

Strategic Improvement Plan 2021-2025

Warrawee Public School 3390



School vision and context

School vision statement

To educate, empower and challenge all students to reach their full potential and to prepare them for success in an ever-changing world.

School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

Our students are grouped into 28 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band and public speaking and debating. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for support.

Strategic Direction 1: Student growth and attainment

Purpose

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Improvement measures

Reading growth

Achieve by year: 2023

Reading Growth

An increase in Check-in Assessment mean scaled scores for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

Numeracy Growth

An increase in Check-in Assessment mean scaled scores for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Reading

In reading we will embed a K-6 approach for collecting and analysing data. The continual evaluation of this data will be used to inform:

- the selection of evidence based, differentiated teaching strategies for improvement in reading
- the purchase of resources to support these teaching strategies
- professional learning to support best practice and use of resources
- the impact of these implemented strategies on student learning
- the implementation of the High Potential and Gifted Education Policy to personalise learning and improve student growth in literacy.

Numeracy

In numeracy we will embed a K-6 approach for collecting and analysing data. We will also re-visit the syllabus and review the K-6 mathematics scope and sequence, with a focus on improved student outcomes. The continual evaluation of this data will be used to inform:

- the selection of evidence based, differentiated teaching strategies for improvement in numeracy
- the purchase of resources to support these teaching strategies
- professional learning to support best practice and use of resources
- the impact of these implemented strategies on student learning
- the implementation of the High Potential and Gifted Education Policy to personalise learning and improve student growth in numeracy.

Individualised Learning

Teaching, curriculum planning and delivery, and

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. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (Effective classroom practice - E)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (Data Literacy - E)

Evaluation plan for this strategic direction

Evaluation

Question:

- Did teachers actively participate in weekly PLC sessions?
- Have teachers been trained in the new syllabuses?
- What are the teachers attitudes and understanding in the area of literacy and numeracy?
- Is there consistency with programming and teaching across the school?
- To what extend are teachers implementing the learning?
- What success and challenges have been identified?
- What extent of student improvement has been achieved?
- What extend has teaching improved/changed?

Data:

Data walls, PLC schedules, grade programs and scope and sequences, new syllabus trials.

Analysis

Strategic Direction 1: Student growth and attainment

Initiatives

assessment will promote learning excellence and responsiveness to meet the needs of all students.

All staff will take a shared responsibility for student improvement. There will be consistency in implementation of the differentiation of curriculum delivery in:

- High Potential and Gifted Education

The 2019 High Potential and Gifted Policy will be a focus throughout the school. A school identification process as well as school specific procedures associated with the Department policy, will be implemented. These will cater for the four domains of potential: Intellectual, Creative, Social-emotional and Physical.

- Learning Support

The School's learning and support resources will be used to personalise the learning for the individual needs of all students. Teaching and Learning will be adjusted to support every student's unique needs, to enable students with disability and additional learning and support needs to enjoy the same opportunities and choices in their education as their peers. Adjustments are made in close consultation with students and their parents and carers and are regularly reviewed to assess their effectiveness and to identify any need for changes.

- EAL/D

Support will be provided to students who come from a Language Background Other Than English (LBOTE) who require additional support to access the curriculum and develop the academic English language proficiency required for success at school. LBOTE means that a language other than English is spoken at home. The student, one or both of their parents, or another primary caregiver may use the language.

Evaluation plan for this strategic direction

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Teaching and Learning

Purpose

To ensure that teaching practice is evidence-based and data informed and that there is a shared responsibility for student improvement. Individually and collaboratively, teachers will evaluate the effectiveness of their teaching practices, which will include detailed analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Improvement measures

Collaboration

Achieve by year: 2025

Collaboration

- All staff effectively collaborate to drive ongoing school improvement through professional learning communities (PLCs).

Assessment

Achieve by year: 2025

Assessment

- All teachers clearly understand, develop and apply a full range of assessment strategies.

Initiatives

Professional Learning

Professional Learning will be designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement. We will do this through by building a cycle of professional learning and creating inclusive environments that enables learning and growth in every teacher. Teachers will work together in a collaborative manner to learn, shape and strengthen teaching practice for ongoing student progress and achievement. Teachers and school leaders will evaluate how adjustments in their practice, as a result of professional learning impacts on student progress and achievement. We will do this through:

- Establishing a collaborative professional learning community (PLC) that is sustainable and of high quality
- Mentoring new and beginning teachers
- Stage meetings with a focus on Professional Learning
- Identifying and sharing expertise within our staff
- Consistent Teacher Judgement (CTJ) on writing K-6 and stage-based moderating tasks

Data Driven Practices

Establish effective school-wide data collection systems that support teachers to analyse, interpret and extrapolate data in reading and numeracy that can be collaboratively used to inform planning, enhance teaching practice and meet the needs of all students

- Embed sustainable whole school data collection and analysis processes for reading and numeracy
- Expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom

Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice (Professional Learning - E)

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. (Data use in teaching - E)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (Data use in planning - E)

- All teachers will gain deeper understanding of evidence-based teaching practices (What works best)
- An increase in the number of co-teaching opportunities
- Building capabilities of all teachers K-6
- Increased collaboration of all staff K-6 including support staff such as EALD, LAS, TL
- Student assessment data and feedback is used to inform teaching practice and direct the teaching and learning programs.
- Teachers communicate across stages and school wide to identify strategic priorities, and develop and implement plans for continuous improvement.

Evaluation plan for this strategic direction

Question

What has been the impact of our PLCs and data wall on

Strategic Direction 2: Teaching and Learning

Initiatives

- Engage staff in collaborative professional learning in data literacy, data analysis and data use in teaching for all staff
 - Engage the school community in student progress and learning through collaborative partnerships that establish a common language and approach to student growth and achievement
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Evaluation plan for this strategic direction

student performance?

Data

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement of the strategic direction.

- NAPLAN data
- Check-in assessment
- Student work samples
- SEF SaS
- PAT
- Diagnostic tools

Other common assessment data including reading levels, ACER probes

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at team and executive meetings twice a term and the evidence uploaded to SPARO.

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Leadership and Community

Purpose

In order to provide for the highest levels of learning, we aim to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Through a planned and proactive approach with the school community, we will improve leadership and communication across the whole school and broader community.

Improvement measures

Communication and Collaboration

Achieve by year: 2025

Communication and Collaboration

- 100% of staff effectively utilise digital communication and software programs to support collaborative practice and communication across the school.

Community Connectedness

Achieve by year: 2025

Community Connectedness

- Self-assessment against the School Excellence Framework shows the school performing at excellent in the theme of community satisfaction in the element of Management of Practices and Processes.

Strengthening Leadership

Achieve by year: 2025

Strengthening Leadership

20% of teachers engage with the Aspiring Leadership program.

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school

Initiatives

Communication and collaboration

Effective communication and collaboration with all staff members will be improved, resulting in a positive impact on student outcomes and improved staff cohesiveness within the school. Broader collaboration will also increase. This will create:

- Enhanced and increased collaborative practices such as the Professional Learning Community sessions documented in Strategic Direction 2.
- Broader collaboration with other schools. Visits and partnerships with other schools will occur such as Warrawee's new involvement in the City Country Alliance, a large group of schools across NSW who connect to provide increased opportunities and cultural awareness for students.
- An increased number of channels for staff-wide communication, to ensure all staff are informed.
- Increased well-being opportunities for staff with a focus on cohesion across the two school sites.

Community Connectedness

We will increase connections with our community to create enhanced opportunities for students. Teachers and school leaders will reach beyond the school gates to build exciting and innovative partnerships which will have a demonstrable impact on student learning. This will include:

- Parent information sessions will be held on curriculum, reporting and school initiatives.
- Parent focus groups and surveys will provide feedback on teaching and learning and community engagement.
- Communication channels to parents including digital platforms will be evaluated and adjusted.

Strengthening Leadership

Aspiring leaders will be identified and nurtured.

Success criteria for this strategic direction

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (Reporting -E)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (Community engagement - E)

Evaluation plan for this strategic direction

Question

To what extent have the teaching staff and leadership team embraced a high performance culture and aimed towards excellence in line with the School Excellence Framework?

Data

Performance and Development Plans

Staff evaluations of the School Excellence Framework

Professional learning reflection and staff survey

Tell Them From Me data

These data sources will be collected and analysed by relevant teachers, leaders and teams and discussed at team and executive meetings twice a term and the evidence uploaded to SPARO.

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Strategic Direction 3: Leadership and Community

Improvement measures

more than 90% of the time to be at or above the school's lower bound system negotiated target of 92.3%.

Initiatives

Professional learning will be effective, appropriate to each individual staff member's level, and sustained.

This will include:

- A well-articulated and explicit aspiring leadership program to build capacity in staff. This will clearly identify opportunities for staff, as well as professional development in the skills and leadership behaviours required for progression.
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Evaluation plan for this strategic direction

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.