

Strategic Improvement Plan 2021-2024

Warrawong Public School 3104



School vision and context

School vision statement

Warrawong Public School provides quality education in an innovative and supportive learning environment. We develop and value safe, respectful and responsible learners. We have a whole school commitment to literacy and numeracy learning and community partnerships.

Our vision is to:

- plan for ongoing, differentiated learning for each student, providing students with the skills to become self-reflective, successful, effective and creative learners
- strengthen student, staff and community engagement in owning and celebrating student learning and to develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community
- make a positive contribution to student, staff and community life and prepare our students for the exciting future that awaits their participation and leadership

To achieve this we place emphasis on the intellectual, social, emotional and physical development of every student at Warrawong Public School.

School context

Warrawong Public School is located in the southern Wollongong suburb of Warrawong, in the heart of the industrial and business area. It is a low socio-economic and ethnically diverse area of the Illawarra with a Family Occupation Education Index (FOEI) 174.

Current enrolment is 275 students. Approximately 40% of the students have a non-English speaking background and there are over twentyeight nationalities represented among the student population. There are 51 students enrolled who identify as Aboriginal. There are eleven mainstream classes. The school has four support classes catering for students with a moderate intellectual disability, mild intellectual disability, Autism and those eligible for a multi categorical class. A Macedonian community language program operates. The school is an active member of the Warrawong Community of Schools which operates programs such as the school permaculture garden, transition from Stage 3 to Stage 4, High school links and Teacher Professional Learning programs.

Warrawong Public School receives additional equity funds through its Resource Allocation Model (RAM). This funding plays a pivotal role in the staffing and resourcing of the school to raise the learning outcomes and lift educational standards for all students so that they have the best chances and choices in life. The programs provide additional classroom teachers, support for all students, valuable teaching resources and teacher professional learning. The school is also part of the Early Action for Success Phase Two (EAfS) initiative. As an EAfS school we are provided with an Instructional Leader to ensure best practice and to monitor the performance of each student K-3. The school co-funds an interventionist teacher and a 3-6 Instructional Leader.

In 2021 the school recieved funding for 2.0 FTE teaching Covid Intensive Learning Support Program. The school has employed two qualified teachers who will work with identified students in an intensive support role.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth in Literacy and Numeracy, teachers will embed explicit research-informed and data-driven practices that are responsive to the learning needs of individual students. We will build student capacity to develop skills to reflect on and take ownership of their learning.

Improvement measures

Target year: 2022

System Negotiated Targets as measured by NAPLAN in the top two bands in NAPLAN:

The percentage of students achieving in the top 2 bands of NAPLAN reading meets or exceeds the lower bound system-negotiated target.

The percentage of students achieving in the top 2 bands of NAPLAN numeracy meets or exceeds the lower bound system-negotiated target.

The percentage of Aboriginal students achieving in the top 3 bands of NAPLAN reading and numeracy meets or exceeds the lower bound system-negotiated target.

Target year: 2023

System negotiated targets as measured by NAPLAN expected growth:

An increase in the percentage of students achieving expected growth in NAPLAN reading.

An increase in the percentage of students achieving expected growth in NAPLAN numeracy.

Target year: 2024

School negotiated targets: NAPLAN growth as measured by School Excellence Framework:

Value added data in Scout for K-3 improves in Excelling.

Initiatives

Literacy

In Literacy, we will embed sustainable whole school processes for collecting and analysing data. Data will be regularly reviewed to inform and plan for individual, explicit and differentiated teaching and learning opportunities.

Engage and embed high impact professional learning to build teacher capabilities across the Literacy Progressions K-6.

Embed formative assessment and feedback practices to build student ownership and learning goal achievement.

Improve systems for teacher collaboration, observation and feedback to sustain quality teaching practices. (Teaching sprints/Lesson Study)

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. Data will be regularly reviewed to inform and plan for individual, explicit and differentiated teaching and learning opportunities.

Engage and embed high impact professional learning to build teacher capacity and improve pedagogical practice in Numeracy K-6.

School wide use of Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Embed the use of formative assessment strategies to analyse student growth and provide feedback to students. Build student capacity to take ownership of their learning and develop personalised numeracy goals.

