

Strategic Improvement Plan 2021-2024

Woollooware Public School 3957



WOOLLOOWARE

PUBLIC SCHOOL

School vision and context

School vision statement

At Woollooware Public School we endeavour to be an inclusive educational community that inspires resilient, resourceful learners through a culture of high expectations.

School context

Woollooware Public School is located in the southern suburbs of Sydney and has a student enrolment of 509. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a friendly and vibrant community. Great importance is placed on the development of the whole student in preparation for life in an ever changing world. The teaching of values and social skills is emphasised. It is intended that our students will grow with respect for the rights of others and an appreciation and better understanding of all cultures.

Extra-curricular opportunities in Sport and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff and parents have been consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. From our situational analysis, we have found that we need to look at Student Improvement [SI], Quality Teaching and Learning [QTL] and Professional Practice[PP].

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning [SI]. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through various assessment tools eg. PAT, Check In, InitialLit and the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. [QTL] Professional Practice will be ongoing to ensure knowledge and expertise is gained and shared amongst colleagues.

Departmental support staff will be utilised to build understanding on how to do this successfully. The instructional leader will lead professional development to all staff to ensure each teacher confidently identifies and analyses the data and addresses the needs into their teaching programs. [PP]

Our work with individual students will be both proactive and responsive and will be closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top two bands Reading from 2019 to our lower bound target.

Uplift = 4%

Target year: 2022

Increase the percentage of students achieving in the top two bands Numeracy from 2019 to our lower bound target.

Uplift = 4%

Target year: 2023

Increase the percentage of students achieving expected growth Reading from 2019 to our lower bound target.

Uplift = 5%

Target year: 2023

Increase the percentage of students achieving expected growth Numeracy from 2019 to our lower bound target.

Uplift = 2%

Target year: 2024

To increase the percentage of targeted students achieving their individual learning goals/stage benchmarks so that equity gaps are closing.

Target year: 2024

Initiatives

Student Growth and Attainment

We will achieve this through developing curriculum expertise in reading and numeracy including a focus on:

High expectations

Teachers will hold high expectations of their students, they will know their students well, value them as learners, and understand how to support their learning. In the classroom, teachers will promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement. (Curriculum, Wellbeing, Attendance)

Explicit teaching

Teachers will 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. Students will be given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

Feedback

Teachers will reflect and communicate about the learning task with students and provide students with detailed and specific feedback about what they need to do to achieve growth as a learner. They will encourage students to self-assess, reflect and monitor their work and ensure that students act on feedback that they receive.

Success criteria for this strategic direction

Learning culture - High Expectations

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

Curriculum

The school's curriculum provision in reading and numeracy supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

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.

Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Student Performance Measures

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of students who achieved in the top two bands NAPLAN, meeting or exceeding expected growth in NAPLAN and/or PAT Assessments effect size equal to 0.4+.

Target year: 2024

To move towards excelling in curriculum.

Target year: 2022

To increase the percentage of students attending school greater than 90% of the time from 2019 to our lower bound target.

Uplift = 15%

Evaluation plan for this strategic direction

Questions

- Are our students improving in their growth and attainment in reading and numeracy?
- What has been the impact of our enhanced practices in explicit teaching and feedback for students and staff?

Data

- Naplan
- Check-in assessments
- PAT
- MulitiLit (Mini Macq Initialit)
- Progressions
- Reading Benchmarks
- Teacher feedback
- Tell them from me
- Student voice

Analysis

- How are we going?
- How do we know?

Implication

- Where to next?

Strategic Direction 2: Quality teaching & learning

Purpose

To promote students' ongoing improvement through evidence-based teaching and learning. This will support every student to make measurable learning progress and decrease gaps in student achievement.

Improvement measures

Target year: 2024

To move towards excelling in assessment and data use and skills.

Target year: 2024

To move towards excelling in curriculum - differentiation.

Target year: 2024

Increase the number of high potential students accessing and experiencing success in an increased number of talent development programs

Target year: 2024

To move towards excelling in effective classroom practice.

Initiatives

Quality Teaching through Data Enhanced Practice

We will achieve this through developing curriculum expertise in data skills and use and assessment including a focus on:

Data Informed Practice

Teachers will regularly dedicate time to using data effectively, collect meaningful data, analyse the data to monitor student learning and progress and make teaching decisions based on data analysis.

Assessment

Teachers will make student assessment a part of everyday practice, use assessment to provide students with learning opportunities, design and deliver high-quality formal assessment tasks and carefully structure group assessment activities to ensure that students are supported, challenged and able to work together successfully.

Differentiation

Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

Learning Culture- High Expectations

Teachers will hold high expectations of their students and differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement (HPGE Policy). Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Success criteria for this strategic direction

Data use and skills

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Curriculum - Differentiation

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.

Evaluation plan for this strategic direction

Questions

- What has been the impact of our enhanced assessment data use processes to improve teaching and learning?
- What has been the impact of our differentiation processes for students and staff?

Data

- Student voice
- Teacher feedback
- Tell them from me
- Data tracking sheets
- Observations of differentiation in the classroom

Analysis

Strategic Direction 2: Quality teaching & learning

Evaluation plan for this strategic direction

- How are we going?
- How do we know?

Implication

- Where to next?

Strategic Direction 3: Professional practice

Purpose

Identified professional development priorities are underpinned by principles of high quality teaching with the aim to improve student learning. This will be achieved by supporting teacher professional practice through building capacity in line with the Australian Professional Standards for Teachers.

Improvement measures

Target year: 2024

To move towards excelling in learning and development.

Target year: 2024

To move towards excelling in educational leadership.

Target year: 2024

To increase the rating for collaboration and educational leadership in the Tell Them From Me survey (Staff).

Initiatives

Improving professional practice

We will achieve this through developing improved professional practice including a focus on:

Collaboration

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality and supports staff wellbeing.

Improvement of Practice

Draw on the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data. Work with colleagues to use class, cohort and school data to inform co-planning such as lessons and assessments.

Learning and Development

Put in place processes to share ideas, practices and resources and use them on a regular and ongoing basis. For example, dedicate time in stage meetings for staff to share classroom success and how they know it has enhanced student learning.

Give and receive feedback that discusses the effectiveness of strategies observed during lessons and planning. (High Impact Professional Learning HIPL)

Success criteria for this strategic direction

Learning and Development - Collaborative Practice and Feedback

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, schoolwide improvement in teaching practice and student results.

Learning and Development - Innovation and Expertise

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school furthers innovative practices and has processes in place to evaluate, refine and scale success.

Educational Leadership

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Performance Management and Development

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers.

High Expectations

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Questions

Evaluation plan for this strategic direction

- What has been the impact of our enhanced collaborative practices to improve teaching and learning?
- What has been the impact of our educational leadership processes on the culture of the school?

Data

- Student voice
- Teacher feedback
- Tell them from me
- Observation
- PDPs

Analysis

- How are we going?
- How do we know?

Implication

- Where to next?