

Strategic Improvement Plan 2021-2024

Wagga Wagga Public School 3330



School vision and context

School vision statement

Within a caring, collaborative and inclusive environment, Wagga Wagga Public School students will embrace the future as confident, resilient, creative and empathetic learners, who will achieve success today and be empowered to navigate the challenges of tomorrow.

School context

Wagga Wagga Public School is located in a large regional centre on the land of the Wiradjuri people. It has a proud history of providing a quality education as the first primary school in Wagga Wagga.

Currently, it provides education for approximately 400 Kindergarten to Year 6 students within a caring, collaborative and inclusive environment. The school embraces families from a range of socio-economic backgrounds, including approximately 7% Aboriginal and Torres Strait Islander students and 16% from a non-English speaking background.

At Wagga Wagga Public School we support students to be happy, safe and active participants in their educational opportunities, to develop a love for learning and to pursue their personal best. This is achieved by ensuring evidence-based best practices are implemented in the classroom as well as in school leadership and management.

Through the completion of the situational analysis and in consultation with the whole-school community, including Aboriginal Education Consultative Group, our high level areas for improvement were identified as using data to inform student learning, teacher collaboration to drive improvement and student wellbeing and connections.

An active and collaborative Parents and Citizens' Association lead the parent community in supporting the school's continual improvement and actively nurture the positive school culture which exists and grows each year.

Strategic Direction 1: Student growth and attainment

Purpose

In order to optimise student learning outcomes in Literacy and Numeracy, we will know where our students are and where they will progress to next in their learning.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN bands for reading by 7%.

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN bands for numeracy by 11%.

Initiatives

Data-Informed Practice

Student assessment data is used school-wide to identify student achievements and progress to inform teaching practice in reading and numeracy.

Student Learning

Explicit teaching is implemented using effective, evidence-based strategies, to support the needs of all students across a range of abilities.

Success criteria for this strategic direction

Data-Informed Practice

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.

Reporting on school performance is based on valid and reliable data and analysis.

All teachers have a sound understanding of student assessment and data concepts to analyse and interpret and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Data is collected using school platforms that is accessible to all staff.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Student Learning

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Students respond to written and verbal feedback from teachers and peers and will assess their own progress, in conjunction with success criteria.

Teachers routinely review learning with each student, both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Evaluation plan for this strategic direction

Question: To what extent has data informed practice been used to identify student achievements and progress

Evaluation plan for this strategic direction

to inform teaching practice in reading and numeracy across the whole school?

To what extent has explicit teaching been implemented using effective, evidence-based strategies, to support the needs of all students across a range of abilities?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; student Personalised Learning Pathways; School Excellence Framework self-assessments.

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

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Effective Classroom Practice

Purpose

To improve teacher quality, teachers work collaboratively to drive the implementation of evidence-based practices to meet the needs of all students.

Improvement measures

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN reading by 3%

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN numeracy by 3%

Initiatives

Teacher Collaboration

Explicit systems are in place for teacher collaboration, curriculum planning and assessment analysis to meet the needs of all students in reading and numeracy.

Evidence-Based Teaching

The school embeds evidence-based teaching methods that are reflective of the Teaching and Learning Cycle, resulting in improved student outcomes in reading and numeracy.

Success criteria for this strategic direction

Teacher Collaboration

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 relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

Evidence-Based Teaching

The school's curriculum provision supports high expectations for student learning.

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.

Teachers' Performance and Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

Evaluation plan for this strategic direction

Question: To what extent have explicit systems for collaboration, curriculum planning and assessment analysis been responsive in meeting the needs of all students in reading and numeracy?

To what extent has the school embedded evidence-based teaching methods that are reflective of the Teaching and Learning Cycle, resulting in improved student outcomes in reading and numeracy?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student

Evaluation plan for this strategic direction

performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; Performance and Development Plans; School Excellence Framework self-assessments, Tell Them From Me surveys, professional learning evaluations.

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

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: High Expectations Culture

Purpose

To maximise improvements in wellbeing and whole-school engagement, we will consult with our community, develop a culture of high expectations and establish and maintain positive relationships.

Improvement measures

Target year: 2022

Increase the percentage of students reporting positive wellbeing from Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations) by 5%.

Target year: 2022

Increase the percentage of student attending more than 90% of the time by 3%.

Initiatives

Student Wellbeing

Strategic and planned approach to embedding whole school wellbeing processes that support the wellbeing and attendance of all students so they can connect, succeed, thrive and learn.

Community Connections

A culture of high expectations and community engagement, results in sustained and measureable partnerships to support student learning.

Success criteria for this strategic direction

Student Wellbeing

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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

Community Connections

Positive and 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.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

Evaluation plan for this strategic direction

Question:

How effective has a strategic and planned approach to embedding whole school wellbeing processes been in supporting the wellbeing of all students so they can connect, succeed, thrive and learn?

To what extent have we developed a culture of high expectations and community engagement, resulting in sustained and measureable partnerships to support student learning?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external measures (Tell The From Me); internal wellbeing surveys (students, teachers and parents); School Excellence

Evaluation plan for this strategic direction

Framework self-assessments, Scout data (attendance) and school wellbeing records.

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

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.