

# Strategic Improvement Plan 2021-2025

## Waratah Public School 3377



# School vision and context

## School vision statement

### **Success for every student, every day.**

Waratah Public School is a nurturing, inclusive environment with dedicated and passionate staff. Our supportive school setting enhances the wellbeing of all our students. Through high expectations we empower students to be confident, creative and critical thinkers. We value collaborative community relationships where teachers, families and students work in respectful partnership to achieve student growth and social and emotional success.

## School context

Waratah Public School is a larger inner-city Newcastle school, located on traditional Awabakal Lands. The school serves the Waratah/Mayfield/Georgetown community and has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

Currently the school has an enrolment of 374 students and they are proud of and celebrate the diversity of cultures within the community. Approximately 16 per cent of students identify as having an Aboriginal background and 18 per cent identify with English as an additional language or dialect. Waratah Public School supports an Early Intervention program, has two inclusive support classes and an exemplary preschool.

The school works in close partnership with the Muloobinba Aboriginal Education Consultative Group which provides guidance on Aboriginal Education and has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students. A dynamic, cohesive Parents and Citizens group also works with the school to support all students and their families in their educational journey.

In developing the new School Improvement Plan, the School completed a situational analysis. This situational analysis was a thorough assessment of the schools current state;

- looking inward at qualitative and quantitative data - where we are at;
- looking outward - capturing whole school community views, considering baseline and system-negotiated targets;
- looking forward - to decommission, adapt or improve current high impact practices and initiatives.

Through the situational analysis, three strategic improvement areas were identified for inclusion in the four year School Improvement Plan:

Student growth and attainment - Reading & Numeracy. NAPLAN, school assessment and Check-in assessment analysis has identified focus areas of vocabulary, comprehension, number and measurement. Whole school improvement of student growth in Reading and Numeracy will be underpinned by research based approaches in "What Works Best 2020 update" from CESE. This will include embedding consistent school wide practices in assessment and syllabus implementation

Consistent research based approach to teaching, learning and professional development - Development of improved foundational practices for syllabus delivery, use of evidence based pedagogy, high quality professional learning, feedback and data informed teaching will be used to support a quality learning environment.

Engagement, Wellbeing and Belonging - A research informed approach to managing and supporting mental health and wellbeing as well as increasing overall student attendance will

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## School vision statement

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be a continual focus.

# Strategic Direction 1: Student growth and attainment

## Purpose

To increase student achievement in Numeracy and Reading through embedding consistent school wide practices in assessment and syllabus implementation.

## Improvement measures

### Reading growth

Achieve by year: 2023

Achieve an uplift of 2% in student performance in Check-in Reading from Years 3 and 4 from 2022 to 2023

### Numeracy growth

Achieve by year: 2023

Achieve an uplift of 2% in student performance in Check-in Numeracy from Years 3 and 4 from 2022 to 2023

## Initiatives

### Reading

In Reading, we will embed sustainable whole school processes for syllabus implementation, collection and analysis of data.

**Data** will be regularly used to inform:

- Teaching strategies that support student learning needs
- the impact of the strategies on student learning
- resourcing and professional learning requirements

**Syllabus implementation** will include data informed whole school scope and sequence adjustments and a focus on the following areas:

- Phonics
- Phonemic awareness
- Fluency
- Vocabulary
- Comprehension

### Numeracy

In Numeracy, we will embed sustainable whole school processes for syllabus implementation, collection and analysis of data.

**Data** will be regularly used to inform:

- Teaching strategies that support student learning needs
- the impact of the strategies on student learning
- resourcing and professional learning requirements

**Syllabus implementation** will include data informed whole school scope and sequence adjustments and a focus on basic numeracy skill development.

## Success criteria for this strategic direction

Whole school systematic and reliable assessment processes that inform teaching, curriculum planning and delivery, promoting excellence in achievement for all students. (SEF - Curriculum, Assessment)

Systematic, evidence informed lesson programming and explicit teaching strategies implemented to support student development and growth. (SEF - teaching - effective classroom practice)

School wide assessment data is used to inform student achievement and growth, effectiveness of teaching strategies and overall school directions. (SEF - teaching - data skills and use)

Shared expertise in effective and innovative teaching strategies, incorporating effective feedback on teaching practice and engagement in differentiated professional learning (SEF - teaching - learning and development)

The leadership team support a high performance culture focused on continuous whole school improvement. (SEF - leading - educational leadership)

## Evaluation plan for this strategic direction

Q: Has there been demonstrated impact and improvement on student outcomes in Reading and Numeracy

D: Data sources will include a combination of:

- Internal assessment - PLAN2, QuickSmart Maths
- External assessment - NAPLAN & Check-in assessments
- Document analysis
- Observation

A: Analysis will include annual review toward improvement measures and ongoing monitoring of progress through initiatives.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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I: findings from the analysis will guide future actions

## Strategic Direction 2: SD 2 - Research based practice

### Purpose

To provide a consistent approach to teaching and learning P-6 we will implement research based pedagogy and quality learning programs through excellence in professional learning.

### Improvement measures

Achieve by year: 2025

Survey data from the People matter survey will indicate an increasing trend or maintenance of improvements from previous base line levels of staff satisfaction in the areas of:

- Availability of professional learning to support their needs to do their job well (3f).
- Utilising professional learning to enhance practice with feedback to improve practice (3d).
- Supportive, ongoing learning culture and cooperation between teams across the school (7c).

Achieve by year: 2025

Whole school curriculum documentation is aligned to NSW syllabus documents and exceeds NESA registration requirements.

### Initiatives

#### Professional Development

Embed a learning culture and structures that facilitate staff to engage with bespoke, high quality, professional learning which makes a substantial difference to the quality of teaching and learning. This will be achieved through:

- Aligning PDP's to individual learning needs driven by identified student need.
- Developing organised structured approaches to delivering professional learning.
- Enhancing collegial discussion and reflection of practice.
- Aligning system, school and individual professional learning that focuses on sustained evidence informed practices.

#### Whole school approach to teaching and learning

Develop foundational practices that allow for effective delivery of syllabus content, assessment and research informed pedagogies. This will be achieved through:

- Development of effective Scope and Sequencing that is logical and sequential through P-6.
- Utilising effective Assessments / Data informed teaching.
- Engaging with National Literacy and Numeracy Progressions to inform next steps.
- Strengthening evidence based pedagogy.
- Utilising feedback which guides future learning.

### Success criteria for this strategic direction

A whole school approach to evidence-based teaching to maximise learning for all students. Effective methods are identified, promoted and modelled based on best practice. Student learning improvement is monitored demonstrating growth. Student feedback is elicited by teachers ensuring all students have clear understanding about how to improve. (SEF- Teaching- Effective classroom practice- explicit teaching- feedback).

Teachers analyse, interpret and extrapolate data and use this to collaboratively inform planning, identify interventions and modify teaching practice. Learning goals are developed by analysis of internal and external student progress and monitoring and assessing student progress and reflecting on teaching effectiveness. (SEF- Teaching- Data skills).

Students' learning and course of study are monitored longitudinally K-6 to ensure continued challenge and maximum learning. (SEF- learning- curriculum).

The leadership team establishes a professional learning community valuing distributed instructional leadership with a focus on continuous improvement of teaching and learning so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF-leading- educational leadership).

### Evaluation plan for this strategic direction

Q: Are research based approaches to teaching and learning consistent throughout the school.

D: Data sources will include a combination of:

- Teaching and Learning Programs
- Student work samples reflect programming
- observation
- Internal assessment- PLAN 2 correlates with external assessment data NAPLAN & Check-in assessments.
- Surveys

## Strategic Direction 2: SD 2 - Research based practice

### Evaluation plan for this strategic direction

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A: Analysis will include termly review toward improvement measures and ongoing monitoring of progress through initiatives.

I: The findings of the analysis will inform future directions and actions.

## Strategic Direction 3: SD 3 - Engagement, Wellbeing and Belonging

### Purpose

In order to build student and staff wellbeing and engagement we will promote a safe school environment and increased sense of belonging.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

Achievement of system negotiated Attendance target:

- Proportion of students attending greater than 90% with uplift of 2% to 78.1%

#### Wellbeing

Achieve by year: 2023

Achievement of system negotiated Wellbeing target:

- Increase the overall Tell Them From Me Wellbeing satisfaction level with uplift of 4.5% to 88.5%

Achieve by year: 2025

Improvement as measured by the School Excellence Framework (SEF)

- Learning - Learning culture - High Expectations & Attendance - Excelling
- Learning - Wellbeing - Excelling
- Teaching - effective classroom practice - classroom management - Excelling
- Leading - Educational Leadership - Excelling

### Initiatives

#### Attendance

Improve student attendance rates to assist students engage fully with the school curriculum and learning opportunities which lead to improved student educational outcomes. This will be achieved through:

- Formation of an attendance team which will define school processes, monitor and share data and implement learning sprints to support staff and community
- Engaging every teacher to review data that supports early intervention and high expectations of attendance.

#### Wellbeing and Belonging

Support students to feel known valued and cared for. This will be achieved through:

- Implementation and ongoing use of programs to create a common language, development of skills and knowledge and core life long values.
- Utilising research based approaches to managing mental health and wellbeing, including: Bucket filling, check-ins and Trauma informed practice.
- Fostering a culturally safe and connected environment with First Nations People, their culture and history.

### Success criteria for this strategic direction

Teachers, parents and the community hold high expectations and work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture - Attendance)

School is organised and has whole school systems and processes in place to support student wellbeing and engagement in learning, leading to positive respectful relationships and an optimal learning environment (SEF - wellbeing)

All classrooms and other learning environments are well managed within a consistent school-wide approach. (SEF - effective classroom practice - classroom management)

The school is recognised as excellent and responsive by its community including its focus on continual improvement through the use of best practice, distributed leadership of staff and high expectations. (SEF - educational leadership)

### Evaluation plan for this strategic direction

Question:

Has the purpose been achieved?

Data:

- Regular 'Check in's'
- Sentral attendance and wellbeing data
- SCOUT - attendance and engagement
- Tell Them From Me Survey
- Surveys
- Observation
- Student voice

Analysis:

Analysis will be embedded within the initiatives and will



## Strategic Direction 3: SD 3 - Engagement, Wellbeing and Belonging

### Evaluation plan for this strategic direction

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include annual review toward improvement measures and ongoing monitoring of progress through initiatives

Implications:

The findings of the analysis will inform future directions and actions