

Strategic Improvement Plan 2021-2024

Wollondilly Public School 4438



School vision and context

School vision statement

Wollondilly Public School students, teachers, parents and carers work in partnership to promote high expectations, personal growth and achievement of all students. Our learning environment is connected, inclusive and future focused.

We strive to promote positive, resilient, well balanced and empowered learners, moving towards a life-long pathway to becoming active community members with a strong sense of citizenship.

School context

Wollondilly Public School is an innovative, dynamic and strongly inclusive primary school providing a quality education for over 390 students in Goulburn. At present, the school has 15 mainstream classes and 3 support classes - Mild Intellectual Disability (IM), Multi-Categorical (MC) and an Early Intervention Unit (EIU) which caters for preschool aged children requiring additional support before beginning school. Approximately 5% of students are from a language background other than English and 8% are proud to acknowledge their Aboriginal and Torres Strait Islander cultural heritage. Students come from a variety of socio-economic backgrounds. The school has a Family Occupation and Education Index (FOEI) of 103.

At Wollondilly, we are committed to providing rich programs to develop skills in technology, critical thinking, problem solving, communication and collaboration to enable students to reach their full potential. Using visible learning pedagogy and our PBL values of being 'Safe, Respectful and Responsible', we are empowering students to take responsibility for their learning. The school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead, improve learning and innovate. Wollondilly is active in the performing arts and sporting areas and provides opportunities for student participation in pursuits beyond the classroom including PSSA sports, dance, recorder and choir. Wollondilly Public School enjoys strong community support and has an active and very supportive Parents and Citizens' Association (P&C).

Through a Situational Analysis, our school has identified three strategic directions that form the 2021 - 2024 Strategic Improvement Plan;

Student Attainment and Growth: In order to improve student learning outcomes in literacy and numeracy, we will develop and sustain evidence-based, high-impact teaching strategies and implement and evaluate data-informed practice.

Contemporary Teaching and Learning: Contemporary learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Contemporary teachers know and understand the needs and talents of their students. They are flexible and select from a range of effective teaching strategies.

Connect, Succeed and Thrive: In order to improve student wellbeing and attendance we will embed processes and practices to ensure all students connect, succeed and thrive. This will be supported by strong community partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy, we will develop and sustain evidence-based, high-impact teaching strategies and implement and evaluate data-informed practice.

Improvement measures

Target year: 2022

A minimum of 22.8% achieve in the top two bands in NAPLAN numeracy. (Lower bound system -negotiated target).

Target year: 2023

A minimum of 58.4% of students achieve expected growth in NAPLAN numeracy. (Lower bound system - negotiated target).

Target year: 2022

A minimum of 38.3% students achieve in the top two bands in NAPLAN reading. (Lower bound system - negotiated target).

Target year: 2023

A minimum of 60.4% of students achieve expected growth in NAPLAN reading. (Lower bound system - negotiated target).

Target year: 2024

All students in Years 2-6 are exceeding grade level norm referenced scores and bands in the PAT Reading assessment.

*Year 2 - 105 (bands 7-8)

*Year 3 - 110.9 (bands 8-9)

*Year 4 - 118.7 (bands 9-10)

*Year 5 - 124.5 (bands 10-11)

Initiatives

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- High Impact Professional Learning (HIPL) on the use of literacy and numeracy progressions, curriculum knowledge and current evidence based practice to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use HIPL models to build teacher capabilities and collective pedagogical practice e.g. Quality Teaching Rounds, Spirals of Inquiry.

Data Driven Practices

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

- HIPL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Instructional Leader 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 assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement so that every student makes measurable learning progress and gaps in student achievement decrease.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.
- All teachers have a sound understanding of assessment strategies and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions, reporting and modify teaching practice.
- 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.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Question:

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

Data:

Evidence of student growth and evaluative practice will be regularly analysed from a range of sources including:

Strategic Direction 1: Student growth and attainment

Improvement measures

*Year 6 - 128.8 (bands 10-11)

Target year: 2024

All students in Years 3-6 exceeding grade level norm referenced scores and bands in the PAT Numeracy assessment.

*Year 3 - 110.9 (bands 6-7)

*Year 4 - 117.4 (bands 6-8)

*Year 5 - 122.9 (bands 7-9)

*Year 6 - 127 (bands 7-9)

Target year: 2024

The school average exceeds the state and statistically similar schools in reading and numeracy check in assessments.

Target year: 2024

School Excellence Framework - School Self-Assessment moves to 'Excelling' within the element '**Data Skills and Use**'.

Evaluation plan for this strategic direction

- NAPLAN
- Scout - value add analysis
- Sentral - reading, spelling, fluency, SENA data
- PAT data for reading, vocabulary and mathematics
- InitialLit/Multilit/Macqlit data and growth
- Quicksmart data
- Literacy and Numeracy PLAN2 data
- Student work samples
- Programming and reporting documents
- PLPs and IEP reviews
- Student focus groups
- Check in Assessments

Analysis:

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

Implications:

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Strategic Direction 2: Contemporary Teaching and Learning

Purpose

Contemporary learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Contemporary teachers know and understand the needs and talents of their students. They are flexible and select from a range of effective teaching strategies.

