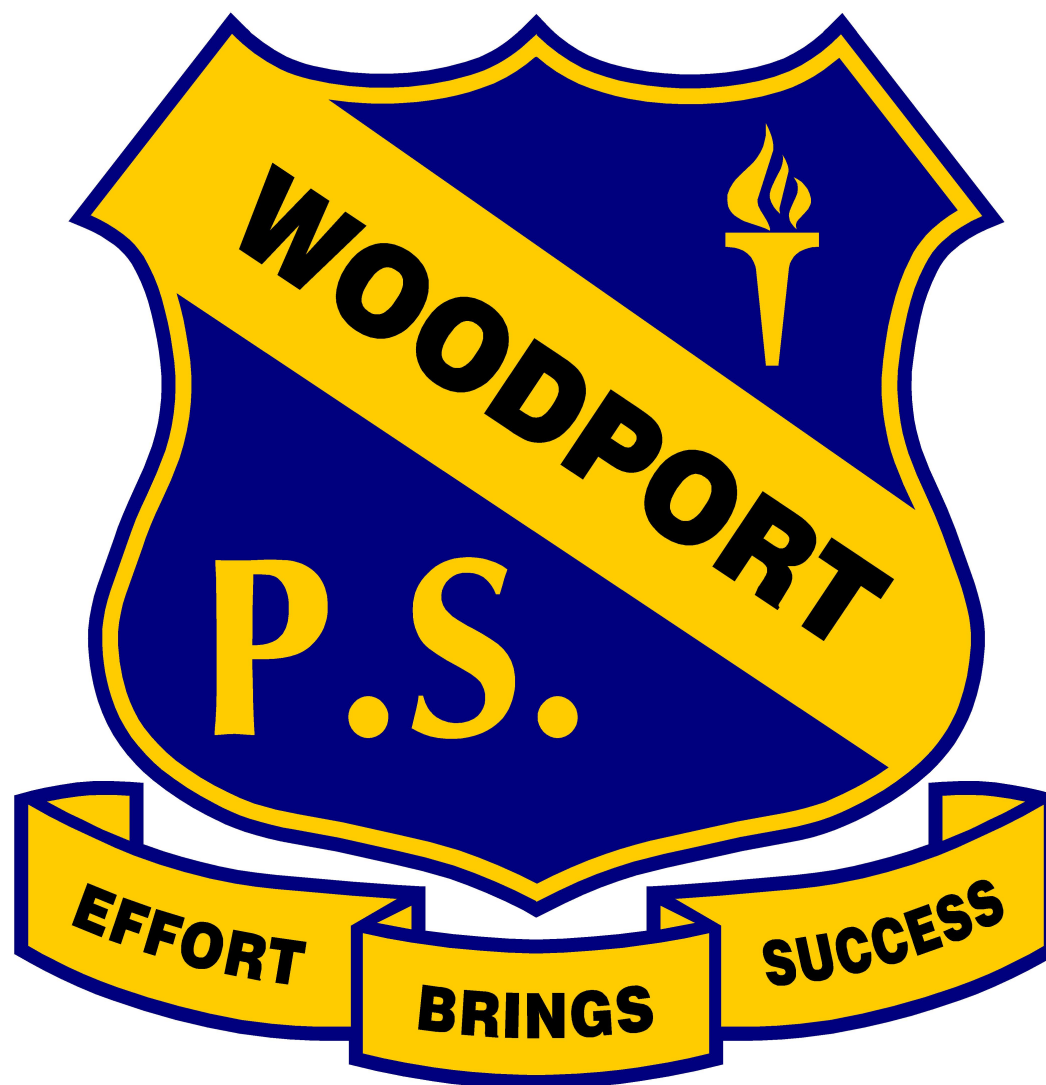# Strategic Improvement Plan 2021-2024

Woodport Public School 1857

School vision and context

School vision statement

Woodport Public School is committed to nurturing an inclusive, collaborative learning culture, and fostering high expectations for staff and students. We empower students to be responsible, active citizens so they can lead rewarding lives as engaged members of society.

