

Strategic Improvement Plan 2021-2024

Waterfall Public School 3396



School vision and context

School vision statement

Waterfall Public School is underpinned by a culture of high expectations developed within a quality learning environment. We value and drive the continuous improvement for the individual growth of each student. Staff work with the community to collaboratively foster respectful, resilient, lifelong learners.

School context

Waterfall Public School is a small school in the most southern suburb of Sydney, fringed by the Royal National Park. The multi-stage classes are driven by differentiated learning to support success for all students.

The school has a commitment to connecting, engaging and enabling the students to contribute and ethically advocate within their community, and beyond.

The school fosters student voice and student ownership of learning.

Students have the opportunity to participate in quality extra curricular programs and all senior students are enabled as school leaders and mentors for younger students.

Waterfall Public School has a dedicated focus on Sustainability and Environmental Education fostering an appreciation of its unique, picturesque setting in the Royal National Park.

Working authentically in partnership with the community there is a focus on continual whole school improvement, collaborating to support the wellbeing of all students.

The school has an active and supportive P&C and wider community who are a dynamic advocacy group for the school, dating from 1901, and values its cultural and historical significance.

Through the process of developing a situational analysis, external and internal data was collated from students, staff and parents. This analysis of data identified areas for school improvement.

School performance data indicated that the school needed to improve in numeracy. Teaching and learning programs need to evidence consistent and reliable student assessment data is collated and continuous tracking of student progress and achievement is monitored. Staff want professional learning to focus on the continuous improvement of their teaching practice through upskilling in current evidence based differentiated strategies to effectively cater for all individual students in a multi-stage class.

Community feedback identified the need to further strengthen effective partnerships by delivering workshops to assist parents in strategies to support learning at home and school.

Attendance data needs to be regularly analysed and used to inform planning. Improving student wellbeing and a sense of belonging to ensure optimum conditions for student learning across the whole school was evident from the Tell Them From Me Survey.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. Resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2022

In Numeracy, we will implement teaching and learning programs across the school that collect and analyse data.

* Top 2 bands - 40% Top 2 Bands in Numeracy.

Use of data will inform best practice enabling teaching and learning programs to be explicitly differentiated for individual students.

Target year: 2022

In Reading, we will implement teaching and learning programs across the school that collect and analyse data.

* Top 2 bands - 50% Top 2 Bands in Reading.

Use of data will inform best practice enabling teaching and learning programs to be explicitly differentiated for individual students.

Initiatives

Evidenced based practices in Numeracy

In Numeracy, we will implement teaching and learning programs across the school that collect and analyse data. As referenced through '*What Works Best In Practice*' the evaluation of this data will regularly be used to inform practice through:

* Evaluating individual learning programs to inform new goals, ensuring all students are challenged and successful. - *Use of Data to inform practice*

* Developing and sustaining a culture of high student expectations using feedback to identify where to next. - *High Expectations*

* Regularly reviewing student learning to inform differentiation - *Explicit Teaching*

* Providing feedback to support each students growth and improvement. Parental involvement in planning to support student learning, and share expected outcomes. - *Assessment*

* School leaders and teachers engaging in high impact *Professional Learning*

Evidenced based practices in Reading

In Reading, we will implement teaching and learning programs across the school that collect and analyse data. As referenced through '*What Works Best In Practice*' the evaluation of this data will regularly be used to inform practice through:

* Use of Data to inform practice

* High Expectations

* Explicit teaching with a focus on differentiation, optimising student growth and achievement.

* Assessment

* Professional Learning

Success criteria for this strategic direction

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)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Evaluation plan for this strategic direction

The extent to which students are self - directed learners who are aware of their own progress along with data directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives:

* Student progress checked and monitored against progressions and syllabus standards using PLAN2.

* Network NAPLAN data.

* Teaching programs show evidence of data informing classroom practice with ongoing adjustments.

* Student work samples demonstrate personalised success criteria and build on prior learning.

* PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).

* Student voice evidenced in individual goal setting (PLPs), knowledge and understanding of learning intentions and success criteria (LISC)

* Family/community focus group feedback on the effectiveness of the partnerships in learning

Strategic Direction 2: Connecting, Caring, Collaborating

Purpose

In order to support the wellbeing of individual students so that they can connect, succeed, thrive and learn, we will work with our community using best practice to embed a culture of high expectations. Resulting in a dynamic partnership with community ensuring all stakeholders are known, valued and cared for.

Improvement measures

Target year: 2022

By 2022 Waterfall PS will have achieved 95% positive wellbeing.

Target year: 2022

The school will have achieved their lower band attendance target of 70% of students having an attendance of 90% or above.

Initiatives

Connecting, Caring & Collaborating

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
 - Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated Personalised Learning and Support Plans (PLSPs)
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Success criteria for this strategic direction

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

(SEF - Wellbeing, Individual learning needs)

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

(SEF - Wellbeing, Behaviour)

Evaluation plan for this strategic direction

In order to support the wellbeing of individual students so that they can connect, succeed, thrive and learn, we will work with our community using best practice to embed a culture of high expectations. Resulting in a dynamic partnership with community ensuring all stakeholders are known, valued and cared for.

* wellbeing check ins

* Tell Them From Me (TTFM) data.

* Attendance data

* Internal school tracking system wellbeing and behaviour

* Parent/community feedback on the effectiveness of the partnerships in communication and collaboration