Success criteria for this strategic direction

In Literacy and Numeracy:

Student assessment data is analysed regularly and is explicitly used school-wide to identify student achievement, monitor progress and inform teaching practice. (SEF - DATA SKILLS AND USE - REPORTING)

Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning. (SEF - DATA SKILLS AND USE)

Teachers K-6 use evidence-based practices responsive to student needs. (SEF - EFFECTIVE CLASSROOM PRACTICE)

Curriculum differentiation supports a culture of high expectation and teaching programs show evidence of adjustments that are reflective of student needs and lead to improved learning. (SEF - CURRICULUM - EFFECTIVE CLASSROOM PRACTICE)

Teachers involve caregivers to support student learning in literacy and numeracy to build a culture of high expectation and capacity to support learning at home. (SEF - CURRICULUM - DIFFERENTIATION)

Formative assessment and feedback is an integral part of daily instruction and all students take ownership of their learning and utilize feedback to achieve their literacy and numeracy learning goals. (SEF - EFFECTIVE CLASSROOM PRACTICE - ASSESSMENT)

School leadership, the IL team and the LST team work collaboratively to establish a culture of high expectation and build the capabilities of all teachers to establish a whole school approach to literacy and numeracy programs resulting in sustained and measurable improvement. (SEF - EDUCATIONAL LEADERSHIP - LEARNING AND DEVELOPMENT)

Evaluation plan for this strategic direction

QUESTION:

Strategic Direction 1: Student growth and attainment

Improvement measures

Value added data in Scout for Years 3-5 moves to Excelling.

Target year: 2024

School negotiated targets: Student growth and attainment as measured by PLAN2 learning progressions:

All students achieve at or above expected growth in school determined literacy and numeracy targets (goals) using learning progressions in PLAN2 data.

Evaluation plan for this strategic direction

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

DATA:

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. This data will guide the school's future directions.

External Data

- NAPLAN
- Scout - Value added data
- Check in assessments

Internal Data

- Learning sprint data analysis
- Evidence of student learning and assessment
- Classroom Observations
- Observational rounds
- Student work samples
- Literacy and numeracy PLAN2 data
- Progressive Achievement Test (PAT)
- ALAN on-demand Literacy and Numeracy assessments
- Focus groups
- Teacher/Student/Parent Surveys
- Tell Them From Me
- Interviews/ Walk Throughs

ANALYSIS:

Data analysis will be embedded into school culture. Data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

sources will be regularly reviewed and analysed in 5 weekly cycles to determine and monitor progress towards the intended improvement measures.

IMPLICATIONS:

After analysing the data, a determination will be made as to the future directions and next steps. This will inform:

- Future directions- 'Where to next?'
- Budget Allocation
- Annual reporting on progress measures (published in the Annual School Report each year)

Strategic Direction 2: Commitment to School Community

Purpose

To improve student attendance and whole school community wellbeing through a culture of high expectations. Establish a community focussed approach that is flexible and dynamic in order to meet the diverse needs of all stakeholders.

Improvement measures

Target year: 2022

System Negotiated Target: Attendance

Warrawong Public School will aim, through high expectations, to increase the overall percentage of attendance to equal or exceed the lower bound system negotiated target for attendance.

Target year: 2022

System Negotiated Target: Wellbeing

Warrawong Public School will continue to embed a whole school approach to student wellbeing and engagement, enabling the school to maintain and exceed the lower bound system negotiated wellbeing target.

Initiatives

Attendance

Warrawong Public School will aim to increase the overall percentage of attendance to equal or exceed state level by:

- embedding differentiated and system-negotiated targeted support for individual student attendance, ensuring attendance is closely monitored and strategies are regularly reviewed through the implementation of an attendance monitoring team

Through a range of school-wide initiatives, Warrawong Public School, parents and the community, will embed a school and community wide culture that 95% school attendance is a minimum standard to optimise learning outcomes for all students.

Wellbeing

Warrawong Public School will continue to embed a whole school approach to student wellbeing and engagement, enabling the school to maintain and exceed system negotiated wellbeing targets by:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Tell Them from Me survey findings to establish focus areas around whole-school, group and individual wellbeing reform.
- Continually reviewing and updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data
- Build teacher capabilities in effective wellbeing strategies to improve engagement and classroom practice.
- Reviewing current whole-school approach to developing Personalised Learning Pathways to ensure ongoing monitoring and evaluation of student learning.