School context

Woodport Public School is located on the Central Coast of NSW. The school works alongside the community and caters for students in Kindergarten to Year 6. Woodport Public School has 43 staff members and a student enrolment of 444. Students come from a wide range of socioeconomic backgrounds with 4% of students identifying as Aboriginal and 18% from an English as an Additional Language or Dialect (EAL/D) background. We have strong links to Erina High School and each of its partner primary schools within the Erina Learning Community (ELC) as well as the Tjudibaring Local AECG and the local community.

The school culture is based on connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote excellence. Woodport Public School values a K-6 approach to Positive Behaviour for Learning, promoting safe, respectful behaviour in and out of the classroom. Students are encouraged to be lifelong learners and always strive for personal best.

Our continued focus is on delivering quality teaching programs with an emphasis on improving literacy and numeracy outcomes. The school embeds and integrates technology, STEM (Science, Technology, Engineering and Mathematics) and Creative and Critical Thinking opportunities into teaching and learning experiences. Extra-curricular opportunities in sport, robotics, dance, public speaking, band and choir enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycles. The whole school community were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. The three main focus areas are Student Growth and Attainment, Quality Teaching and Quality Assessment.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The executive team also collated data from PAT tests and the online check-in assessments to identify specific areas of need.

Teachers will continue to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Our work with individual students will be responsive and closely monitored with targeted support provided where growth is not evident.

A strong focus on collaboration and mentoring across the school will drive the implementation of quality teaching and learning programs. Teachers will continue to take part in Quality Teaching Rounds, where professional dialogue is both recognised and valued to improve student outcomes.

Staff will engage in data analysis and pre and post assessments will be carried out, to determine 'where to next' for students. Structures will be put in place to identify students' individual needs. Work will take place on developing quality summative and formative

School vision statement

School context

assessment tasks, improving data collection practices and developing greater consistency of judgement within and across the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

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

System Negotiated Targets:

An uplift of 6.1% of students achieving in the top two bands in reading to achieve the lower bound (minimum) target

An uplift of 5.2% of students achieving in the top two bands in numeracy from 40.8% (baseline) to 46%

Target year: 2023

System Negotiated Targets:

The proportion of Year 5 students achieving expected growth in NAPLAN Reading increases by 7.5% to the lower bound system negotiated target

The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy increases by 5.2% to the lower bound system negotiated target

Target year: 2024

School Based Targets:

46% of Year 6 students achieving in the top three bands (Stanines 7-9) in PAT Maths (Year 3 students who were enrolled in 2021)

56% of Year 6 students achieving in the top three bands (Stanines 7-9) in PAT Maths (Year 3 students who were enrolled in 2021)

Target year: 2024

Initiatives

Personalised Learning

Embed a learning culture that enables students to identify and achieve their learning goals through relevant and timely feedback

- Professional learning on use of literacy and numeracy progressions to personalise learning and understanding

- Expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities for all students, including high potential and gifted

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice in the areas of visible learning, learning intentions and success criteria

- Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve in literacy and numeracy e.g. individualised learning goals

- Build student awareness of the importance of assessment and feedback to support their future learning goals

Data Driven Practices

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

- Build the capacity of teachers through professional learning to identify and track student growth using internal and external data (What Works Best - Use of Data to Inform Practice module)

- Professional learning in data literacy, analysis and use in teaching for all staff. This is linked to gap analysis data

- Establish and use Instructional Leader positions to improve teacher practice using data to monitor and assess student progress and design future learning on a whole class, group and individual level

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction

Data and feedback to inform and direct teaching and learning practice as well as direct learners and learning

All students articulate, understand and work to achieve their literacy and numeracy learning goals. EAL/D, Learning and Support Team and expert teachers are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in literacy and numeracy? What are the implications for our teaching and learning programs?

D: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction.

