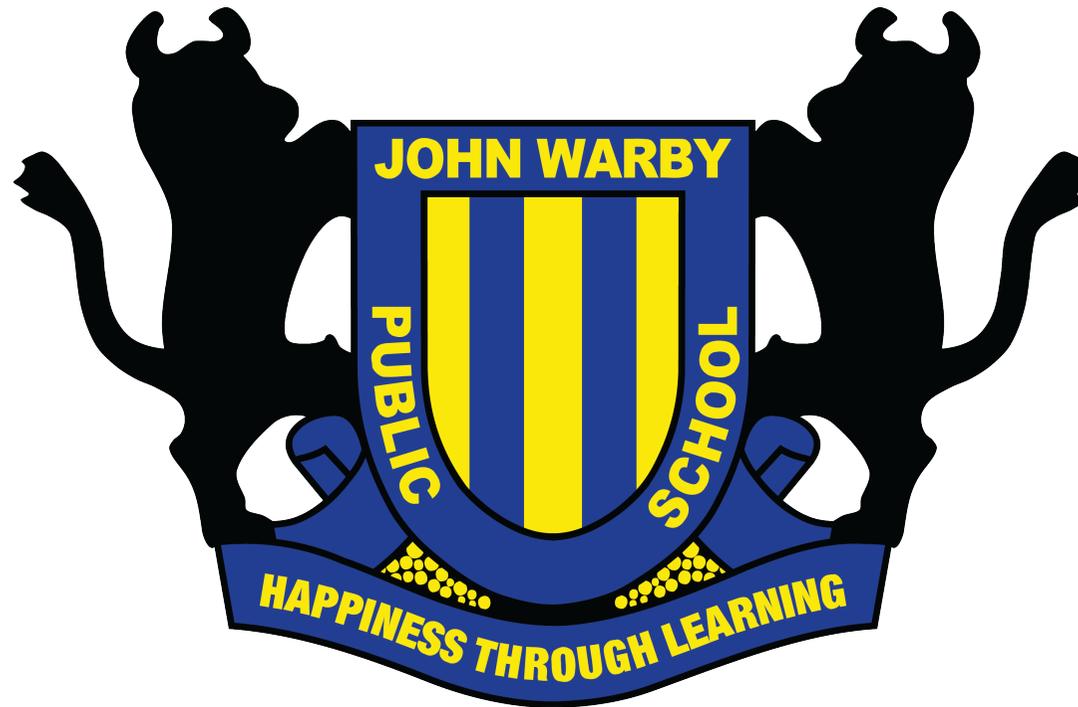


Strategic Improvement Plan 2021-2024

John Warby Public School 4479



School vision and context

School vision statement

John Warby Public School supports individual strengths and identities to achieve excellence. Through high quality teaching and community collaboration, we empower all students to become successful global citizens.

School context

John Warby Public School has an enrolment of 208 students from Preschool to Year 6, including 24 students in the 3 class support unit (consisting of IM and MC classes) in 2021. 22% of students are from a language background other than English and 21% of students identify as Aboriginal or Torres Strait Islander. The school successfully caters for students from diverse cultural and socio-economic backgrounds and aims to develop the whole child and cater for individual differences, providing programs to support specific needs. John Warby Public School is currently undergoing a decline in enrolments due to the re-development of the Airds community. This is important to consider when forward planning as a significant increase in enrolments may occur when the housing development is completed.

The school continues to build on quality teaching, learning and leadership practices, with commitment to improving and sustaining student results in literacy and numeracy. The school is an Early Action for Success school and will be implementing targeted support as the focus for professional learning. The Positive Behaviour for Learning (PBL) values of being a safe, respectful learner are a strong focus and underpin the wellbeing practices at the school. Staff comprises of early career teachers to highly experienced, expert teachers. The school enjoys the support of the P&C and highly values community involvement in all aspects of school life. John Warby Public School is a member of the Airds/Bradbury Community of Schools.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This builds upon the previous planning cycle that focused on whole school collaboration, positive practices and future-focused learning.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have a need to increase the number of students attaining Proficiency in NAPLAN in both Reading and Numeracy. Our longitudinal data shows that there is inconsistency across Yr 3 and Yr 5 cohorts in maintaining students at proficiency - this will drive our Strategic Improvement Plan. Our internal school data from 2018-2020 supports this focus. Individual Learning Needs will be met with all students having learning goals linked to data with consideration to equity groups. We will be undertaking Whole School Monitoring of Student Learning; Data Analysis and a Literacy & Numeracy Focus as links to the School Excellence Framework.

