

Strategic Improvement Plan 2021-2024

Waniora Public School 3960



School vision and context

School vision statement

At Waniora Public School we believe children thrive in a student centred environment that is inclusive, challenging and focused on continual improvement.

Underpinned by high expectations and supported by genuine community partnerships, our vision is to empower students to become confident, creative and agile learners who strive to achieve excellence.

School context

Waniora Public School (308 students) is located in an idyllic coastal setting in the northern suburbs of Wollongong. Our school is an active member of the Seacliff Community of Schools and is located within the Wollongong North Principal Network. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving it's educational goals for students.

Waniora Public School values inclusivity and is focused on providing a learning environment for students that empowers them as life long learners. Waniora Public School has 13 Aboriginal students who are supported academically, socially and culturally to ensure that each student achieves expected growth, or better, on internal school progress and achievement data.

Through a rigorous situational analysis and external validation process, the school has identified a number of high level areas for improvement. A relentless focus on improving teaching practice through high impact professional learning, particularly in reading and numeracy will ensure that all teachers possess excellent content knowledge, can differentiate and personalise planning, are proficient in their data usage and explicitly instruct leading to measurable improvement for every student.

Our students will be challenged and actively connected to their learning through regular opportunities to engage in rich, open ended learning tasks across all areas of the curriculum.

Waniora Public School, works actively towards a culture of inclusivity. Our strategic direction 'Enable' empowers all of our students to succeed through offering varied and personalised learning experiences that engage, challenge, inspire and light up the hearts and minds of each learner. We know that happy students have fewer barriers to their learning and we therefore prioritise the wellbeing of each individual.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

This school plan is the product of consultation with our school community and the Northern Illawarra Aboriginal Education Consultative Group and has resulted in the school adopting 3 strategic directions to drive school improvement.

1. Student growth and attainment
2. High challenge
3. Enable

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student is underpinned by evidence informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

A minimum of 57% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN in reading (lower bound system negotiated target).

Target year: 2023

A minimum of 65.7% of Year 3 and Year 5 students achieving expected growth in NAPLAN reading (lower bound system negotiated target).

Target year: 2022

A minimum of 44.8% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN in numeracy (lower bound system negotiated target).

Target year: 2023

A minimum of 68.8% OF Year 3 AND Year 5 STUDENTS achieving expected growth in NAPLAN numeracy (lower bound system negotiated target).

Target year: 2024

Increase the percentage of students achieving expected growth or higher in writing by 5% from 2019 baseline data.

School writing data (pre/post assessment) shows all students achieving growth as measured against rubrics

Initiatives

Reading & Numeracy

Embed high impact professional learning to build the capacity of all staff to deliver school-wide systematic reading and numeracy programs that are evidence informed, responsive to new curriculum and draw upon highly effective explicit teaching strategies. This will be achieved through:

- Systematic and cohesive curriculum provision in English and Mathematics responsive to new curriculum.
- Consistency of practice in explicit teaching of reading and numeracy skills, evident and observable across the whole school for every student.
- Strategic alignment of physical and human resources.
- Instructional leadership to create the conditions and culture as an enabler of continuous improvement through an overarching focus on curriculum provision and proficient use of data..

Data

Employ school wide data processes that are efficient and sustainable and ensure that teachers expertly use a range meaningful data sources to inform planning and teaching in reading and numeracy. This will be achieved through:

- A coordinated and consistent system that clearly articulates what data is collected and when.
- Ongoing data cycles drives and informed approach to teaching and learning.
- Teachers responding to trends in student achievement data as individuals, groups and whole-school to differentiate teaching.
- Differentiated professional learning and support that sees every teacher analyse, interpret and extrapolate data.
- Co-design and collaboratively planned teaching and learning programs.

Success criteria for this strategic direction

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 (SEF Teaching and learning programs)

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 (SEF Student growth).

All teachers have a sound understanding of student assessment and data concepts. Teachers regularly analyse, interpret and extrapolate data that they collaboratively use to inform planning, identify interventions and modify their teaching practice (SEF Data literacy).

Progress and achievement of equity groups within our school is equivalent to the progress and achievement of all students in the school. (SEF Internal and external measures against syllabus standards).

