

Strategic Improvement Plan 2021-2025

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 practices 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

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.

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. *Data Use and Skills - data use in planning*
- * Developing and sustaining a culture of high student expectations using feedback to identify where to next. - *Assessment - student engagement*
- * Regularly reviewing student learning to inform differentiation - *Curriculum Provision*
- * Providing feedback to support each students growth and improvement. Parental involvement in planning to support student learning, and share expected outcomes. - *High Expectations*
- * School leaders and teachers engaging in high impact - *Educational Leadership*

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

There is a school-wide process for collecting and analysing the most relevant student data to gain insights into student progress, achievement and wellbeing.

Analysis is done collaboratively by staff to determine appropriate actions to improve student learning and wellbeing.

Teaching and learning programming are responsive to the learning needs of students and syllabus requirements.

Teachers use evidence of learning, including a range of summative assessments to inform their teaching, adapt their practice and meet learning needs of students.

The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

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).

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * 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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.0% in the attendance rate, from 91.57% in 2023 to 92.57% in 2027

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 and wellbeing. Student learning and engagement data is evidenced and monitored through regularly updating Personalised Learning and Support Plans (PLSPs).
 - Creating optimal learning environments where all students are challenged and engaged to achieve their educational potential through high expectations and effective, evidence based teaching and learning practices.
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Success criteria for this strategic direction

There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents/carers and students supports a clear focus to guide integrated planning for learning and wellbeing.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students.

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