

Strategic Improvement Plan 2021-2024

Wiley Park Public School 4553



School vision and context

School vision statement

At Wiley Park Public School we believe in creating a safe, supportive and respectful learning environment, where every child is cared for, known and valued. Through a proactive approach we endeavour to support, engage and challenge all our students to achieve their personal best, within our ever changing world. We achieve this through quality teaching and learning programs and a shared responsibility with our community.

School context

School context

Wiley Park Public School is a primary school established in 1983 and situated in South-West Sydney. The school population comprises approximately 630 students from diverse cultural, religious and socio-economic backgrounds. 98% of students are from language backgrounds other than English (LBOTE) including 62 refugees. The school population is a high transit community. There are 43 languages and 35 countries of origin represented in the school, the largest language groups being Arabic (39%), Bengali (18%), Urdu (11%), and Indonesian (4%). Student learning is supported by various programs including English as an Additional Language or Dialect (EAL/D) and New Arrivals programs, Community Languages in Arabic, Bengali and Samoan as well as intervention programs.

Community programs which operate in the school include the School as Community Centre (SaCC) initiative. Wiley Park Public School has productive partnerships with the Australian College of Physical Education, Sydney University, Western Sydney University, Notre Dame University, Campsie Police Command, Lebanese Muslim Association, Bankstown Women's Centre and Riverwood Community Centre.

The school NSW Family Occupation and Employment Index (FOEI) for 2020 is 121. The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

The school has a committed staff who range in experience from early career teachers through to experienced teachers.

In 2017, Wiley Park Public School was identified as an Early Action for Success Phase 2 School, with two Deputy Principal, Instructional Leaders appointed to work directly with teachers to build student and teacher capacity in Literacy and Numeracy.

Strategic Directions

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The Strategic Directions chosen build on the work undertaken in the previous school planning cycle around visible learning for teachers and students, visible values and wellbeing, understanding texts, connected learning and partnerships with parents.

1. *Student Growth and Attainment*

When analysis was conducted against the student outcome measures in NAPLAN it was evident that we have some consistent growth in Value Added from Year 3 to Year 5. Further gap analysis indicates the areas of focus identified to include: Reading - Vocabulary and Viewing and Comprehension strategies and in Numeracy - whole number, addition and subtraction and volume and capacity. Our whole school focus to improve student growth and achievement in reading and numeracy

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is underpinned by the evidence based strategies supported by "What Work Best: 2020 Update" and "How Schools Can Improve Literacy and Numeracy and Why it (Still) Matters." The school will also look at the literature in "Clarity" by Lyn Sharratt to help support student growth and attainment.

As the literature suggests, we will focus on teachers developing classroom programs that use research-informed practices including explicit teaching, scaffolding, classroom observations, peer mentoring, feedback and targeted instructional leadership.

2. Quality Teaching to Improve Teacher Capacity

When analysis was conducted around teacher implementation of quality assessment and effective feedback to improve student outcomes, it was evident that teachers had varying degrees of understanding and proven capacity to implement quality assessment and effective feedback. Through further analysis, including student voice, it was evident that there are some inconsistencies across the school on using assessment and effective feedback to set goals for students and direct future teaching and learning programs. Our whole school focus on "Quality Teaching to Improve Teacher Capacity" through the use of quality assessment and effective feedback is underpinned by the evidence provided by the CESE publication "How Schools Can Improve Literacy and Numeracy and Why it (Still) Matters."

As the literature suggests we will focus on developing consistent structures and procedures around administering, monitoring and reviewing assessment data consistently to inform quality teaching programs.

3. School Connectedness - Collaborative Practices that connect Wellbeing and Attendance

When conducting the analysis of the school wellbeing data across sources including Scout and Tell Them From Me (TTFM) it was evident that even though our students rated high under the heading of "Advocacy Expectations Belonging" in the areas of "Advocacy at School", "Expectations for Success" and "Sense of Belonging" our students' attendance data is an area for further improvement. Other school data reflects progress in the area of student wellbeing and behaviour but that more work is to be done that warrants inclusion of wellbeing in the new school improvement plan.

