

Strategic Improvement Plan 2021-2025

North Wagga Public School 3332



School vision and context

School vision statement

North Wagga Public School is committed to fostering a collaborative, inclusive learning culture that promotes high expectations and positive wellbeing for all.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 225 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is known, valued and cared for. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified as explicit quality teaching, wellbeing and engagement, which are represented in our Strategic Directions.

Strategic Direction 1: Student growth and attainment

Purpose

Provide every student with explicit teaching opportunities in numeracy and reading through a systematic and reliable analysis of student data.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for Reading in Year 5 for 2023 compared with Year 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for Numeracy in Year 5 for 2023 compared with Year 5 in 2022.

Initiatives

Quality Assessment

- Valid and reliable data analysis
- Teaching and learning is responsive to data
- Evaluation of assessment data

Success criteria for this strategic direction

- Teachers respond to trends in student achievement.
- Assessments create opportunities for students to receive feedback on their learning.
- Teachers expertly understand, develop and apply a full range of assessment strategies.

Evaluation plan for this strategic direction

(Q)

To what extent are teachers demonstrating best practice by responding to trends in student achievement data?

(D)

- Collaborative Planning timetabled each term
- Classroom Observations/collegial feedback timetabled once a semester, however, teacher's to initiated as a part of best practice.
- Assessment schedule across K-6.
- Scout and PLAN 2 data analysis informing teaching and learning.
- LST Programs and timetabling
- COVID ILSP program and timetabling
- Data Analysis (Internal and external sources)

(A)

- *Teachers are competent with data collection*
- *Leadership provide support and coaching to use data responsive teaching*
- *Time has been provided to plan and collaborate with the leadership team and stage groups*
- *There are elements of teacher practice during observations*
- Evaluated in school assessment practices and subsequently introduced quality assessment measures

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- K-6 assessment schedule has been partially developed within stages
- Evaluated LST processes and restructured support provided to students

(I)

- Enablers - timetables, time to plan and collaborate, expert leadership team, LST funds, school culture/willing staff
- Challenges - time/pressure to get to the end goal to effectively embed practice, interruptions (COVID, staff absence)
- 2022 - focus and fine tune assessment schedule and provide time to share data analysis from 1-2 students from every class (accountability). Leadership team model to staff what quality assessment analysis will look like in the classroom.
- End of term 1 leadership team given time to provide clarity around assessment analysis

Strategic Direction 2: Explicit quality teaching

Purpose

A school-wide approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students.

Improvement measures

Explicit Teaching

Achieve by year: 2025

Consolidating our SEF Sas on balance judgement of Sustaining and Growing in the element of effective classroom practice.

Quality Practice

Achieve by year: 2025

Consolidating our SEF Sas on balance judgement of Sustaining and Growing in the element of data skills in use.

Initiatives

Explicit Teaching

- Reading Project
- Numeracy practices

Quality Practice

- Classroom observations and feedback
- Collaborative practice
- Educational leadership

Success criteria for this strategic direction

- Explicit teaching is the main practice used in the school.
- All teachers have an explicit understanding of teaching quality reading and numeracy practices.
- Staff have developed understanding of the progressions and their significant link to the syllabus.
- Teaching and learning programs are dynamic, showing evidence of revisions based on the feedback, teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- 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.
- The leadership team maintains a clear focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Evaluation plan for this strategic direction

To what extent do all teachers have an explicit understanding of quality teaching of Reading and Numeracy?

- NAPLAN, Scout, Check-in, LST assessment data embedded in activities
- ESL and refugee students have achieved expected growth in reading and numeracy
- Improved performance in reading and numeracy

To what extent has systems been used to embed quality teaching practice?

- NAPLAN, Check-in, Teacher assessment, teaching and learning programs
- All staff have developed an understanding of teaching quality reading and numeracy practice
- Students achieve NAPLAN school targets in reading

Strategic Direction 2: Explicit quality teaching

Evaluation plan for this strategic direction

and numeracy

Strategic Direction 3: Student Wellbeing and Engagement

Purpose

Students are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and wellbeing.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time by 5%.

Wellbeing

Achieve by year: 2023

Student advocacy, belonging and expectations improves by 3% as measured by TTFM wellbeing data.

Initiatives

Attendance and engagement

- Student, teacher, parent partnerships.
- Attendance monitoring.
- Positive learning environments.

Wellbeing

- Caring for students
- A planned approach to wellbeing
- Individual learning needs

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Staff regularly and accurately monitor and analyse attendance and take prompt action to address issues with individual students.
- Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.
- Implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- School-wide, collective responsibility for student learning and success which is shared by parents and students.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.

Evaluation plan for this strategic direction

Do all Aboriginal students have a PLP which specific focus on literacy and numeracy?

- PLP, PLAN 2
- % of Aboriginal students achieving growth in NAPLAN bands
- Improved high expectations and achievements impacting wellbeing and attendance

Has there been an increase of students attending school more than 90% of the time.

- Sentral retention and attendance data
- Whole attendance increase to more than 90%
- There needs to be a continued focus on wellbeing and attendance to improve retention rates over time.

Strategic Direction 3: Student Wellbeing and Engagement

Evaluation plan for this strategic direction

Are students and staff well supported and displaying improved wellbeing and sense of belonging?

- TTFM, Forge data, Sentral retention and attendance data
- Data measures demonstrate improved student advocacy, belonging and expected growth by 3%
- Continued focus on wellbeing