Success criteria for this strategic direction

Through systematic, evidence-based, approaches and successful collaboration between Warrawong Public School, parents and the community, the school will meet or exceed system negotiated targets for attendance and wellbeing. (SEF- Wellbeing- A planned approach to wellbeing) (SEF-Learning Culture- Transitions and continuity of learning) (SEF- Learning Culture- Attendance)

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties. (SEF- Effective Classroom Practice- Classroom Management, Lesson Planning, Explicit Teaching)

Learning and Support team processes, guide and assist teachers and parents in actively supporting students. (SEF- Learning Culture- Wellbeing- A planned approach to wellbeing, Individual learning needs)

Respectful and positive relationships are evident across the school through explicit teaching which embeds our school's PBL values in each setting. (SEF- Wellbeing- A planned approach to wellbeing) (SEF-Effective Classroom Practice Explicit Teaching)

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families. (SEF- Wellbeing Individual Learning needs) (SEF- Management Practices and Processes-Service delivery)

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement. (SEF- Wellbeing- A planned approach to wellbeing) (SEF-Management Practices and Processes- Administrative system processes) (SEF- Learning Culture- Attendance)

Fostering widespread positive and respectful relationships among students, staff, parents and community that promote student wellbeing. (SEF- Wellbeing- Behaviour)

Strategic partnerships and initiatives between the school, parents/carers and the community support a culture of

Strategic Direction 2: Commitment to School Community

Initiatives

- Strengthening positive, respectful relationships with students, parents and community to identify, organise and apply personal approaches to learning and engagement and promote student wellbeing to ensure optimum conditions for student learning.
- Engaging in professional learning opportunities to build staff and students cultural knowledge about Aboriginal culture, histories and perspectives and embed these into teaching and learning programs

Warrawong Public School will strive for high engagement between the school and wider community through comprehensive parent and community consultation in regards to student wellbeing.

Success criteria for this strategic direction

wellbeing to ensure optimum learning conditions for all students. (SEF- Wellbeing-Individual learning needs) (SEF- Management Practices and Processes- Service delivery) (SEF- Learning Culture- Attendance)

There is a whole- school approach to ensure Personalised Learning Pathways (PLP's) are regularly reviewed, monitored and adjusted to reflect the individual learning needs of all students. (SEF- Curriculum-Differentiation) (SEF- Well Being - Individual Learning Needs) (SEF- Curriculum- Curriculum Provision)

There are strong collaborations between parents, students and the community in planning to support learning, and share expected outcomes and learning success. (Learning Culture- Transitions and Continuity of Learning) (SEF- Reporting- Parent Engagement)

Teachers demonstrate increased expertise and confidence in embedding Aboriginal perspectives and culture into teaching and learning programs, resulting in improvements in wellbeing and engagement to support learning. (SEF- Wellbeing- A Planned Approach to wellbeing)

Personalised Learning Pathways are updated regularly and provide evidence of student learning goals and documentation of progress and achievement. (SEF- Well Being - Individual Learning Needs)

PLP's will identify the goals, actions and measures of success that will result in positive engagement for every student. (SEF- Well Being - Individual Learning Needs) (SEF- Learning Culture- Attendance)

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 attendance and wellbeing?

Strategic Direction 2: Commitment to School Community

Evaluation plan for this strategic direction

DATA:

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. This data will guide the school's future directions.

External Data

- Scout -Wellbeing data
- Scout - Attendance data
- NAPLAN
- Tell Them From Me

Internal Data

- Suspension data
- Incident data- Sentral
- Personal Attendance Plans
- Tell Them From Me- Parent/Student satisfaction
- People Matter Survey
- Student Focus Group data
- Personal Learning Pathways

ANALYSIS:

Data analysis will be embedded into school culture. Data sources will be regularly reviewed and analysed to determine and monitor progress towards the intended improvement measures.