As the literature suggests in "Creating a culture of Excellence - Case Studies" the school will have high expectations of students in an environment that promotes and fosters belonging. As a school we will work on developing initiatives that encourage more regular school attendance and on developing programs and initiatives that promote social and emotional learning, strengthening transitions and creating a safe environment through various school and community-based programs.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will embed a culture of high expectations and explicit teaching in order to support student growth and attainment.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated target

Uplift of 9% of students achieving top 2 bands in NAPLAN reading.

Target year: 2022

Achievement of 2022 system-negotiated target

Uplift of 7.3% of students achieving top 2 bands in NAPLAN numeracy.

Target year: 2023

Achievement of 2023 system-negotiated target

Uplift of 6.8 % of students achieving expected growth NAPLAN reading.

Target year: 2023

Achievement of 2023 system-negotiated targets

Uplift of 7.3% of students achieving expected growth NAPLAN numeracy.

Target year: 2024

An increased % of students achieving at Kindergarten reading benchmark.

Target year: 2024

An increased % of students achieving at Year 2 reading benchmark.

Initiatives

High Expectations

We will embed consistency of teaching practices and strategies that differentiate instruction, in order to challenge students and encourage continuous improvement, and high expectations. We will:

- develop classroom practices that cater for the range of abilities
- use Learning Intentions and Success Criteria to explicitly set individual student learning goals
- embed and use high impact professional learning on the use of literacy and numeracy progressions and the syllabus to support learning that promotes high expectations

Explicit Teaching

We will embed a school culture of explicit teaching in order to support student growth and attainment.

This will support and promote classrooms that:

- reflect on the balance of teacher directed, teacher guided and student directed learning opportunities
- use instructional leadership roles and interventionist positions to work directly with teachers to design explicit teaching programs
- review learning through the regular analysis of student work samples

Success criteria for this strategic direction

- The whole school community demonstrates aspiration expectations of learning progress and achievement (SEF - Learning: Learning Culture, High Expectations)
- All students effectively develop their knowledge, understanding and skills across literacy and numeracy (SEF - Learning: Curriculum, Curriculum Provision)
- Teachers employ evidence-based effective teaching strategies for all students, across the full range of abilities. (SEF - Teaching: Effective Classroom Practice, Explicit Teaching)
- 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. (SEF - Teaching: Professional Standards, literacy and numeracy focus)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. (SEF - Leading: Educational Leadership, Instructional Leadership)

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we embedded a culture of high expectations in order to support student growth and attainment?

To what extent have we embedded a culture of explicit teaching in order to support student growth and attainment?

Data:

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

An increased % of students achieving at Year 4 reading benchmark.

Evaluation plan for this strategic direction

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

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN
- SCOUT - value added
- Whole School Assessment tracking
- Observation
- Student work samples with rubrics
- Student voice and PLPs
- Surveys
- PL Exit Slips

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Each term the school will review progress towards the improvement measures every 5 weeks. This will also include discussion against the SEF and during executive analysis of data meetings. Executives and process groups will deliver the analysis to the staff.

Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year and to P&C).

Strategic Direction 2: Quality Teaching to Improve Teacher Capacity

Purpose

In order to improve teacher capacity, we will embed a culture of best practice to include collaborative inquiry and high-quality professional learning that is refined by data informed practices.

Improvement measures

Target year: 2024

An increase % of teachers involved in collaborative practices that promote consistency across their teaching, when reviewing a variety of assessment tasks.

Target year: 2024

An increase % of teachers receiving regular feedback on their teaching to support teacher capacity.

Target year: 2024

An increase % of teachers using collaborative inquiry and data informed practices to plan and implement teaching programs that engage and promote student learning.

Target year: 2024

An increase % of teachers using exemplars and work samples to set explicit expectations and learning goals for teaching and learning.