- NAPLAN data
- PAT data
- Phonemic Awareness Assessment
- Phonological Assessment
- K-2 reading levels
- Lexile reading levels
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.

Strategic Direction 1: Student growth and attainment

Improvement measures

School Based Targets:

Working within or beyond *Sustaining and Growing* in the element of **Student Performance Measures** and *Excelling* in **Data Skills and Use** as measured by the School Excellence Framework (SEF)

Initiatives

- Embed data-informed formative assessment practices as an integral part of daily instruction in every classroom
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities

Evaluation plan for this strategic direction

A: The evaluation plan will involve:

- Regular review of these data sources to ensure we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

I: After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?

Strategic Direction 2: Quality practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence based explicit teaching practice into their pedagogy

Improvement measures

Target year: 2022

System Negotiated Targets:

Proportion of students reporting '*Expectations of Success'*, '*Advocacy'* and *'Sense of Belonging at School '* to have an uplift of 5.4% to reach the lower bound (minimum) target of 86.3% from a baseline of 80.9% as stated in the Tell Them From Me (TTFM) survey

Target year: 2024

School Based Targets:

Staff TTFM indicates improvement in '*Collaboration and Learning Culture'* from a baseline data of 8.4 and 8.5 respectively to 9.0 or above

Community TTFM indicates improvement in '*School Supports Learning*' from a baseline data of 7.9 to 8.5 or above

Target year: 2024

School Based Target:

85% of staff engaging in quality collaborative practice as demonstrated by team teaching, consistency of teacher judgement, mentoring and peer observations

Target year: 2024

School Based Targets:

Working within *Sustaining and Growing* in the element of **Professional Standards** and *Excelling* in **Wellbeing, Curriculum, Learning Culture**, and **Effective**

Initiatives

Capacity Building of Staff

Ensure all teachers understand and explicitly teach students at all levels of achievement with success that can be measured by improved student outcomes and achievement data

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice in literacy and numeracy
- Establish formal procedures and processes that facilitate collaborative practices
- Teachers participate in Quality Teaching Rounds (QTR) by engaging in collaborative professional learning focusing on the Quality Teaching Model to analyse their own and others' teaching and provide specific feedback to improve student outcomes
- Establish and use Instructional Leaders to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level
- Build staff awareness and knowledge of cultural protocols and practice so they can support Aboriginal students and their families to maximise individual learning potential
- Establish support networks across the school to enable teachers to work together, including through planning lessons and programming jointly, observing each other's lessons and engaging in professional discussion and reflection

Quality Learning Environments

Foster a school culture that is strongly focused on learning, where all members of the community have high expectations to enable students to reach their full potential

- Professional learning (What Works Best modules) is conducted on the benefits of high quality feedback, explicit teaching practices, high expectations for all students and effective classroom management

Success criteria for this strategic direction

The school uses QTR as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

There is strong collaboration within teams and across stages

Teachers ensure the most effective and evidence based teaching methods optimise learning progress for all students

The leadership team maintains focus on instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in literacy and numeracy? What are the implications for our teaching and learning programs?

D: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

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- Student work samples
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Strategic Direction 2: Quality practice

Improvement measures

Classroom Practice

Target year: 2024

School Based Target:

Staff '**What Works Best Improvement, Innovation and Change survey**' indicates improvement in reflection opportunities for teachers to engage in professional dialogue to trial and evaluate new ideas from a baseline data of 2 out of 5 to 4 and above

Target year: 2024

School Based Targets:

85% of students will be at the grade identified level as measured by the ACARA **Personal and Social Capability learning continuum** in the sub elements of '*communicates effectively*' and '*negotiates and resolves conflict*'

Initiatives

- Build student self-regulation, strengthen peer networks to communicate effectively, negotiate and resolve conflict. Re-energize the 'You Can Do It' program so it's embedded in PDHPE
- Professional learning in how to best support students with additional needs e.g. ODD, trauma, anxiety, learning, high performing
- Effective partnerships are built with parents to improve understanding of student learning outcomes and implement plans for continuous improvement

Evaluation plan for this strategic direction

- Student PLPs
- Student focus groups.