The school achieves excellent value-added results, significantly above the value added by the average school (SEF Value-add).

All teachers employ evidence-based effective teaching strategies. A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (SEF Explicit teaching).

Evaluation plan for this strategic direction

Q. To what extent are we addressing improvement measures for literacy and numeracy for all students?

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

- NAPLAN data including a focus on equity groups
- PLAN 2

Strategic Direction 1: Student growth and attainment

Initiatives

Writing

Optimise evidence informed instruction in Writing that promotes improved outcomes for all students across the full range of abilities.

- Explicit teaching of collaboratively planned writing programs that support high levels of student engagement and lift student outcomes.
- Commitment to a multi-sensory approach to writing across the school supported by targeted and timely high impact professional learning for all staff.
- Teachers employ consistent assessment processes linked to expert use of curriculum that inform changes in teaching practice and lead to measurable improvement in writing.
- Students, through teacher feedback, have a clear understanding of how to improve their writing.

Evaluation plan for this strategic direction

- PAT data, Essential Assessment data and other forms of in school assessment data (data cycles)
- Internal phonics and reading fluency tracking
- Check In Assessment data
- Teaching/Learning programs
- School Scope & Sequence documents

Records of professional learning, PDP evaluation, lesson observation & feedback

Strategic Direction 2: High challenge

Purpose

Waniora Public School teachers and leaders engage with quality research to innovate explicit and direct instruction and develop the talents of students across all domains, authentically partnering with community to ensure that students are motivated to deliver their best and continually improve.

Improvement measures

Target year: 2024

TTFM Skills Challenge results to be at or above NSW government norm of 53% (2020) - an increase of 12% (Expectations for academic success measures).

Students (K-3) to report an increase in experiencing high teacher expectations from 2020 internal baseline data (Term 2).

Target year: 2024

100% of teachers show evidence of growth in standard 2 (Australian Professional Standards for Teachers) with baseline determined through completion of SAT and collegial discussion during PDP goal setting.

Target year: 2024

All teaching programs across the school, in response to student achievement data show clear evidence of differentiation and adjustments to support and challenge students in obtaining optimal learning outcomes.

Initiatives

High challenge

Embed rich and meaningful learning opportunities across the curriculum so that high expectations for student learning are endemic. Teachers will present the curriculum so that it is broad, rigorous and challenging. This will be achieved through:

- Explicit high impact professional learning on how to develop rich learning tasks that are differentiated and engaging.
- Embedding the use of rich tasks to consolidate learning across all Key Learning Areas.
- Curriculum provision that is enhanced through learning alliances with other schools, high schools and universities.
- Clearly articulating and defining what high expectations for all students learning from Kindergarten to Year 6 and across both the Support Unit and mainstream classes look like.
- Longitudinal planning (K-6) of skills and knowledge to ensure continued challenge and maximise student learning.
- Identification of high potential students through the development of procedures and coupled with support and professional learning for teachers in planning and instruction of students.

Differentiated Practice

Employ and embed an integrated approach to planning, teaching and assessment so that each student is being challenged at their point of need and supported through differentiated teaching practices so they can learn at high levels. Consistent school-wide practices to monitor, plan and report on student achievement will be evident throughout each stage across the school. This will be achieved by:

- Use of high-quality assessment data from a range of sources to inform teaching program design.

Success criteria for this strategic direction

Teachers evaluate professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Lesson planning across the school 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' Professional Development Plans are supported by a whole school coordinated approach to developing professional practice.

Teachers employ evidence-based effective teaching strategies.

The school leadership team is focused on the continuous improvement of teaching and learning. The capacity of teachers are being continually built to ensure that every student is experiencing high quality teaching.