Initiatives

Data Informed Practices

We will embed data informed practices to support teacher capacity by:

- regularly and effectively analysing student data to help teachers drive improvement in classrooms
- utilising Instructional Leadership to work in classrooms that model using data to embed quality teaching practices
- reviewing and adapting current school practices to ensure reliable formative and summative assessment tasks are powerful measures to inform future teaching

Collaborative Inquiry

We will embed a culture of collaborated inquiry to build strong professional learning communities in order to improve the quality of teaching and learning by:

- establishing whole school observation practices that promote quality feedback to support teacher capacity
- embed and use high impact professional learning, including peer observations, to build teacher capabilities on the effective use of data
- teachers regularly engaging in professional meaningful collaboration to support planning

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. (SEF - Learning: Curriculum, Differentiation)

Feedback from students on their learning derived from assessments informs further teaching. (SEF - Learning: Assessment, Student engagement)

The school has processes in place to support teachers consistent, evidence based judgement and moderation of assessments (SEF - Learning: Assessment, Whole school monitoring of student learning)

Teachers clearly understand, develop and apply a full range of assessment strategies and reflect on teaching effectiveness. (SEF - Teaching: Data skills and use, data use in teaching)

The school has high performing teaching staff who continuously monitor the impact against the Australian professional standards, when programming to improve practice. (SEF - Teaching: Professional standards, improvement of practice)

Evaluation plan for this strategic direction

Evaluation plan:

To what extent have we embedded a culture of best practice to develop teacher quality through professional learning?

To what extent have we embedded a culture of effectively using data to monitor student learning and inform teaching?

Data:

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

- Internal assessment, eg. PLAN2

Strategic Direction 2: Quality Teaching to Improve Teacher Capacity

Evaluation plan for this strategic direction

- External assessment, eg. NAPLAN
- Observation
- WWB survey results
- Student work samples with rubrics
- Student voice
- Surveys
- PL Exit Slips

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Each term the school will review progress towards the improvement measures every 5 weeks. This will also include discussion against the SEF and during executive analysis of data meetings. Executives and process groups will deliver the analysis to the staff.

Implications:

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- Future actions
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Strategic Direction 3: School Connectedness –Wellbeing and Learning

Purpose

In order to promote school connectedness we will embed practices that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets

An uplift of 4.7% of students attending 90% of the time.

Target year: 2022

Achievement of 2022 system-negotiated targets

An uplift of 2.7 % of students reporting expectations for Success, Advocacy and Sense of Belonging at School.

Initiatives

Activated Engagement

We will promote practices that support wellbeing by:

- initiating mentoring programs that identify strengths and success as well as promoting and building resilience
- developing high student engagement programs with the use of additional school and community based resources
- embedding classroom programs that support student wellbeing, self regulation of emotions and shared school values

Connected Learning

We will embed a culture of connected high engagement and improve student attendance by:

- identifying signs of student disengagement and working with the students and families to support wellbeing and improved attendance
 - establishing strong transition programs for newly arrived students into the school
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Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community at all transition points. (SEF - Learning, Learning Culture - Transitions of continuity of learning)

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

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

Positive, respectful relationships are evidence and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning cross the whole school (SEF - Learning, Wellbeing - Behaviour)

All classrooms and other learning environments are well managed within a consistent, school wide approach. Teachers model and a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF - Teaching, Effective Classroom Practice - Classroom management)

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students (SEF - Leading, School resources, Staff deployment)

Evaluation plan for this strategic direction

Question:

To what extent have we embedded a culture of school connectedness?

Data:

Evaluation plan for this strategic direction

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

- Observations
- WWB survey results
- Student voice
- Surveys evaluations for additional programs
- School based wellbeing data
- TTFM
- SaCC program evaluations

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Each term the school will review progress towards the improvement measures every 5 weeks. This will also include discussion against the SEF and during executive analysis of data meetings. Executives and process groups will deliver the analysis to the staff.

Implications:

The findings of the analysis will inform:

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