

Strategic Improvement Plan 2021-2025

Wamoon Public School 3364



School vision and context

School vision statement

At Wamoon Public School we ensure all students can achieve in a supportive environment underpinned by high expectations, effective classroom practice and authentic community partnerships.

School context

Wamoon Public School, with a current enrolment of 28 students, including 11 Aboriginal students, is a rural school located in the Riverina, 8 kilometres from the Leeton township on Wiradjuri land. Our school enrolment has remained stable over the past 5 years.

Our staff consists of a mixture of experienced and early career teachers. We use financial resources to fund the employment of an additional classroom teacher to provide additional learning support. School Learning Support Officers support or contribute to learning support programs. We receive support from an Assistant Principal Curriculum and Instruction who provides professional learning to ensure continuous improvement in teaching practice. We are part of the National School Chaplaincy Program which supports student wellbeing programs.

Through our situational analysis, we have identified the need to continue to embed high quality, evidence-based teaching practices with a focus on explicit teaching strategies. Staff will increase their effectiveness to differentiate curriculum and assessment to individual learners. We identified that we need to strengthen our processes of utilising student data before, during and after teaching to embed whole-school monitoring as an expectation. We will build on existing frameworks to highlight collaborative practice as a vital process to achieve continuous improvement of teacher quality.

We continue to focus on student wellbeing with strides being made in recent years to improve practices. Positive wellbeing programs include our breakfast program, targeted resilience coaching and kitchen garden initiative. We value the opinions of our community and students, and use both Tell Them From Me snapshots as a reflective tool to question what we do well and how we can do it better.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in Reading and Numeracy, staff with effective classroom practice, informed by student data, will implement explicit teaching strategies to prepare students to function in everyday life.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved reading scores in internal assessments compared to 2023 and 2022 cohorts.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using PLAN2 data in Number Sense and Place Value.

Initiatives

Effective Classroom Practice

Staff will implement and embed the most effective explicit teaching methods in Reading and Numeracy, drawing on their knowledge of evidence based practices to select methods which support the learning of all students.

Coaching opportunities support identified explicit teaching areas of focus for classroom teachers.

Data Skills and Use in Reading and Numeracy

Consistent school wide practices for assessment are used to monitor, plan and report on student learning in Reading and Numeracy.

Staff will increase their effectiveness in using student data to drive teaching and learning. Data collection will be systematic and embedded into daily teaching practice.

Success criteria for this strategic direction

Effective Classroom Practice

Teaching and learning programs clearly demonstrate links between teaching practice and student achievement. Lessons are carefully structured, responsive to the needs of students and align to the syllabus.

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress in Reading and Numeracy.

Data Skills and Analysis in Reading and Numeracy

Teachers use data to inform explicit teaching. There is evidence in teaching and learning programs this regularly occurs including reflection.

Individual Learning Plans are created, modified and reviewed regularly. Teachers reflect and make adjustments based on student growth data.

Whole school monitoring of assessment ensures all staff use the Literacy and Numeracy Progressions regularly to inform the creation of assessment opportunities. Progressions data is used to formally report on student progress.

Evaluation plan for this strategic direction

To what extent have have staff implemented evidence based teaching strategies to cater for the learning needs of all students resulting in growth?

The following data sources will be used to monitor our progress; external system based data, Individual Learning Plans, whole school assessment records, Literacy and Numeracy Progressions data and evidence of coaching.

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. The findings of this analysis will inform future actions on school performance measures.

Strategic Direction 2: Continuous Improvement

Purpose

To ensure every student, teacher and leader continuously improves, teachers will participate in targeted professional learning underpinned by collaboration, feedback and reflection.

Improvement measures

Collaborative practice

Achieve by year: 2025

SEF assessment indicates improvement in SEF Element of Learning and Development (Collaborative Practice & Feedback, Professional Learning) from Delivering to Sustaining and Growing.

Initiatives

Instructional Leadership

Instructional Leadership will facilitate continuous improvement in teaching.

Professional Learning will be aligned to the Strategic Improvement Plan and will utilise coaching and mentoring to focus on improvement of practice for all staff.

Teaching and non-teaching staff work in a professional learning community to implement differentiated programs which are based on evidence based practices.

Success criteria for this strategic direction

Instructional Leadership

Embedded and explicit systems facilitate professional dialogue and collaboration.

Whole school and inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all staff.

Lesson observations are accompanied by formal and informal feedback which will support teachers to make adjustments to their explicit teaching.

Teaching and Non-teaching staff complete annual Performance Development Plans which align with school priorities and include personal improvement goals which are aligned to the needs of targeted students.

Evaluation plan for this strategic direction

To what extent have the staff used Instructional Leadership, collaboration and engagement in evidence based professional learning to improve the quality of their teaching?

The following data sources will be used to monitor our progress; external system based data, lesson observations, Performance Development Plans and teaching and learning programs.

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. The findings of this analysis will inform future actions on school performance measures.

Strategic Direction 3: Student Wellbeing

Purpose

In order to support student wellbeing and engagement we are focused on implementing evidence based processes and practices which maximise our students' social, emotional and behavioural engagement.

Improvement measures

Attendance

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

Achieve by year: 2027

The attendance rate for the school is increased by 1.06%, from 83.24% in 2023 to 84.3% in 2027.

Initiatives

Learning Culture & Wellbeing

Embed a whole-school approach to student wellbeing and engagement which fosters positive interactions between students, staff and families.

Engage in ongoing professional learning to embed the Wellbeing Framework to develop positive relationships between students, staff and the community.

Partnership with local AECG to support Indigenous students to connect with their cultural background.

Success criteria for this strategic direction

Social and emotional learning strategies are taught across the school and result in students having positive and respectful relationships with each other, their teachers and the community.

The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

A high functioning learning and support team draws on system resources to access support for students with additional needs.

Teaching and learning and the development of wellbeing is parallel, integrated and complimentary. Differentiated social and emotional learning is mapped across the school and taught by classroom teachers.

Evaluation plan for this strategic direction

To what extent have the the staff implemented practices and process which ensure that students are able to Connect, Succeed, Thrive and Learn?

The following data sources will be used to monitor our progress; attendance data, Tell Them From Me survey data, teaching and learning programs, school informed behaviour data and Learning & Support information.

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. The findings of this analysis will inform future actions on school performance measures.