Evaluation plan for this strategic direction

Q. To what extent are we addressing improvement measures in high expectations and high performance for all students?

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

- TTFM expectations for academic success measures
- Internal data (high Expectations) K-3
- AITSL Teacher Self Assessment Tool
- Australian Professional Standards for Teachers
- Teaching and learning programs
- NAPLAN data including a focus on equity groups
- PLAN 2
- PAT data, Essential Assessment data and other forms of in school assessment data (data cycles)

Strategic Direction 2: High challenge

Initiatives

- Continuous tracking of student progress from K-6 through consistent methods.
 - Adjusting learning programs to address the needs of individual students.
 - Integration of formative assessment practices into teaching practice in every classroom.
 - Frequent evidence-based judgement and moderation of assessments.
 - Students receiving feedback on their learning from well designed formative and summative assessments.
 - The development of learning goals with each student that they are able to articulate.
-

Evaluation plan for this strategic direction

- Check In Assessment data
- School Scope & Sequence documents

Records of professional learning, PDP evaluation, lesson observation & feedback

I. The findings of the analysis will inform future actions -

Strategic Direction 3: Enable

Purpose

Students at Waiora Public School are actively connected to their learning and empowered to succeed through the authentic use of student voice. All students enjoy a high sense of belonging in building trusting and respectful relationships. Waiora Public School employs an approach to wellbeing that is multidimensional and interrelated. We actively recognise the diversity of and incorporate the views and perspectives of students.

Improvement measures

Target year: 2022

Increase student wellbeing as measured by TTFM data by 2% - from 87.5% to 89.5% (lower bound system negotiated target).

Target year: 2022

Improve school attendance by 3% - from 86.5% to 89.5% (lower bound system negotiated target).

Target year: 2024

Increase Sense of Belonging from 77% (Oct 2020) baseline data to as measured by TTFM data (Years 4-6). Comparison of school based data capturing Years K-3 to align with the TTFM reporting timeframe.

Initiatives

Systems of Support

Embed a culture of high expectations through consistent use of evidence based programs and assessment that identify, regularly monitor and review student learning needs. Our students connect, succeed and thrive through:

- Putting faces on data. All teachers and relevant support know their students and can account for how they can improve and what is being done to support them in achieving their goals.
- Providing a learning environment that is safe, respectful and supportive. All students can nominate at least one staff member who they can turn to for support, encouragement and guidance.
- Allocating human resources that best meet individual and collective student need. The school Learning Support Team, LaST, COVID specialist and SLSOs work in real time to address student need through 5 weekly data cycles.
- Inclusive practice across every stage of learning and in every Key Learning Area, effectively meeting the diverse needs of all students.

Wellbeing & Attendance

Enhance the wellbeing of all students through practices proven by research to result in demonstrable improvements to learning. Our school supports individual and collective student wellbeing through promoting and maintaining high levels of attendance to ensure that absences do not impact on learning outcomes.

This is achieved through:

- Collecting, interpreting and using data inclusive of student voice, parent and staff survey data to inform a whole school approach to student wellbeing and engagement.
- High quality curriculum provision ensuring that all students meet expected levels of academic growth.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF A planned approach to wellbeing).

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

The school fosters effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF High Expectations).

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

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).

All staff actively and consistently promote inclusive practice supporting high expectations for all students regardless of gender, ability or background.

Evaluation plan for this strategic direction

Waiora Public School use the following data sources to regularly analyse the effectiveness, and monitor the progress of initiatives in achieving the purpose and improvement measures of this strategic direction (Student Engagement & Wellbeing).

- Internal and external student performance data
- Tell Them From Me surveys
- Evidence of student voice, particularly in teaching and learning programs
- Student goal setting

Initiatives

- A school culture that focusses on building the individual and collective wellbeing of students through fostering excellence in the creative and performing arts, STEM, culture, STEM, student leadership and sports.
 - Empowering parents and community through actively participate in and reinforcing student learning and success through forums, learning hubs, 3-way conferences, focus groups and online workshops.
 - Whole school and personalised attendance approaches that improve regular attendance rates for all students, particularly our most 'at risk' students.
-

Evaluation plan for this strategic direction

- Evidence that HPGE students are experiencing additional challenge in achieving their educational potential and that the High Potential and Gifted Education Policy is being implemented
- Attendance data (SCOUT)
- Personalised Learning & Support Signposting Tool (PLASST)
- Learning Support Team referrals and results
- Individual/Personalised Learning Plans
- Individual attendance plans
- Evidence of working with parents to support attendance and engagement (attendance letters, requests for medical certificates, evidence of work sent home)
- Feedback from focus groups