Improvement measures

Target year: 2024

School Excellence Framework - School Self-Assessment moves to 'Excelling' within the element 'Learning Culture'.

Target year: 2024

School Excellence Framework - School Self-Assessment moves to 'Excelling' within the element 'Effective Classroom Practice'.

Target year: 2024

Improve score in the 'Effective Feedback' element as measured with the 'What Works Best Toolkit' by having 100% of staff indicating that they are meeting a score of 3, 40% of staff indicating that they are meeting a score of 4 and 20% of staff indicating that they are meeting a score of 5 using the What Works Best Toolkit Measure.

Target year: 2024

School Excellence Framework - School Self-Assessment moves to 'Excelling' within the element 'Learning and Development'.

Initiatives

High Quality Classroom Practice

- Engage in High Impact Professional Learning (HIPL) in explicit teaching practice in all key learning areas including current and new curriculum documents.
- Create a culture of high expectations for the diverse range of students by building positive student-teacher relations, constructive feedback and differentiated instruction in all key learning areas.
- Continue to develop teacher capability by measuring teacher performance against the Australian Professional Standards.

Innovative Learning Environments

Innovative learning environments, where students feel supported and encouraged to achieve excellence in their learning, will ensure that all students have the opportunity to achieve their best.

- Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all students including high potential and gifted students.
- Embed digital technologies to facilitate greater equity and accessibility in education through flexible learning approaches and flexible learning delivery models better suited to the individual needs of students.
- Create innovative learning spaces that can be adapted to accommodate learning modes and technology.

Success criteria for this strategic direction

- 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 trials innovative practices and has processes in place to evaluate, refine and scale success.
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.
- The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Questions:

Do teachers have contemporary content knowledge in all key learning areas and do they deploy effective teaching strategies?

Do students have opportunities to engage in innovative learning environments that cater for differing learning styles?

Data:

- Surveys
- TTFM
- Observations
- Focus Groups
- T&L Programs
- Accreditation Reports
- Performance and Development Plans
- What Works Best Toolkit

Analysis:

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

Implications:

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

In order to improve student wellbeing and attendance we will embed processes and practices to ensure all students connect, succeed and thrive. This will be supported by strong community partnerships.

Improvement measures

Target year: 2022

A minimum of 86.2% of students will be in attendance >90% of the time. (Lower bound system-negotiated target).

Target year: 2022

A minimum of 87.3% of students reporting expectations for success, advocacy and sense of belonging at school as reported in the 'Tell Them From Me' survey.

Target year: 2024

School Excellence Framework - School Self-Assessment moves to 'Excelling' within the element 'Wellbeing'.

Target year: 2024

School Excellence Framework - School Self-Assessment moves to 'Excelling' within the element 'Educational Leadership'.

Initiatives

Student Behaviour and Wellbeing

- Implement evidenced based whole school practices to ensure measurable improvements in student behaviour and engagement. e.g. Positive Behaviour for Learning, Berry Street Education Model
- Develop a whole school attendance tiered framework of support and intervention which is tailored to the school community, and creates a positive environment for engagement and learning.

Student Voice and Community Partnerships

Student voice, agency and leadership empower students and build school pride. Partnerships with parents and carers enhance student learning.

- Implement a planned, whole school approach to promote active student voice in the classroom, school and community. This will include opportunities for all students to actively participate in decision-making at school so that engagement in learning is enhanced, students feel connected and a sense of belonging to their school environment and a positive learning culture is fostered.
- Foster authentic community partnerships to support and empower positive engagement and bring together family and community resources to enrich student learning and wellbeing.

Success criteria for this strategic direction

- Attendance data is regularly analysed and used to inform planning. Planned whole school and personalised attendance approaches are successful in improving attendance rates for all students. Improved attendance rates lead to a higher level of student engagement and achievement of learning outcomes. Parents/carers, teachers and students are actively engaged in supporting improved attendance.
- Wellbeing data is analysed on a regular basis to monitor student wellbeing and behaviour. Data is actively used to inform school wide wellbeing and behaviour management strategies and interventions..
- Evidence based programs to support student wellbeing have been implemented consistently. The whole school community actively works together to drive change in whole school wellbeing practices.. Initiatives result in measureable improvements in student wellbeing and engagement.
- 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.
- A high level of student engagement, motivation and interest in learning is evident in all classrooms. The whole school community actively supports student engagement by holding high expectations for learning progress. All students demonstrate a high level of commitment to continual improvement.

Evaluation plan for this strategic direction

Question:

Are student behaviour and wellbeing programs enabling students to maximise their learning potential and assisting them to become independent, responsible and self-regulatory?

Is our school developing effective partnerships to better

Evaluation plan for this strategic direction

support the needs of our students?

Data:

The following data will be analysed in the determination:

- Attendance data
- Student feedback and surveys
- Parent feedback and surveys
- ILPs
- TTFM
- Behaviour referral data

Analysis:

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

Implications:

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.