

Strategic Improvement Plan 2021-2024

Walbundrie Public School 3338



School vision and context

School vision statement

To provide a caring and respectful learning environment where all students will be supported and challenged to reach their full potential. They will be empowered to become responsible, resilient and successful individuals.

School context

Walbundrie Public School is a dynamic small rural school that is situated on Wiradjuri land. The school fosters a strong sense of belonging with positive student, teacher and school community relationships, all contributing to improved educational and social outcomes for students.

Walbundrie Public School has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for engagement, learning, development and success. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students. There is a focus on providing diversified authentic learning experiences, leading to many educational opportunities, where students develop a deep knowledge and understanding. The school has a committed approach to developing strong literacy and numeracy skills for all students. The dedicated staff members at Walbundrie Public School ensure all students are able to thrive and grow in an respectful, engaging and supportive learning environment. Our main values are respect, responsibility and resilience.

Walbundrie Public School is a proud member of the Walbundrie Small Schools Network which helps to develop a wider learning community for the students and staff members. The school has a supportive and dedicated Parents and Citizens Association (P&C) that assists to provide students with extra-curricular activities and opportunities.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data to inform future learning and use explicit teaching to meet the needs of all students. Professional learning will occur in curriculum areas so that teachers are confident in the NSW Syllabus, so they can successfully plan quality teaching and learning programs. The school has identified system-negotiated target areas in Reading and Numeracy.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, there will be a whole school focus on reading and mathematics. All staff will collect and analyse data to assess students' progress and inform future learning needs. Teachers will utilise this data to provide explicit teaching to students and give effective feedback to enable students to become reflective learners who strive to improve.

Improvement measures

Target year: 2023

System Targets - Expected growth

Improvement in the rolling average percentage of students achieving expected growth in reading is at or above 75% using NAPLAN growth data over the previous 9 years.

Target year: 2023

System Targets - Expected growth

Improvement in the rolling average percentage of students achieving expected growth in numeracy is at or above 62% using NAPLAN growth data over the previous 9 years.

Target year: 2022

System Targets - NAPLAN Top 2 Bands

50% of students are achieving in the top two NAPLAN bands in reading except those on a Personalised Learning and Support Plan

Target year: 2022

System Targets - NAPLAN Top 2 Bands

50% of students are achieving in the top two NAPLAN bands in numeracy except those on a Personalised Learning and Support Plan

Initiatives

Explicit Teaching

By having a consistent upper years and lower years focus, we are able to reduce teacher to student ratios in the classrooms. This allows teachers to better meet the student learning needs through explicit teaching. 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.

- Embed explicit teaching strategies such as modelling (I do, we do, you do) and demonstrations, to improve student understanding.
- Teachers utilise the "What Works Best in practice" as a guide for Explicit Teaching
- Embed formative assessment and effective questioning into classroom practice to gain an understanding of their knowledge and to guide future learning.
- Embed effective feedback processes so students can self-regulate their learning.
- Consistent teacher judgment is evident across the school through moderation of student work samples.
- Embed reflection time and growth mindset to create accountable learners.

Data used to inform teaching

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions.

- Embed the use of formative assessment to understand where the students are currently at, to inform future teaching and learning
- Systematic collaborative analysis of data to show consistent teacher judgment
- Teachers will use PLAN 2, PAT, Essential Assessment and observations to monitor student progress and growth

Success criteria for this strategic direction

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.
(SEF - Effective classroom practice)

All teachers understand and explicitly teach literacy and numeracy to students of all levels of achievement, with success that can be measured by improved student progress and achievement data. (SEF - Literacy and numeracy focus)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use).

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student Growth)

Teachers routinely review learning with each student, ensuring all students have a clear understanding on how to improve. (SEF - Feedback)

Evaluation plan for this strategic direction

The use of data will inform future learning, where teachers can utilise explicit teaching to improve all students.

