

Strategic Improvement Plan 2021-2024

Waitara Public School 3334



School vision and context

School vision statement

Waitara Public School ensures every student is known, valued and cared for. It is an innovative, vibrant and engaged collaborative school community committed to delivering rich, inclusive learning in a nurturing environment. Our aim is for students to be resilient, successful, creative independent thinkers who challenge themselves and inspire others, embodying a genuine passion for lifelong learning through equity and excellence in education.

School context

Waitara Public School is a growing school in the Hornsby School Education Area with recently upgraded core facilities. There are approximately 1074 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. Students come from diverse language backgrounds with approximately 91% from language backgrounds other than English. There are 52 cultures represented within the school community, with Chinese, Indian, Korean and Sri Lankan the predominate groups.

There are approximately 78 school based personnel including executive staff, classroom teachers, specialist teachers, EAL/D, full time ICT coordinator, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

Student achievements in NAPLAN assessments are outstanding, with a large percentage of students achieving in the top two bands in all areas.

School staff is passionate and highly committed. The school enjoys a good mix of young teachers supported by highly skilled, experienced colleagues. A strong commitment to teacher professional learning is evident across all teaching teams. Staff are collaborative, collegial and supportive.

Waitara is equipped to support 21st Century learners with a strong technology infrastructure that allows all students access to wireless hubs with a selection of devices. A continued focus will be staff professional development to increase ICT competency, collaboration, differentiating the curriculum, assessment and Social Emotional Learning.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes, evidence-based pedagogies are implemented in literacy and numeracy programs, where data is used to identify student progress and inform future learning and teaching directions.

Improvement measures

Target year: 2022

Top Two Bands

Improvement in the percentage of students achieving in the top two bands to be moving towards the school's upper bound system negotiated target in reading of 82.5%

Improvement in the percentage of students achieving in the top two bands to be moving towards the school's upper bound system negotiated target in numeracy of 85.3%.

Target year: 2023

Expected Growth

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's upper bound system negotiated target of 78.30%.

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's upper bound system negotiated target of 80.00%

Initiatives

Effective classroom practice for student improvement.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across all the full range of abilities.

- Create a learning culture that enables students to give and receive feedback and develop and achieve their learning goals.
- Establish and use professional learning models to build teacher capabilities and collective pedagogical practice. Eg Reciprocal Reading, EAL/D Progressions and explicit teaching.
- Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, consistent teacher judgement, the modelling of effective practice and the provision of specific and timely feedback between teachers
- Authentic differentiation in classroom programs (including extension) with a focus on the middle bands of NAPLAN
- Intensive Learning Support (ILSP) Program in Numeracy

School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery and relevant teaching strategies. TPL in data literacy, data analysis and data use, including using Progressions and EALD Progressions, for all staff.

Success criteria for this strategic direction

Success criteria

- An integrated collaborative approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Data and feedback inform teaching practice and direct learning.
- Effective collaborative professional learning processes that are relevant and evidence-informed are differentiated to individual teacher learning needs and whole school directions.
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.
- High Potential and Gifted Education Policy is fully implemented with identification and support strategies evident in whole school planning.

Strategic Direction 1: Student growth and attainment

Initiatives

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement and reflect on teacher effectiveness.
- Facilitating collaborative practices using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Embed a culture of high expectations and challenge which encourage curiosity, educational opportunity and innovation.

Ensure all students are challenged, engaged and empowered in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation and authentic learning opportunities..

- Implementation of High Potential and Gifted Education Policy
- Embedding CESE "What Works Best" Evidence based practices to support student achievement and engagement. Implementation of PBL and developing teacher skills in guiding projects
- Utilisation of expertise and resources from outside our immediate school environment eg. Stem share, experts

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse and review the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This will occur each term and be reviewed by executive and teachers at stage planning meetings to determine impact on student learning and the effectiveness of classroom practice. The triangulation of qualitative and quantitative internal and external data will guide the school's future directions:

- NAPLAN data Years 3&5
- Scout - Value added data
- Check -In Assessments Years 3,4,5,6 (Sem 1 & 2)
- PAT Reading and Numeracy -Years 2, 3,4,5.6 (Sem 1 & 2)
- Formative and summative assessment
- PLAN2 Data
- EALD Progressions
- Feedback from Year 6 Exit Survey

The evaluation plan will involve:

- Regular professional evaluation and action around the School Excellence Framework elements and themes.
- Executive team and whole staff reflection and evaluation of the effectiveness of stage programs.
- Review of professional learning initiatives and needs through collaborative planning and PDP processes.
- Evaluation of differentiation practice through stage programs, student and teacher feedback and student reports.
- Student survey of engagement, challenge and feedback practices
- Teachers are identifying students as Gifted and High Potential. Teachers provide evidence of how they are catering to these students in their learning and teaching programs.
- Commitment to PLPs for all Aboriginal students and a focus on lifting performance to meet or exceed

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

state averages

Strategic Direction 2: Wellbeing

Purpose

Individual and collective wellbeing will be built through a climate of care and positivity. Ensuring evidence based strategies are implemented to develop cognitive, social, emotional, physical and spiritual wellbeing.

Improvement measures

Target year: 2024

TTFM

- The school Leadership team measures school community (parent and students) satisfaction and shares its analysis and actions in response to the findings with its community.
- Whole school wellbeing program are consistently embedded across K-6. Including - Smiling Minds, Social Emotional Learning (SEL), Bridge Builders and PBEL.
- Classroom and other learning environments are well managed within a consistent school wide approach using whole school programs (SEF Classroom Management)

Target year: 2024

Improvement as measured by school excellence framework to excelling

- Positive respectful relationships are evident and widespread among students and staff and promote student well being to ensure student learning across the whole school
- There is a school wide collective responsibility for students learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing needs in consultation with parents/carer.

Initiatives

Evidence based change to whole school practices

Ensure the implementation of evidence based change to whole school practices resulting in measurable improvements in well-being and engagement to support learning

- Differentiated lessons are systematically planned and collaboratively designed. Adjustments are made as they arise as identified by Learning and Support Team in collaboration with the AP and CTs.
- Students participate in Smiling Minds, Social Emotional Learning, Bridge Builders, PBEL when necessary and PDHPE syllabus..
- Evidence of student goal setting aligned with Learning Intentions and Success Criteria.
- A positive school environment and culture is created to further strengthen and support staff wellbeing.

Collaborative partnerships

Collaborative partnerships are built with students staff, families and other organisations to support and develop students and the school community. There is a school wide collective responsibility for students wellbeing and success.

- Students have voice and choice. Staff enables success by personalising student learning through effective feedback
- Opportunities exist through the implementation of 'The Student Behaviour Strategy', to develop the knowledge of all staff and to better support students with complex and challenging needs.
- School and parents partnering and collaborating proactively to support student wellbeing through regular communication, information sessions and resources.

Attendance

Implementation of more systematic strategies at the

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence they are adjusted to suit individual learning needs.
- Positive respectful relationships are evident and widespread among students and staff and promote student well being to ensure student learning
- Classroom and other learning environments are well managed within a consistent school wide approach using whole school programs
- Students are confident and resilient learners. They have positive self esteem, stretch themselves, take risks in their learning and demonstrate self-discipline and effort.
- The 'Student Behaviour Strategy' is implemented with support from external sources
- There is a school wide collective responsibility for students learning and success. Planning for learning is informed by sound holistic information about each student's wellbeing 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.
- Staff up-skilled to ensure the Aboriginal culture and heritage are authentically integrated into the learning of all students.

Evaluation plan for this strategic direction

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 analysis will guide the schools future directions:

- Surveys: TTFM
- Student Led Conferences
- PBEL , Smiling Minds, LST, SEL, Bridge Builders

Strategic Direction 2: Wellbeing

Improvement measures

Target year: 2022

Attendance

- Increase the percentage of students attending school more than 90% of the time to be at or above the system-negotiated target of 91.2%.

Target year: 2022

Wellbeing

- TTFM Wellbeing data (Sense of Belonging, expectations, advocacy) improves to be at or above the lower bound system negotiated target of 89.4%.