2. Connecting for Excellence

Our situational analysis examined literacy and numeracy teaching across the school setting, including analysis of student results. Critical discussions about professional learning and classroom practice have determined that the Instructional Leader/Deputy Principal will support all teachers across the school setting in building Adaptive Expertise. This will be promoted by High Expectations, Collaborative Practice and Feedback and Instructional Leadership. Teaching & learning programs, Differentiation, Explicit Teaching and Feedback, Formative assessment and Data use in teaching will be supported at an individual level for

School vision statement

School context

all classroom teachers.

3. Strategic Systems and Resourcing

Allocation of school funds to focus improvement areas and implementation of systems to support that improvement will drive all areas of the Strategic Improvement Plan. Analysis of wellbeing practices and data across the school showed evidence of Attendance as a focus. This will be supported by the Attendance Pilot initiative across the Campbelltown schools with school funds allocated to support this. A school-wide system of data collection and on-going reflection will be implemented with Professional Learning and Performance Management and Development linked to this. School funds for curriculum resources including Technology and improvements to school Facilities, will be linked to this strategic direction.

Strategic Direction 1: Student growth and attainment

Purpose

To improve and sustain growth in student learning outcomes in literacy and numeracy.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 11.6%

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 10.7%

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN numeracy by 13.8% from system-negotiated target baseline.

Increase the proportion of students achieving expected growth in NAPLAN reading by 10.5% from system-negotiated target baseline.

Target year: 2024

Increase the proportion of students in equity groups achieving top 3 bands in NAPLAN reading and numeracy from 2021 baselines.

Initiatives

Strengthened Data Analysis Practices

Teaching and Learning programs across the school setting are data driven and adapted to meet student need as required. School leaders ensure the implementation of programs across the school are determined by a thorough analysis of both internal and external data sources. A whole school approach to on-going data analysis is embedded across the school setting.

Supporting Individual Achievement

All students to have individual learning goals linked to data analysis and need. Ongoing monitoring and tracking of achievement will be supported by current DoE documents (PLAN 2, curriculum syllabi). New systems for whole school implementation will be trialled and evaluated as an ongoing process to ensure consistency across all classes. Equity groupings will be monitored and tracked. Individualised student support will be provided as identified across the school setting P-6.

Success criteria for this strategic direction

Expected student growth is identified for each student. Higher than expected growth is achieved on internal school progress and achievement data. (L-SG)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. They are aspirational and challenging (T-DA)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data. (T - L&N)

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, parents and carers in planning to support learning and share expected outcomes. (L - D)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and associated Improvement Measures?

Data

- NAPLAN
- Check-In assessment
- PAT
- Internal whole school assessments
- Learning Progressions
- Individual learning goals data

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement

Evaluation plan for this strategic direction

measures have been achieved.

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 2: Connecting for Excellence

Purpose

To ensure explicit teaching practices, feedback and data analysis is embedded in a culture of high expectations and excellence for all students. Collaboration is supported by strong Instructional Leadership.

Improvement measures

Target year: 2024

School will demonstrate growth from Sustaining & Growing to Excelling in the 'Literacy & Numeracy Focus' theme of the School Excellence Framework (Professional Standards).

School will demonstrate growth from Delivering to Excelling in the 'Explicit Teaching' theme of the School Excellence Framework (Effective Classroom Practice).

School will demonstrate growth from Sustaining & Growing to Excelling in the 'Collaborative Practice and Feedback' theme of the School Excellence Framework (Learning & Development).

Target year: 2024

School will demonstrate growth from Delivering to Excelling in the 'Formative Assessment' theme of the School Excellence Framework (Assessment).