Question:

To what extent have we achieved our purpose and can we demonstrate the impact and improvement of student outcomes in reading and mathematics?

Data:

We will use a combination of data sources. These will

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

System Target - Attendance

Maintain attendance above the 2020 baseline system target of 93%

Initiatives

- Analyse NAPLAN and PAT data to identify target areas
- Expertly use SCOUT data
- Embed student learning goals to encourage reflective learners who strive for self improvement
- Analyse Essential Assessment and utilise data to guide future teaching and learning
- Check-in assessment data

Evaluation plan for this strategic direction

include:

- Internal and external assessments, eg. PLAN2, PAT reading and mathematics, NAPLAN
- Surveys
- Student Observations
- Student learning goals
- Internal data analysis documentation
- Teaching and Learning Programs

Analysis:

Regular analysis will provide clarity around whether we are on track for achieving the intended improvement measures, through the progress and implementation monitoring. Adjustments and improvements will occur along the way. Annually the school will review progress towards the improvement measures.

Implication

Reflective strategic decision making will occur regularly based on data analysis and will inform future directions.

Annual reporting on school progress measures.

Strategic Direction 2: Curriculum Knowledge

Purpose

To develop teacher capabilities in curriculum knowledge and understanding in the school focus areas of reading and numeracy. Teaching and learning programs will be refined to embed curriculum knowledge and shows evidence of revisions and adjustments. Teachers will utilise professional learning to expand curriculum knowledge which will be evident in classroom practice.

Improvement measures

Target year: 2024

School Target: Teachers show evidence of evaluating and improving teaching and learning programs at their level of proficiency in the Australian Professional Standards for Teachers.

Target year: 2024

School Target: Improvements as measured by the School Excellence Framework:

- Learning: Curriculum and Assessment are validated as excelling
- Teaching: Professional Standards - Literacy and numeracy focus are validated as excelling

Target year: 2024

School Target: Teachers show improvement in the results from the Teacher Self-Assessment tool by AITSL in Standards 2 & 3.

Initiatives

Curriculum Knowledge and Programming

Teachers need strong curriculum knowledge to be able to improve student learning outcomes. Teachers need to understand what students need to know, understand and do in each stage of the syllabus with a main focus on Literacy and Numeracy. This knowledge is obtained by experience and professional learning in specific content areas. By developing a culture of reflective mindset and evaluative thinking, teachers can monitor the impact of their teaching.

- Redesign teaching and learning programs that utilise the NSW syllabus and the learning progressions to differentiate learning to cater for individual needs ie support and extension
- Use the syllabus to create integrated real life and authentic learning experiences
- Embed Aboriginal perspectives in teaching and learning programs
- Literacy and Numeracy Focus - Actively engage in evidence based professional learning and show implementation of it in the classroom

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

All teaching and learning programs are responsive to the needs of all learners, showing evidence of evaluation and revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement. (SEF - Teaching and Learning Programs)

Evaluation plan for this strategic direction

Teachers will complete professional learning to strengthen their curriculum knowledge and create quality teaching and learning programs to ensure all students improve in their learning.

Question:

How can the school determine that its systems and processes for enhancing teacher knowledge of the curriculum is evident in teaching and learning programs and in classroom practice? How has this impacted student learning?

Data:

We will use a combination of data sources. These will include:

- Teacher reflections
- Teaching and learning programs
- Teacher self assessment tool & surveys

Strategic Direction 2: Curriculum Knowledge

Evaluation plan for this strategic direction

- Professional learning and evidence of PL in teaching practice
- Teaching and learning program monitoring evaluations
- Student observation, assessments and work samples

Analysis:

Regular analysis will provide clarity around whether we are on track for achieving the intended improvement measures, through the progress and implementation monitoring. Adjustments and improvements will occur along the way. Annually the school will review progress towards the improvement measures.

Implication

Reflective strategic decision making will occur regularly based on this data analysis and will inform future directions.

Annual reporting on school progress measures

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction