Strategic Improvement Plan 2021-2025

Wangi Wangi Public School 3373

School vision and context

School vision statement

Wangi Wangi Public School aspires to achieve educational excellence where all students experience academic, social and emotional growth through innovative evidence-based teaching and learning practices.

School context

Wangi Wangi Public School is situated on Awabakal land on the western shores of Lake Macquarie and has a current enrolment of 152 students with six classes. Wangi Wangi Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 113.

Wangi Wangi Public School is a proud member of the Makillakan Aboriginal Educational Consultative Group (AECG) and is part of the Toronto Learning Community (TLC) which it joined in 2020. Currently, 18% of our students identify as Aboriginal and Torres Strait Islander and 8% of students are from a language background other than English (LBOTE).

The school community has high aspirations for student wellbeing, literacy and numeracy and participation in extra curricular activities such as sport and the performing arts. In 2019 and 2020, the school underwent a significant new building project with three new school buildings comprising three classrooms (innovative learning spaces), administration building and a communal hall. This upgrade to existing school infrastructure has led to significant changes in school operations, school resourcing and learning environments.

Wangi Wangi Public School has an engaged and active Parents and Citizens Association. The Wangi Wangi P & C are committed to supporting the school through fundraising and school community events.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Student growth and attainment - reading and numeracy

2. Wellbeing

Key focus areas of this school plan include formative assessment, student growth in reading and numeracy, explicit teaching, instructional leadership, behaviour and a planned approach to wellbeing. It is important to note that this builds upon the work undertaken in the previous school planning cycle around high expectations and high value add inclusive of rich data analysis to drive teaching and learning programs.

Consultation with the school community involved staff forums and focus groups, engagement with the Wangi Wangi Public School Parents and Citizens association and Itji-Marru AECG.

Strategic Direction 1: Student growth and attainment

Purpose

Student learning in reading and numeracy will be maximised through effective assessment and data use practices to inform explicit and targeted teaching.

Improvement measures

Achieve by year: 2025

Achievement of school identified improvement measures using the Literacy Progression. 85% of students will be operating within their **end of stage** sub-element levels for reading.

- **Reading** - sub elements linked to Reading and Viewing outcomes ENe.4A to EN3.4A

Phonological awareness (PhA)

Phonic knowledge and word recognition (PwK)

Understanding texts (UnT)

Achieve by year: 2025

Achievement of school identified improvement measures using the Numeracy Progression. 85% of students will be operating within their **end of stage** sub-element levels for:

- **Number and Algebra outcomes** Early Stage 1 to Stage 1: Whole Number & Addition and Subtraction
- **Number and Algebra outcomes** Stage 2 and Stage 3: Addition and Subtraction & Multiplication and Division.

Quantifying Number (QuN)

Additive strategies (AdS)

Multiplicative strategies (MuS)

Achieve by year: 2025

All teachers *confidently and readily* apply a range of assessment strategies and analyse data that informs explicit teaching .

Initiatives

Evidence based practices

1. Engage in professional learning on evidence based practices in *reading* - phonological awareness, phonics, vocabulary, fluency and comprehension.

2. Engage in professional learning on evidence based practices in *numeracy* - Big Ideas in Number; trusting the count, place value, multiplicative thinking and proportional reasoning

3. Embed *explicit teaching strategies* in reading and numeracy lessons

4. Review *teaching and learning programs* in order to ensure they reflect all stages of the teaching and learning cycle

5. Provide professional learning for staff on effective feedback.

6. To embed *'what works best'* principles in all teaching and learning practices

Data skills and assessment

1. Embed sustainable whole school processes for collecting and analysing data from the *Learning Progressions*.

2. Engage in *professional learning* on data literacy to inform teaching.

3. Formalise regular *impact meetings* with teachers to analyse data and inform the next teaching and learning cycle.

4. Utilise assessment information to inform *targeted teaching*.

5. Whole school assessment and data expectations will be established and regularly reviewed.

6. Develop teaching and learning programs that reflect *differentiation*.

Success criteria for this strategic direction

1. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. **(T-ECP-ET)**

2. Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. **(T-ECP-F)**

3. Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. **(T-ECP-DSAU)**

4. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. **(L-SPM-SG)**

Evaluation plan for this strategic direction

Question:

To what extent have our initiatives improved students' literacy and numeracy outcomes K-6?