IMPLICATIONS:

After analysing the data, a determination will be made as to the future directions and next steps. This will inform:

- Future directions- 'Where to next?'
- Budget Allocation

Strategic Direction 2: Commitment to School Community

Evaluation plan for this strategic direction

- Annual reporting on progress measures (published in the Annual School Report each year)

The Commitment to School Community team will ensure thorough, relevant and ongoing collection and analysis of data from a range of sources for Attendance and Wellbeing.

Strategic Direction 3: School Culture

Purpose

To foster a school wide culture of excellence through strengthening and streamlining operational systems and developing the leadership capacity of staff and students in order to support a collective responsibility for student learning and success.

Improvement measures

Target year: 2024

100% of staff are using a centralised system for planning and programming, analysing and reporting data on student performance, wellbeing and attendance.

which will be used to inform collective whole school decisions and initiatives.

Target year: 2024

There will be an Increase in staff undertaking leadership roles.

100% of staff PDPs are directly linked to Australian Professional Standards for Teachers.

Stage/team based documentation reflects an improvement in consistency.

Target year: 2024

There will be an increase in student leadership opportunities to develop student skills, voice and confidence to contribute to positive school culture as measured by internal data.

Initiatives

Streamlining and Strengthening Operational Systems

Warrawong Public School will develop a centralised system where the following will be centrally located:

- NSW Education Standards Authority compliant scope and sequences across all key learning areas
- standardised assessment
- assessment data
- school policies, procedures and systems along with accompanying documentation.

This information will be used to inform collective whole school decisions and initiatives..

These documents will be created and shared on a digital platform.

Developing Leadership and Excellence: A Systems Approach

Systems will support staff to embed the Australian Professional Standards for Teachers as the basis for a continual cycle of improvement through:

- authentic, supportive relationships with peers and supervisors focussed on improved practice and a culture of excellence
- peer observations
- collaboration
- effective feedback
- coaching

Increase student investment in improving school culture through developing student leadership skills across the school by:

- Review student leadership opportunities and current research to develop an improved system of practice.
- Employ targeted learning opportunities to increase

Success criteria for this strategic direction

A centralised systematic approach to support:

- Sharing and using data across the school. (Sentral school management system) (SEF- Data Skills and Use- all themes)
- NESA compliant scope and sequences for all KLA's. (SEF- Curriculum- Curriculum provision)

A collective responsibility for excellence and leadership is established through:

- Staff Performance and Development Plans that explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills, based on the Australian Professional Standards for Teachers. (SEF- Professional Standards- Improvement of practice)
- Teacher collaboration within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies (SEF- Data skills and use- All themes) (SEF- Learning Culture- High Expectations) (SEF Effective Classroom Practice- Lesson planning)
- Staff attaining higher teacher accreditation levels. (Professional Standards- Accreditation)
- Students have opportunities to practice a range of leadership skills in a supportive, learning and social environment that promotes a positive school culture. (SEF- Wellbeing- Caring for students)

Evaluation plan for this strategic direction

QUESTION:

To what extent have we achieved our purpose and can demonstrate impact and improvement of systems to support teacher improvement, Literacy, Numeracy, Attendance and Wellbeing?

Strategic Direction 3: School Culture

Initiatives

student leadership skills and confidence.

- Enhance positive school culture by engaging student leaders across the school in authentic leadership roles.

Evaluation plan for this strategic direction

DATA:

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. This data will guide the school's future directions.

External Data

- NAPLAN
- Scout - Value added data
- Scout - Attendance data
- Scout - Wellbeing data
- Check in assessments

Internal Data

- Teacher Accreditation levels
- Evidence of student learning and assessment
- Classroom Observations
- Observational rounds
- Progressive Achievement Test (PAT)
- People Matter
- Tell Them From Me
- Teacher/Student/Parent Surveys
- Interviews/ Walk Throughs

ANALYSIS:

System analysis will be embedded into school culture. System function will be regularly reviewed and analysed in 5 weekly cycles to determine and monitor progress towards the intended improvement measure.

IMPLICATIONS:

After analysing the data, a determination will be made as

Strategic Direction 3: School Culture

Evaluation plan for this strategic direction

to the future directions and next steps. This will inform:

- Future directions- 'Where to next?'
- Budget Allocation
- Annual reporting on progress measures (published in the Annual School Report each year)
- How effective is the system in supporting Strategic Directions 1 and 2? How can it be improved?