

# Strategic Improvement Plan 2021-2025

## 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

### Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

An increase in check-in assessment mean scaled score for reading in Year 5 for 2023 compared to Year 4 in 2022.

### Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

An increase in check-in assessment mean scaled score for numeracy in Year 5 for 2023 compared to Year 4 in 2022.

## 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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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

1. This is still an area that we are working towards as a school. This year, the APC&I has looked closer at our reading and numeracy data and tracked progress in simplified documents that all classroom teachers and executive staff have access too. We have utilised external data from NAPLAN and Check-In Assessments to assess student progress in both english and mathematics areas. Reflecting on Improvement Measures:

### i) *Reading growth-Achieve by year: 2023*

***An increase in check-in assessment mean scaled score for reading in Year 5 for 2023 compared to Year 4 in 2022.***

- In 2022 the Term 4 Year 4 Reading Cohort Scaled Score was 387.6 (1.7 above state and 6.9 above SSG.

- In 2023 the Term 4 Year 5 Reading Cohort Scaled Score was **(insert updated data here - currently not available)**

### ii) *Numeracy growth -Achieve by year: 2023*

***An increase in check-in assessment mean scaled score for numeracy in Year 5 for 2023 compared to Year 4 in 2022.***

In 2022 the Term 4 Year 4 Numeracy Cohort Scaled Score was 373.9 (4.5 below state and 1.8 above SSG.

- In 2023 the Term 4 Year 5 numeracy Cohort Scaled Score was **(insert updated data here - currently not available)**

Staff have used this data for assessment and reporting purposes, however, we are still working towards utilising this data to inform teaching practices.

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?

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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2.) This is something that we are delivering in K-2. With the implementation of the new English and Mathematics Curriculum. Our whole staff have engaged in PL in regards to the new curriculum and have engaged in unpacking the evidence base. K-2 teachers have been embedding the curriculum through utilising the NSW DoE K-2 Units of Work. K-2 have begun contextualising the units and making necessary changes to better support the needs of students.

3-6 staff have also spent time engaging with the new curriculum and the evidence base. 3-6 staff have engaged with the new 3-6 English curriculum, through implementing Component B Units of Work developed by the APC&I, using the new syllabus outcomes and format of the new units, as so to familiarise themselves with the pedagogical changes. Feedback from staff engaging with these units has been positive.

**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.

1.) This is an area that we are still working towards delivering. We have engaged more with analysing and using external data sources through the APC&I analysis of Check-In Assessment, NAPLAN and school semester reporting grade analysis.

Our focus for next year, is to refine and clarify assessment practices at WWPS. This will involve developing a whole-school assessment schedule that will be linked directly with the NSW DoE Units of Work K-6, which our school has decided to utilise. Our work here, will be upskilling staff in collection of 'data' and what thus looks like in a more summative sense to align with the assessment opportunities in the units of work. The APC&I has begun working on an assessment schedule and school executive will continue to work on what is the most effective and efficient way of collecting data that will

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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provide evidence of student achievement and understanding.

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

1.) This process has been refined this year, however, it is again another area that we are working towards delivering as a school in 2024. School executive have realised that true triangulation of data can not occur, until we have a thorough whole school assessment schedule that is consistent across K-6 classrooms. This is a priority for 2024.

**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.

### 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

## Strategic Direction 2: Effective Classroom Practice

### Evaluation plan for this strategic direction

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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

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school has increased from 92.94% in 2023 to 94.05% in 2027.

### 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

## Strategic Direction 3: High Expectations Culture

### Evaluation plan for this strategic direction

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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.