use of a distributed leadership structure to implement a school-wide wellbeing program (The Resilience Project)

2.1.3 Collect, analyse and use data to inform promotion of student wellbeing (including TTFM data and The Resilience Project data)

2.1.4 Integration of trauma-informed practices into the school's wellbeing approach

2.1.5 Development and implementation of a targeted attendance program to encourage students to attend 90%+

2.1.6 Implementation of systems and structures that promote staff wellbeing.

### Initiative 2.2 Student voice

Improved opportunities for student voice across the school to increase wellbeing and learning engagement

#### Actions

2.2.1 Systematic approaches to collecting and valuing student voice to inform teaching and learning programs

2.2.2 Integration of student voice to inform wellbeing approaches

2.2.3 Student voice is shared, celebrated and encouraged

## Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices (including trauma-informed practice), resulting in measurable improvements in wellbeing and engagement to support learning.

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.

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

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Students understand and can articulate what 'belonging' means to them and feedback from students and parents demonstrates a connection to the school and sense of belonging.

The WPS school values and expectations have been re-written and are used as common language across the school to become ingrained in the culture of WPS.

## Evaluation plan for this strategic direction

### Questions:

To what extent has an embedded, strategic and planned approach to whole school wellbeing processes supported all students and staff to connect, succeed, thrive and learn?

To what extent have we valued and promoted student voice and leadership to enhance students' sense of belonging?

Are students and staff consistently implementing a whole school wellbeing approach?

## Strategic Direction 2: Student and Staff Wellbeing

### Initiatives

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through communications with our community

2.2.4 Review and strengthening the student leadership program

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### Evaluation plan for this strategic direction

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Has student attendance increased to be reflective of the wellbeing programs implemented?

Do students have a voice within the school to share, inform and celebrate their wellbeing?

Data:

- Sentral attendance data
- Sentral incident reports
- Behaviour Slips
- TTFM data
- Parent and student voice data
- The Resilience Project survey data

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO.

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

- Analyse the data to determine the extent to which the purpose has been achieved.
- Analyse the data to monitor progress on the agreed improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.

# Strategic Direction 3: Engagement in Learning

## Purpose

Our purpose is to engage all students in learning. We will further develop and refine student engagement practices across our school to support all students to reach their potential. Effective partnerships with students, staff and families ensure students are motivated, engaged and achieving success.

## Improvement measures

### Target year: 2024

Student interest and motivation will reach or exceed the state norm, as measured through TTFM surveys

### Target year: 2024

Student effort will reach or exceed the 2020 state norm, as measured through TTFM surveys

### Target year: 2024

Internal measures will indicate an increase in staff collaboratively planning and implementing a consistent and evidence-based whole school approach to programming

## Initiatives

### 3.1 Student engagement in learning

Teachers expertly provide engaging learning experiences for all students

#### Actions

3.1.1 Development of a shared understanding of what we'll read, see and hear when students are engaged at WPS

3.1.2 Building the capacity of our staff to design and deliver high impact, high engagement learning experiences

3.1.3 Development of student understanding of how they learn and providing opportunities for them to share what they need (linking this to formative assessment)

3.1.4 Creating opportunities for student agency through teaching and learning programs.

### 3.2 Staff engagement in learning

Staff engage in and reflect on professional learning that is targeted, collaborative and evidence-based

#### Actions

3.2.1 Teachers engage in professional discussion and collaborate to improve outcomes for and engagement of students

3.2.2 Development of a school-wide, innovative approach to professional learning that creates a culture of applying evidence-based practices and engagement in a continuous improvement cycle.

## Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

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

Feedback from students on their learning derived from assessments informs further teaching.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Students share their knowledge obtained from high impact, high engagement learning experiences.

Students are responsive to the learning programs that engages their interest.

## Evaluation plan for this strategic direction

### Questions:

To what extent have we engaged all students in learning?

To what extent have we further developed and refined student engagement practices across the school to support all students to reach their potential?

To what extent have effective partnerships with students, staff and families been developed to ensure students are motivated, engaged and achieving success?

Has our focus on student voice had a positive impact on student engagement?

Are the students able to share their knowledge and articulate their learning process?

## Evaluation plan for this strategic direction

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Are students responsive to the programs within the classrooms?

Data:

- Formative and summative assessments
- TTFM survey
- Pre-assessment
- Student interviews

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed regularly at relevant team meetings and the evidence uploaded into SPaRO.

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

- Analyse the data to determine the extent to which the purpose has been achieved.
- Analyse the data to monitor progress on the agreed improvement measures.

Implications:

The findings of the analysis will inform future directions and budget allocation.