A: The evaluation plan will involve:

- Regular review of these data sources to ensure we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

I: After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?

Woodport Public School (1857) -2021-2024

Strategic Direction 3: Quality assessment

Purpose

Consistent practices for assessment are used to monitor, plan and report on student learning in literacy and numeracy to analyse student progress and growth over time

Improvement measures

Target year: 2022

System Negotiated Target:

Increase the percentage of students attending greater than 90% of the time, to be above the system negotiated baseline target of 85% to reach the lower bound (minimum) target of 88.3%

Target year: 2024

School Based Targets:

All staff have a deep understanding and knowledge of the identified Numeracy Progressions of Time, Fractions and Decimals to effectively monitor and track students at point of need and are using these to drive future teaching.

All staff have a deep understanding and knowledge of the identified Literacy Progressions of Understanding Texts (comprehension and vocabulary) and Creating Texts (vocabulary and spelling) to effectively monitor and track students at point of need and are using these to drive future teaching

Target year: 2024

School Based Targets:

Staff **What Works Best Improvement, Innovation and Change survey**, indicates improvement in elements of '*Evaluative Practice*' both whole school and individual from a baseline data of 3.5 and 3.7 respectively to 4.2 and above

Staff **What Works Best Improvement, Innovation and Change survey** indicates improvement in regular

Initiatives

Data collection and Tracking

Whole school student data is analysed, monitored, tracked and evaluated to determine the effectiveness of school strategic priorities in meeting identified goals

- Develop whole school tracking mechanisms to measure individual student growth over time and support differentiated learning

- Work in partnership with parents to promote and encourage consistent attendance of students by ensuring systematic processes are embedded so that student absences do not impact on learning outcomes

- Develop teacher capacity around unpacking and using the Learning Progressions in identified areas to monitor and track student progress

Effective Assessment

Assessment is used flexibly and responsively as an integral part of daily instruction to provide teachers with information to guide and direct student learning

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement (What Works Best Assessment module)

- Professional learning will take place on ensuring planned teaching practices are responsive to assessment data to ensure a strong differentiated and individual approach to learning

- Work collaboratively with colleagues to ensure assessment tasks consistently and objectively align with syllabus outcomes

- Develop a common understanding across stages to ensure a consistent and comparable standard when making judgements about student learning

- Develop teacher capacity to develop formative and

Success criteria for this strategic direction

Colleagues have worked collaboratively to ensure consistent and valid teacher judgement is evident across the school

Whole school tracking mechanisms are in place to monitor student attendance, progress and achievement

Pre and post assessments are developed and teachers use these, along with the Learning Progressions, to ensure planned teaching practices are responsive to assessment data

Evaluation plan for this strategic direction

Q: To what extent have we achieved our purpose and how effectively have we met the learning needs of all students in literacy and numeracy? What are the implications for our teaching and learning programs?

D: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction.

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- Phonemic Awareness Assessment

- Phonological Assessment

- K-2 reading levels

- Lexile reading levels

- Scout - Value added data

- Student work samples

- Literacy and numeracy PLAN2 data

- Student PLPs

- Student focus groups.

A: The evaluation plan will involve:

Woodport Public School (1857) -2021-2024

Strategic Direction 3: Quality assessment

Improvement measures

planning sessions for evaluation, collection and analysis of data from a baseline measure of 2.1 out of 5 to 4 and above

Staff **What Works Best Improvement, Innovation and Change survey** indicates improvement in collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation from a baseline measure of 2.5 out of 5 to 4 and above

Initiatives

summative pre and post assessments, as an ongoing opportunity to provide feedback to support each student at their point of need and future focus

Evaluation plan for this strategic direction

- Regular review of these data sources to ensure we are on track for achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.

- Executive team and whole staff reflective sessions.

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

I: After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?