

Strategic Improvement Plan 2021-2025

West Wallsend Public School 3358



School vision and context

School vision statement

Every Student Matters Every Day.

Fostering a safe, secure and supportive learning environment, where students are empowered to embrace challenges, unlock their potential and cultivate confidence as creative, lifelong learners.

School context

West Wallsend Public School is a wonderful community focused public school, housed in heritage buildings and located within an outer Lake Macquarie/Newcastle suburb with a rich history based on coal mining. We serve the West Wallsend, Holmesville and Seahampton areas and we are well supported by our P&C Association and strong community links and partnerships.

West Wallsend Public School has a growing population due to a new housing estate in the suburbs of Holmesville and West Wallsend. The current enrolment is 266 students and 19% of the students identify as Aboriginal or Torres Strait Islander. The school has one non-teaching Principal, three assistant principals, eight classroom teachers plus various full-time and part-time support staff.

Learning opportunities and outcomes are maximised for all students in a purposeful, stimulating and supportive learning environment with a focus on quality literacy and numeracy. The school has a strong focus on early intervention and individualised evidence-based programs. West Wallsend Public School caters to a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits.

Community engagement is a critical factor for improving the progress, achievement and wellbeing of our students. We are committed to establishing genuine and meaningful relationships with our community and a strong partnership with our local Aboriginal Education Consultative Group (Kumaridha AECG).

A thorough situational analysis was undertaken in consultation with the whole school community and the local AECG. Through this process, we developed our next four year strategic improvement plan with a focus on three strategic directions, student growth and attainment, collaborative practice and high expectations and engagement.

Strategic Direction 1: Student growth and attainment

Purpose

Ensure every student grows in their learning through explicit, consistent and informed teaching which is adapted to meet individual student learning needs.

Improvement measures

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Demonstrate progress in Yr 3 to 5 Numeracy Check-in assessment against SSSG achievement data, compared to 2022 baseline.

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Demonstrate progress in Yr 3 to 5 Reading Check-in assessment against SSSG achievement data, compared to 2022 baseline.

Initiatives

Data Informed Practice

Collect meaningful data that is analysed to monitor student learning and progress to drive improvement.

- Internal and external data is analysed tracking student progress and achievement to inform student learning goals. Progress towards goals is monitored through the collection of quality, valid and reliable data.
- Effective use of data will inform teaching practice and the specific learning needs of every student to drive continuous improvement.
- Make connections between different data sources by triangulating internal and external data sources to give a clearer and more accurate picture of student learning.
- High Impact Professional Learning (HIPL) to strengthen teacher skills around the collection, analysis and use of data to drive teaching and learning.

Explicit Teaching

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

- Teaching and learning programs will show evidence of explicit, evidence-based literacy and numeracy strategies, linked to assessment and aligned with whole school literacy and numeracy scope and sequences.
- High Impact Professional Learning (HIPL) around the implementation of effective evidence based teaching practices which improve learning outcomes for students.
- Monitor student progress and check for understanding to evaluate the effect of lessons.

Success criteria for this strategic direction

Whole school approach to ensure the most effective evidence based teaching methods to optimise learning progress for all students, across the full range of abilities.

- Teaching and learning programs are dynamic documents showing evidence of feedback and revisions.
- Student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- Data shows that student progress and achievement exceeds statistically similar schools on external measures and this is consistent with strong student progress and achievement on internal measures.
- Students demonstrate expected growth on progress.

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 reading and numeracy?

Data: We will use a combination of data sources and track achievement. These include: NAPLAN, external and internal data, formative and summative assessment, Consistent Teacher Judgment (CTJ) work samples, classroom observations, teaching and learning programs and qualitative and quantitative data.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards improvement measures annually.

Implications: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Collaborative practice

Purpose

Effective collaboration to sustain quality teaching practice through sharing of evidence-informed practices, knowledge and problem solving to improve student outcomes.

Initiatives

Coaching and Mentoring

Strengthen a cycle of continuous participation in structured lesson observations that focus on how different teaching approaches impact on student learning.