Initiatives

universal, targeted and intensive level to improve student attendance and ensure compliance processes are in place.

Evaluation plan for this strategic direction

- School reward system
- SCOUT and Sentral attendance data
- Sentral wellbeing records, LST records and reviews, Personalised Learning Plans, weekly wellbeing discussions
- Student Voice: feedback through the SRC
- collaboration with AECG

The evaluation plan will involve:

- Regular review of data sources to provide clarity as to whether 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 qualitative and quantitative, internal and external data to corroborate conclusions.
- Parents and the broader school community actively participate in supporting and reinforcing student learning and developing positive connections.

Strategic Direction 3: Modern Learning

Purpose

Authentic teaching and learning practices, embracing change and risk taking, are delivered in collaborative environments that equip students with skills and competencies for now and in the future.

Improvement measures

Target year: 2024

- Teachers confidently engage and drive an effective and purposeful feedback culture.
- High-quality collaborative practice creates a culture in which planning, reflection, coaching and co-teaching are embedded in everyday school life to develop teacher quality and student outcomes.
- 100% of staff implement evidence based pedagogy that facilitates, guides and assists students to be actively engaged in their learning.
- Updated technology is incorporated to ensure that learning and teaching programs are future focused and empower active learning and engagement with the wider school community.

Target year: 2024

- All students are self-regulated learners who are confidently engage in a purposeful, timely and effective feedback culture.
- Our collaborative approach to designing universal learning experiences is responsive to student interests and needs, forming a holistic approach to student well being and learning.
- 100% of students and teachers use effective technology to enhance learning.
- Students are able to fluently express the purpose

Initiatives

Authentic Collaborative Practice

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. This drives ongoing, school-wide improvement in teaching practice and student results.

- PL on Innovative Learning Environments & Collaboration SLEC
- Embed use of Learning Modes in programs and classrooms.
- Extra collaboration time accommodated in timetables.
- Technology is leveraged on specific platforms for authentic collaboration to take place.
- Sharing sessions on collaboration take place every term and in stage meetings.
- Collaborative Teaching Network led by Waitara staff across school networks

Student Engagement

Each learner is persistent, passionate, curious, collaborative, competent and able to take an active role in their own learning. Effective educators empower all learners to achieve personal excellence by being open, flexible and responsive to their needs now and for the future.

- Project Based Learning is expanded with a focus on multidisciplinary units each term.
- Expertly use Universal Design for Learning: building in flexibility in the ways learners can access information and in the ways students can demonstrate their knowledge.
- Visible learning is embedded in all classes with staff using Learning Intentions and Success Criteria.
- Students understand, use and articulate the Learning Modes, 9D's of Solution Fluency, 6C's deeper

Success criteria for this strategic direction

The leadership team takes a creative, collaborative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Staff leverage technology to enable & transform personal professional growth, to empower student learning & collaboration K-6. Technology is used to facilitate effective communication and collaboration between teachers and the broader community.

Opportunities will be provided to allow teachers to work together within and beyond the school for the benefit of the students, staff and the school as a whole.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

The positive, innovative and collaborative environment and learning culture will empower students to learn and grow, enabling resilience, critical thought and adaptability.

Evaluation plan for this strategic direction

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 analysis will guide the schools future directions:

The evaluation plan will involve:

- regular review of data sources in Strategic Direction 1 to provide clarity as to whether 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, stage planning discussing stage programs, effective

Strategic Direction 3: Modern Learning

Improvement measures

and next steps of their learning, supporting a culture of deep knowledge and visible learning.

- Learning programs demonstrate concept-based and student-driven PBL inquiry across all Key Learning Areas.
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Initiatives

learning competencies and general capabilities.

Evaluation plan for this strategic direction

pedagogical practice and PBL projects.

- Term by term review and triangulation of data sources including qualitative and quantitative, internal and external data to corroborate conclusions. **Data includes:**
- Regular surveys: Teachers, Student, Parent
- PDP goals
- Assessment Data
- Showcase
- TPL participation records
- Online engagement of social media and learning platforms.
- P&C consultation
- 3-way conference data