

Strategic Improvement Plan 2021-2024

Wideview Public School 4433



School vision and context

School vision statement

To develop a collaborative and well informed whole school community that provides quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. The school population is stable with many families having generational connections to the school. Wideview is a student - centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview provides for the diverse learning needs of all students through a highly effective Learning and Support Team. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has a highly committed staff.

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 driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

A minimum of 64.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading by 2022. (Lower bound)

A minimum of 55.1% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN in Numeracy by 2022. (Lower bound).

Target year: 2023

Achievement of 2023 system-negotiated targets:

A minimum of 67.4% of Year 5 students achieving expected growth in NAPLAN reading by 2023 (Lower Bound)

A minimum of 65.7% Of Year 5 students achieving expected growth in NAPLAN Numeracy by 2023 (Lower Bound)

Target year: 2024

Year 1 Phonics Screening Check

85% of students will read 28 or more words correctly in the Year 1 Phonics Screening Check.

Target year: 2024

Literacy Progressions

85% of students will achieve within the expected end of

Initiatives

Embed a learning culture of staff professional growth that enables implementation of evidence-based teaching practices in reading and numeracy, that challenges and adjusts for individual student needs.

- Appoint and use Instructional Leaders to organise Professional Learning for staff in evidence-based practice and high expectations to build teacher capabilities and collective pedagogical practice, and personalise learning for each staff member in teaching, learning and assessment analysis.
- Expertly use student assessment data to identify, develop and select dynamic evidence-based teaching programs and strategies. The teaching and learning cycle will include data analysis to review teaching practices, evaluate the content of programs, and to enable continuous tracking of student achievement.

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use Instructional Leaders positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessments are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, high expectations, delivery and assessment promotes challenges learning and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

Teachers involve students and parents in planning to support learning, and share expected outcomes. Students and parents understand the assessment approaches used in the school and their benefits for learning. (SEF - Curriculum, Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Effective methods are identified, promoted and modelled. (SEF - Effective classroom practice)

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. (SEF-Data skills and use, Student Performance Measures)

All teachers use formative assessment data to accurately track and monitor student achievement in fluency and comprehension across the Literacy progressions. (SEF-Data skills and use)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

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

- Internal assessment, eg. PLAN2, reading

Strategic Direction 1: Student growth and attainment

Improvement measures

stage progression for Understanding Text and Fluency in Literacy.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

Curriculum - Excelling

Assessment - Excelling

Student Performance Measures - Excelling

Teaching:

Effective Classroom Practice - Excelling

Data skills and use - Excelling

Evaluation plan for this strategic direction

assessments, numeracy assessments, pre/post assessments

- External assessment, eg. NAPLAN, SEF, Phonics Screening Check
- Surveys
- Classroom observations
- Differentiated teaching and learning programs
- Student work samples
- Assessment schedules
- Instructional rounds, observations and feedback
- Teacher professional development plans and reviews
- Staff professional development
- Parent forums/workshops

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report and in the School Website throughout the year).

Strategic Direction 2: Future Focus Learning

Purpose

Wideview students will be engaged in 'future focused learning' programs that are highly engaging and innovative, and prepare them for the 21st century world. **MAL**

Development and implementation of quality curriculum, personalised learning and innovative practices for all students. To develop students expertise to be discerning life long learners equipped to effectively contribute to society. **Kim**

Improvement measures

Target year: 2024

Inquiry Based Learning

Inquiry Based Learning will be used as a teaching strategy in history, geography, and science & technology units from kindergarten to year 6.

Target year: 2024

STEM, Technology, and Innovative Learning Environments

All staff will have developed knowledge and understanding of how to meaningfully use **technology** in educational programs that promote rich, future focused learning experiences for students.

Students in Stage 3 will participate in the **BYOD** program. They will meaningfully use their devices in research based projects.

A comprehensive K-6 **STEM** educational programs will be delivered to all students at Wideview PS.

All students at Wideview PS will utilise **Innovative Learning Environments** to enhance their learning experience.

Target year: 2024

Initiatives

Inquiry Based Learning Professional Development for Staff

Inquiry Based Learning will be meaningfully incorporated in classroom programs.

Staff will investigate and trial flexible learning spaces and new technologies to embed collaboration for collective efficacy. Students and staff will also explore their physical environment and new technologies and establish spaces to suit the needs of all learners;

STEM, Technology, and Innovative Learning Environments

Staff will develop knowledge and understanding of how to meaningfully use **technology** in educational programs that promote rich, future focused learning experiences for students.

The **STEM** Team will develop a range of of learning experiences that will be used in school educational programs K-6.

Innovative Learning Environments will be developed for teachers to utilise.

Students in Stage 3 will participate in the **BYOD** program. They will meaningfully use their devices in research based projects.

21st Century Learning Principles

The principles of the 5C's of 21st Century Learning will be embedded in the education program that is offered at Wideview PS, both inside and outside the classroom..