School will demonstrate growth from Delivering to Excelling in the 'Data Use in Teaching' theme of the School Excellence Framework (Data Skills & Use).

School will demonstrate growth from Sustaining & Growing to Excelling in the 'Teaching & Learning Programs' theme of the School Excellence Framework (Curriculum).

Initiatives

Adaptive Expertise

Adaptive expertise is embedded all areas of the school setting. All staff reflect upon the effectiveness of their practice and are supported in improving explicit instruction to optimise learning outcomes for students. Classroom observations, feedback and critical discussion is systematically implemented across the school P-6. Professional learning linked to DoE priorities and current research is planned and aligned to the school's PDP processes.

Quality Assessment Practices

School-wide consistent assessment practices will be used by all teachers to inform pedagogy and support improved student outcomes. School leaders will ensure teaching and learning programs are evidence-based, linked to student need. Formative assessment is embedded across the school setting.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of with success that can be measured by improved student progress and achievement data. (T - L&N)

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled. (T-ET)

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. (T- CP&F)

Teachers clearly understand, develop and apply a full range of assessment strategies to determine teaching directions and reflect on teaching effectiveness. (T - DUiT)

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

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. (L - T&L P)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and associated Improvement Measures?

Data

- What Works Best 2020 update - surveys
- Quality Teaching Framework
- Professional Standards for Teachers

Evaluation plan for this strategic direction

- High Impact Professional Learning - self assessment tool
- On-going reflective feedback from staff
- Timetabling
- Resource allocation
- Analysis of internal school assessments
- Survey of school setting - classrooms showing evidence of Formative Assessment practices

Analysis

Planned feedback sessions with all staff to critically analyse current procedures and changes to be implemented as required. Self-assessment tool will be used to evaluate current and future focus.

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 3: Strategic Use of Systems and Resources

Purpose

To align systems and ensure resources are allocated to support improvement in strategic areas across the school setting.

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 5.9% to meet the school's 2022 lower-bound target.

Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.

Increase the percentage of students reporting a positive sense of wellbeing by at least 4.5% to meet or exceed the school's lower bound target (TTFM).

Target year: 2024

School growth from Delivering to Excelling in the 'Technology' theme of the School Excellence Framework (School Resources)

School growth from Delivering to Excelling in the 'Facilities' theme of the School Excellence Framework (School Resources)

Initiatives

Student Engagement

A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.

Whole school attendance is supported by all members of the community. School has specific systems, monitoring and support procedures and targets for celebration to support improved attendance across all cohorts. All classroom teachers implement strong class-based positive procedures.

Wellbeing practices across the school ensure all students are known, valued and cared for, with systems implemented to support students, linked to DoE policies and procedures.

Engaging Learning Environment

Areas of the school are constantly improved to ensure resourcing, aesthetics and access are paramount to improving student outcomes. Technology is embedded across the school setting, with staff provided with ongoing professional learning to ensure knowledge is current. Students have access to engaging learning spaces across the school setting to ensure optimal learning opportunities are provided. Facilities across the school are strategically updated and improved, with school funds allocated to support this process.

Success criteria for this strategic direction

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

Attendance data is regularly analysed and is used to inform planning.

Whole of school and personalised attendance approaches are embedded school systems.

School practices support student wellbeing and create a safe environment, ensuring a sense of belonging, connectedness and engagement in learning. (WWB - Wellbeing)

Technology that supports learning is available and expertly integrated into lessons by teachers. (L - T)

Staff take a strategic planned approach to the use of the physical environment to ensure that it optimises learning and engagement (L - F)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and associated Improvement Measures?

Data

- Daily Attendance rates
- Personal attendance plans
- HSLO/ASLO and SCOUT data
- 5 weekly attendance data letters
- Data re students attending 80-89%
- Student feedback
- School Community satisfaction surveys
- Tell Them From Me surveys

Strategic Direction 3: Strategic Use of Systems and Resources

Evaluation plan for this strategic direction

- Staff technology survey
- Professional learning feedback

Analysis

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

Implications

The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.