- Teachers open their classrooms to others and be prepared to analyse and give feedback on each other's strengths, effectiveness of strategies observed and areas for improvement.
- Teaching staff participate in Quality Teaching rounds to improve practice.
- Coaching/Mentoring opportunities will be provided to share knowledge, experience and advice on how different teaching approaches impact on student learning.
- Instructional Leaders facilitate professional learning opportunities with a focus on High Impact Professional Learning (HIPL) processes and lead conversations on improvement in reading and numeracy.
- Teachers and leadership actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning with and from others.

Collaborative Planning

High quality meaningful collaborative practice is critical to improving teacher quality and student outcomes.

- Leadership will regularly allocate and dedicate time each term throughout the school year for colleagues in stages to analyse student progress data, plan, develop and refine teaching and learning programs and assessments collaboratively.
- Teachers will share and develop ideas and resources within and beyond the immediate school context.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capabilities are continually built to ensure every student experiences high quality teaching.

- Teaching programs and classroom practice across the school improves through meaningful faculty, stages/teams collaborative practices with student learning outcomes evaluated in line with school targets.
- The school embeds regular explicit systems that facilitate professional, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback that impact on improved student outcomes in literacy and numeracy.
- Teachers undertake leadership roles in initiating and sharing their expertise in frequent ongoing formal and informal conversations about pedagogy and teaching practice within their school and with other schools.
- Instructional leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress.

Evaluation plan for this strategic direction

Question: What has been the impact of effective collaboration to sustain quality teaching practice to improve student outcomes?

Data: PDPs, Professional Learning timetable, Coaching and mentoring timetables, surveys, school performance data including NAPLAN, internal and external, teaching and learning programs.

Analysis: Ongoing data analysis will determine the extent to which the purpose has been achieved.

Strategic Direction 2: Collaborative practice

Initiatives

- Teachers and leaders will initiate and engage in ongoing professional dialogue, building mutual trust, collective growth and efficacy.
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Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform success and will guide future directions.

Strategic Direction 3: High expectations and engagement

Purpose

High expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Improvement measures

Wellbeing

Achieve by year: 2025

Trending upward percentage of students in the school who report positive scores for the three wellbeing indicators of the expectations for success, advocacy and sense of belonging to be at or above the system-negotiated target of 88.2 %.

Attendance

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

Achieve by year: 2027

Uplift of 0.8% in attendance rate of students from the 2023 91.48% baseline to 92.21% by 2027.

Initiatives

Educational Aspiration

High expectations to challenge and support students creating a school culture focused on learning that is committed to ongoing performance improvement.

- Differentiated Instruction for all students, including high potential and gifted students, will be continuously challenged to learn new things.
- Guide and support students towards meeting expectations.
- Engage with parents and carers to encourage them to hold high expectations of their children.
- Positive classroom environments where all students feel comfortable taking risks, making mistakes and asking questions to clarify thinking.
- Provide clear and specific feedback that identifies the next step and skills needed for students to improve.
- Co-developed goals that are relevant, specific, measurable, challenging and align to individual needs.

Wellbeing and engagement

Whole school wellbeing process for all students to connect, thrive and learn.

- Select and develop strategies to proactively teach healthy copying strategies, resilience and self-regulation.
- Initiate strategies to build a positive learning environment characterised by supportive positive relationships.
- Target support for different phases of student development and for students who may be at risk.
- Use collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support the wellbeing of students.
- Attendance is fundamental to ensuring students

Success criteria for this strategic direction

Planning for learning is informed by sound holistic information about each student involving consultation with parents/carers.

- Effective partnerships in learning with parents and students.
- School culture strongly focused on learning.
- Every student is engaged and challenged to continue learning.
- Implemented evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.
- Consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: What has been the impact on school culture that is strongly focused on learning, the building of educational aspiration, wellbeing and engagement of all students so they can connect, succeed, thrive and learn?

Data: External and internal performance measures related to the growth and achievement of all students. Individual learning plans, teaching and learning programs, attendance data, student feedback, surveys and referrals.

Analysis: Data will be analysed in the determination of the extent to which the purpose has been achieved.

Implications: Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Strategic Direction 3: High expectations and engagement

Initiatives

develop important social connections and maximise learning opportunities.

- Respond to disengagement and disruptive behaviours and support students to re-engage in learning.
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