Success criteria for this strategic direction

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. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Learning Culture)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF - Assessment)

All staff have a deep understanding of the principles of 21st Century Learning, and utilise its principles in their class programs.

The school will provide all students with a range of opportunities to develop 21st Century Learning principles.

All students will be engaged in Future Focused Learning activities, both inside and outside the classroom.

Students will have a deep understanding of the principles of 21st Century Learning.

Future Focused Learning programs will be available to all staff and students.

Evaluation plan for this strategic direction

Question

How effectively has Future Focused Learning been embedded into the school programs, both inside and outside the classroom.

Data

A range of data collection sources will be used:

- student surveys

Strategic Direction 2: Future Focus Learning

Improvement measures

21st Century Learning Principles

All staff will have a clear understanding of the principles of 21st Century Learning, and how it benefits students.

Staff will develop strategies of how to meaningfully include the principles of 21st Century Learning in the classroom programs, and programs across the school.

Evaluation plan for this strategic direction

- student work samples
- staff surveys
- stage and team reflection sessions
- classroom observations and 'walk throughs'
- staff professional learning

Analysis

The evaluation plan will involve:

* Teams meeting each term to analyse the progress of their aspect using data and evidence, to provide clarity around whether progress is on track to achieve the intended improvement measures.

- Findings will be shared with the Principal and Executive Team.
- Regular professional discussion around the School Excellence Framework elements and themes.

Implications

Analysis will inform:

- any adjustments or alterations that may be required to make progress effective.

* Executive team and whole staff reflective sessions.

- Use of the What Works Best document and academic research papers..

Strategic Direction 3: Student Engagement and Well-Being

Purpose

Wideview students feel valued, supported and engaged in an innovative and creative school environment.

Students are self-directed learners who are not afraid to take risks to improve. They are resilient problem solvers who take responsibility for themselves, take pride in their work, seek support when needed and are accountable in achieving learning goals. Ultimately students are well placed to develop into well-balanced and successful future learners.

Improvement measures

Self-Directed, Resilient, and Engaged Learners

All students are able to articulate their own learning goals in the classroom.

All T&L programs provide students with learning opportunities that:

- aim to build resilience
- produce engaged learners
- ????
- *Tell Them From Me (TTFM) teacher survey data (three-year averages) shows improvement in the following drivers of student learning: 'Collaboration' (7.2 to 8.2); 'Learning Culture' (7.1 to 8.0).*
- *Annual TTFM student survey data improves in the following drivers of student outcomes: 'Explicit teaching practices and feedback' (from 6.2 to 7.0); 'Expectations for Success (High Expectations)' (6.9 to 8.1).*

Target year: 2024

Connected Community

80% of parents will be able to understand and articulate the school vision and School Improvement Plan.

More effective and transparent engagement with the

Initiatives

Self-Directed, Resilient, and Engaged Learners

Students have the opportunity to participate in a wide range of engaging programs inside the classroom and beyond.

Students will understand and be able to articulate their own learning goals, monitoring their own development.

Students will become confident students, who are confident risk takers.

Students engage with quality programs and become confident self-directed learners, developing reflective practices.

Students will be supported by whole school programs that build confidence, promote resilience and monitor collaborative partnerships.

Develop and deliver school programs that promote a sense of global citizenship through:

- environmental programs
- the creative arts
- GATS opportunities
- leadership roles
- indigenous connection programs

Connected Community

All stakeholders of the school community (students, parents, and teachers) feel valued and engaged.

Parent will have a clear understanding of the Strategic Improvement Plan 2021-2024.

Educational programs will connect all members of the school community.

The school will make connections with local experts and community leaders.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Well Being)

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

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. (SEF - Well Being)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture)

Students - TTFM survey.....

Attendance. data....

Evaluation plan for this strategic direction

QUESTIONS

To what extent do students, staff and the broader community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.?

DATA

- PBEL tracking data
- Percentage of students utilising BYOD to facilitate

Strategic Direction 3: Student Engagement and Well-Being

Improvement measures

community (including newsletter, social media, P&C meetings, parent forums)

Target year: 2024

Global Citizens

100% of students will have a connection to the principles of Global Citizenship.

75% of students are participating in extra-curricular educational programs (including the creative arts, GATS, debating, environmental, sporting)

Initiatives

Develop strong relationships with indigenous members of the local region.

Evaluation plan for this strategic direction

learning outside the classroom

- Recycling and Waste costs
- Surveys to staff, students and parents
- Level of engagement in local indigenous activities and student knowledge

ANALYSIS

Annually, the school will review progress towards the improvement measures.

IMPLICATIONS

The findings of the analysis will inform:

- Future steps and measures
- Annual reporting on school progress measures will be published in the newsletter throughout the year
- Parents information and communication regarding the needs of the students.
- The collection and analysis of data and evidence to improve student outcomes.