Data:

- External: NAPLAN, Check-in assessment data, Departmental diagnostic assessments - phonological awareness, phonics, number sense and algebra

- Internal: learning progressions data, teacher surveys and forums,student work samples, learning

Strategic Direction 1: Student growth and attainment

Improvement measures

Excelling in the theme 'Data use in teaching' within the element *data skills and use*.

Excelling in the theme 'Formative Assessment' in the element *assessment.*

Excelling in the theme 'Explicit teaching' in the element *effective classroom practice*.

Reading growth
Achieve by year: 2023

Increase in the percentage of students correct responses for Year 4 and Year 6 Reading Check-In assessment from Term 2 to Term 4.

Numeracy growth
Achieve by year: 2023

Increase in the percentage of students correct responses for Year 4 and Year 6 Numeracy Check-In assessment from Term 2 to Term 4.

Evaluation plan for this strategic direction

walks and talks.

Analysis:

- Regular and ongoing analysis of all external and internal assessment and data sources for reading and numeracy

- Application of observation tools to support the impact of literacy and numeracy professional learning and instructional leadership

- Close analysis of internal and external assessment and data sources for Aboriginal and Torres Strait Islander students.

Implications:

- The findings of the analysis will inform adjustments to planned activities and future actions.

Strategic Direction 2: Wellbeing

Purpose

Students will connect, thrive and succeed in a safe and nurturing environment where they feel a strong sense of belonging and a connection to their learning, underpinned by high expectations of positive student behaviour.

Improvement measures

Wellbeing
Achieve by year: 2023

Achievement of 2022 wellbeing system-negotiated target:

- Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 2% to achieve the lower bound target of 86.9%.

Attendance (>90%)
Achieve by year: 2023

Achievement of 2022 attendance system-negotiated target:

- Increase the proportion of students attending more than 90% of the time to the lower bound target of 86.1%.

Achieve by year: 2025

Achievement of school identified wellbeing improvement measures as reflected in annual *Tell Them From Me* student survey data:

- Positive learning climate (TTFM) data increases from 6.8 to 7.5 (0.7 uplift)
- Interest and motivation (TTFM) data increases 66% to government norm of 78%
- Sense of belonging (TTFM) data increases from 71% to government norm of 81%

Achieve by year: 2025

Achievement of school identified behaviour improvement measure as reflected in internal school data via Sentral behaviour notifications:

Initiatives

Wellbeing

Implement evidence based strategies to whole school wellbeing processes so students connect, thrive and succeed. Focus areas will include:

1. Explicitly teach social and emotional learning
2. Review and implement evidence based support measures to promote positive wellbeing
3. Establish and maintain positive and innovative learning environments
4. Implement whole school strategies to promote improved attendance.

Behaviour

We will develop whole school approaches that enable students to have positive and respectful relationships with each other, their teachers and the community. Focus areas will include:

1. Develop consistent school wide approaches to effective and positive behaviour management
2. Model and teach expectations of behaviour to all students to ensure optimal conditions for learning
3. Review and implement school wide systems to support positive behaviour.

Success criteria for this strategic direction

1. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. **(L-W-B)**
2. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. **(L-W-APATW)**
3. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. **(T-ECP-CM)**
4. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **(L-LC-A)**

Evaluation plan for this strategic direction

Question:

To what extent have our initiatives improved student wellbeing, behaviour and attendance?

Data:

- External: Tell them from me student, suspension data, attendance, Every student is known, valued and cared for survey data
- Internal school: wellbeing data (Sentral behaviour),attendance data, classroom and playground observations

Analysis:

- Regular and ongoing analysis of all external and internal assessment and data sources for wellbeing, behaviour and attendance

Strategic Direction 2: Wellbeing

Improvement measures

- 50% reduction in disruptive behaviour (based on 2021 baseline)
- 50% reduction in playground behaviour incidents (based on 2021 baseline)
- Annual school self reflection reveals classroom management theme at *excelling*
- Annual school self reflection reveals behaviour theme at *excelling*

Evaluation plan for this strategic direction

- Close analysis of internal and external data sources to track and monitor Aboriginal and Torres Straight Islander students' wellbeing, behaviour and attendance.

Implications:

- The findings of the analysis will inform adjustments to activities and future actions