

Strategic Improvement Plan 2021-2024

Walhallow Public School 3343



School vision and context

School vision statement

Walhallow Public School strives to develop the potential of every student through a culturally inclusive and relevant curriculum, supported by strong school and community partnerships. By valuing individuals and being committed to student well-being, we will develop self-regulated, responsible and respectful lifelong learners.

School context

Walhallow Public School is a small rural school, located thirty kilometres from the towns of Werris Creek and Quirindi. The school has an enrolment of 20 students, 100% of students identify as Aboriginal. Most students attend our school-based early childhood program - Yuluwirri prior to commencing school.

The school is located within the Aboriginal community of Walhallow, on Kamilaroi land. The students and families are very proud of their Aboriginal heritage, and are excited to have a culture and language program as part of their children's education.

The school has high expectations for our students, staff and community. Learning programs are personalised for each student to promote learning and wellbeing as well as cultural identity.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to enhance curriculum delivery by ensuring it is diverse and inclusive to engage and extend students. We will continue to develop assessment practices and monitor student performance data to ensure teaching and learning programs are explicit, differentiated and engaging. We will do this by continuing to strengthen teacher practice through high impact professional learning and developing dynamic school wide systems to support continual improvement whilst respecting cultural protocols. Through collaboration within and beyond the school we will develop local cultural awareness, build on our community of practice with our Small Schools Network - Warrama-li and continue to engage with community and inter-agencies for student wellbeing. Every student is known, valued and cared for at Walhallow Public School.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes by delivering a curriculum that aims to extend and engage every student through explicit, differentiated and research informed teaching practice.

Improvement measures

Target year: 2022

- All students in Years 3 and 5 show improvement towards our lower bound target range of 60% in the top two bands in NAPLAN Reading.

Target year: 2022

- All students in Years 3 and 5 show improvement towards our lower bound target range of 60% in the top two bands in NAPLAN Numeracy.

Initiatives

Quality teaching practices

All staff participate in professional learning to build teacher capabilities and collective pedagogical practice.

Establish and embed a culture of quality teaching focused on the improvement of student performance through:

- **Targeted professional learning** focusing on explicit teaching of evidence based literacy and numeracy programs to improve teacher judgement and align whole school teaching practice and staff professional growth.
- **Changed teaching practice** to ensure teachers respond to data in programming, planning and lesson delivery through demonstration lessons and learning walks with the Instructional Leader.
- **Individualised Learning** - Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- **Explicit school systems to support quality teaching** for teacher collaboration, observation and feedback to sustain quality teaching practices.

Data skills and use

Build teacher capabilities to collect, analyse and reflect on data.

All staff collaboratively use data to inform planning, identify interventions and modify teaching practice.

- Delivery of professional learning in collecting and analysing data to ensure teaching programs are dynamic and differentiated.
- Instructional Leader to work with teachers using data to monitor and assess student progress in literacy and numeracy and design future learning on a whole class, group and individual level.
- Community of Practice with Small School's Network - Warrama-li focusing on learning progressions and Plan 2 data to monitor and reflect on teaching

Success criteria for this strategic direction

A whole school approach using evidence-based teaching methods optimise learning progress for all students.

Teachers employ evidence-based effective teaching strategies. Effective methods are identified in professional learning, promoted and modelled by experienced staff (mentor programs) and students' learning improvement is monitored, demonstrating growth. (SEF - Explicit Teaching)

All teachers have an 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. (SEF - Data Literacy)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data

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

- Internal assessment eg Plan 2
- External assessment eg NAPLAN, Check In Assessments
- Survey - Teachers and Students
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis

Strategic Direction 1: Student growth and attainment

Initiatives

- effectiveness.
- Ongoing review of teaching programs to embed a culture of continual improvement in student outcomes.

Evaluation plan for this strategic direction

- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions

Strategic Direction 2: Connection through connectedness

Purpose

Our purpose is to create an environment of high expectations where all students' success is underpinned by connections and inclusivity.

Improvement measures

Target year: 2022

- All students show improvement within our target range of 70%-100% in attendance.

Target year: 2024

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations. School Excellence Framework Educational Leadership - Community engagement

Initiatives

Diverse and inclusive curriculum

All staff participate in professional learning to build teacher capabilities and pedagogy that raises awareness of Aboriginal histories, culture and language.

Establish and embed a diverse and inclusive curriculum to develop cultural identity and belonging.

- Targeted professional learning to increase awareness and knowledge of Aboriginal culture and histories to enable staff at Walhallow PS to provide a diverse and inclusive curriculum for our students, and as a result improve student learning outcomes and well-being.
- Establish and embed programs that provide students with cultural knowledge and language to develop an understanding of cultural perspectives.

Culturally aware school wide systems

Teachers build their capacity of local cultural awareness through connection with community.

Establish and embed school wide practices that commit to respect, connection, knowledge and action.

- **Induction programs on local cultural awareness for all staff**, including knowledge around cultural safety, cultural competence and cultural protocols to build connectedness and relationships. These programs will be a result of consultation with community connections such as WALC, AECG and Inter Agencies.
- **Embed processes** such as Personalised Learning Pathways so they are dynamic individual learning programs, Early Childhood Program - Yuluwirri so that transitions are strong and successful and a school reconciliation action plan.

Success criteria for this strategic direction

The implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

Teachers, parents, community and networks work together to support systematic processes and systems.

Evaluation plan for this strategic direction

Question

- How can the school determine that it's systems and processes are culturally respectful and promote connection?

Data

Data sources will include:

- Professional Development Plans
- Personalised Learning Pathways
- Class programs
- Attendance
- Student surveys and feedback
- Parent surveys and feedback

Analysis

- Analyse the data to determine the extent to which the purpose has been achieved.

Implications

What are the implications for our work?

- Future directions, budget allocation