

# Strategic Improvement Plan 2021-2025

## Warners Bay Public School 3384



# School vision and context

## School vision statement

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**To be an inclusive centre of excellence, providing an innovative approach to teaching and learning where all students thrive.**

## School context

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Warners Bay Public School is located in Lake Macquarie North and has a student enrolment of 433 in 2021. Our school teaches the values of safe, respectful and active learners and works closely alongside our parent community to ensure success for all students. Our school has a support unit with 2 multi-categorical (MC) classes and 1 emotional disturbances (ED) class. Our unit is fully integrated into our school. We have a positive school community who have high aspirations for students, with the P and C taking on an active role. The school has a strong partnership with our local Kumaridha AECG and local community of schools. Our school has strong student support programs including Positive Behaviour for Learning. We offer a wide variety of extra curricular activities to educate the whole child, including activities in sporting, cultural, academic and civics. Our school's situational analysis and consultation with the community and AECG identified a need for differentiated instruction to students with additional needs, particularly those identified as high potential and gifted. Teachers will undertake professional learning in evidence based practices and data driven practices to ensure the highest quality of education in our classrooms. Our system negotiated targets in literacy and numeracy, attendance and wellbeing will be a focus for our plan. Critical and creative thinking has been identified as an area for development with student voice along with meaningful parent engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure student outcomes in literacy and numeracy are maximised and to build strong foundations for academic success, refining data driven, evidence-based teaching practices to be responsive to the individual learning needs of students.

## Improvement measures

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

- All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### NAPLAN expected growth - Reading

Achieve by year: 2023

- All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

Achieve by year: 2025

- School self assessment of the School excellence Framework element of Student Performance Measures indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

### Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

### Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use IL positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

## Success criteria for this strategic direction

- A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (SEF - Curriculum, Differentiation)
- Lessons are systematically planned as part of a coherent program that has been collaboratively designed. (SEF - Effective Classroom Practice, Lesson Planning)
- An increase of 5% of students achieving in the top three percentile bands in PAT numeracy and comprehension.

## Evaluation plan for this strategic direction

### Questions:

- What has been the impact of using consistent, explicit personalised learning protocols and effective data practices, on student performance?
- Do teachers collaborate to evaluate, reflect on and adapt practice?

### Data:

- NAPLAN data
- Scout - Value Added Data
- Student work samples
- PAT comprehension and numeracy results
- Student tracking data from Sentral
- Classroom assessment data
- IFSR assessments

### Analysis:

1. Regular review of these data sources to provide

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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clarity around whether we are on track for achieving the intended improvement measures.

2. Regular professional discussion around the School Excellence Framework elements and themes.
3. Executive team and whole staff reflective sessions.
4. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications:

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 2: Best Practice in Our School

### Purpose

To ensure the most innovative pedagogy is embedded in classroom practice, we will further develop and refine evidence based practices and creative thinking skills to improve outcomes for all students.

### Improvement measures

Achieve by year: 2025

- School self assessment of the School Excellence Framework element of Data Skills and Use indicates an improvement from sustaining and growing to excelling.

Achieve by year: 2025

- School self assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practices' indicates an improvement from Sustaining and Growing to Excelling.

### Initiatives

#### Evidence Based Practices

In Evidence Based Practices, we will embed sustainable and whole school processes for utilising best practices in all KLAs. The evaluation of this data will be regularly used to inform:

- high impact professional learning and school resourcing.
- the selection of teaching strategies in relation to student learning needs.
- the impact of the strategies on student learning.

#### Creative Thinking for the Future

An innovative approach will see critical and creative thinking embedded in all classrooms through and explicit teaching of critical thinking skills.

- High Impact Professional Learning on critical and creative thinking and research to embed processes.
- Students engage in explicitly taught lessons experiences that promote critical and creative thinking.
- Students utilise options to make their learning visible and utilise effective feedback.

### Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (Effective classroom practice, explicit teaching)
- Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed. (Effective classroom practices, Feedback)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. (Learning Culture, High Expectations)
- A full range of assessment strategies are utilised by teachers - assessment for, of, as learning to determine teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness. (Data Skills and Use, Data use in teaching).
- Students can demonstrate skills to think creatively and critically.
- Students to move one level in each area of the critical and creative thinking continuum.
- Percentage of students who are interested and motivated increases by 10% measured through the Tell Them From Me.

### Evaluation plan for this strategic direction

#### Questions:

- To what extent has the quality of teaching practice improved as a result of teachers having engaged with What Works Best?
- To what extent has use of What Works Best as an evidence base improved student growth and attainment?
- To what extent has quality of student critical thinking improved as a result of explicit teaching of critical

## Strategic Direction 2: Best Practice in Our School

### Evaluation plan for this strategic direction

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and creative thinking skills?

#### Data:

- Tell Them From Me
- Guskey thermometer
- Critical and Creative Thinking Continuum
- Walkthrough observation notes
- Student work samples
- Student focus groups
- Teacher reflection and school evaluation using School Excellence Framework

#### Analysis:

1. Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
2. Regular professional discussion around the School Excellence Framework elements and themes.
3. Executive team and whole staff reflective sessions.
4. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

#### Implications:

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

# Strategic Direction 3: Connect, Succeed and Thrive

## Purpose

To ensure students are connected and valued through positive partnerships with parents and leadership initiatives.

## Improvement measures

Achieve by year: 2025

- School self assessment of the School Excellence Framework (SEF) element of Wellbeing indicates improvement from Sustaining and Growing to Excelling.

## Wellbeing

Achieve by year: 2023

- Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school in the Tell Them From Me survey by 3%.

## Attendance >90%

Achieve by year: 2023

- Increase the proportion of students attending school more than 95% of the time by 5%.

## Initiatives

### Student Voice

Embed a culture of students having a voice and using their voice for positive change in the school and wider community.

- Provide leadership opportunities for all students, K - 6, including the support unit.
- Embed the use of the social emotional capabilities in the whole school leadership program.
- Develop the social conscience of students by engaging in community based projects.

### Meaningful Parent Engagement

Ensure effective strategies and processes are embedded to allow for parents to effectively and meaningfully engage with their child's learning.

- Clear structures and processes for communicating with parents are refreshed and developed.
- Provide opportunities and processes for parents to have meaningful engagement with their child's learning.

### Attendance

Embed a culture of high expectations for student attendance to allow students to achieve maximum growth in their academic, social and emotional capacity.

- Embed a culture of high attendance for all students through positive reward systems and positive partnerships with parents.

## Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread among students and promote student wellbeing. (Wellbeing, behaviour)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes. (Learning Culture, Attendance)
- The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning (Wellbeing, planned approach to wellbeing)
- Regular, consistent and inclusive opportunities in student voice are evident for all students.
- Consistent documentation is developed and utilised across the school.
- Student voice leadership programs are embedded in teacher programs across the school.
- Leadership Passport is being utilised by 100% of students.

## Evaluation plan for this strategic direction

### Questions:

- To what extent have the attendance strategies improved attendance of students?
- How have student leadership opportunities allowed students to develop a sense of belonging and advocacy?
- How have the new processes for parent engagement provided parents for authentic opportunities to engage with their child's learning?

### Data:

- Staff survey
- Teacher Programs
- Student SRC Initiatives (growth number)
- Collection of Leadership Passport data for all

### Evaluation plan for this strategic direction

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students

- SRC and parliament meeting data
- Tell Them From Me
- Sentral data
- HSLO/Last meeting data
- Scout data

#### Analysis:

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2. Regular professional discussion around the School Excellence Framework elements and themes.
3. Executive team and whole staff reflective sessions.
4. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

#### Implications:

- After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'